

2010
NEW MEXICO
CHARTER SCHOOL APPLICATION

J. Paul Taylor Academy

P.O. Box 1612
Las Cruces, NM 88004
(575) 524-3126

I. TABLE OF CONTENTS

Section Titles and Subsection Items	Page Number(s)
I. TABLE OF CONTENTS	1
II. APPLICATION COVER SHEET/NOTICE OF INTENT/ABSTRACT	3
III. STATEMENTS OF ASSURANCES/ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION	7
IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED	17
V. EDUCATIONAL PLAN	20
A. CURRICULUM FRAMEWORK	20
B. EDUCATIONAL PROGRAM	46
C. STUDENT PERFORMANCE EXPECTATIONS	47
D. PLAN FOR EVALUATING STUDENT PERFORMANCE	48
E. SPECIAL POPULATIONS	52
VI. FINANCIAL PLAN	54
A. BUDGET	54
B. FISCAL MANAGEMENT	57
VII. GOVERNANCE/MANAGEMENT PLAN	59
A. GOVERNANCE/MANAGEMENT STRUCTURE	59
B. DESCRIPTION OF THE GOVERNING BODY	60
C. PARTNERSHIPS (IF applicable)	75
D. SCHOOL ORGANIZATIONAL STRUCTURE	75
E. EMPLOYEE RELATIONS	85
F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY	93
G. FACILITIES	96
H. OTHER STUDENT SERVICES	99
VIII. REQUIREMENTS	101
A. LEGAL LIABILITY AND INSURANCE COVERAGE	101
B. WAIVERS	101

IX. APPENDICES (include Table of Contents for Appendices)	102
A. Proposed Personnel Policies	A-1
B. Proposed Student Discipline Policy	B-1
C. Form 910B5	C-1
D. 5 Year Budget Plan	D-1
E. References	E-1
F. Acronym List	F-1

II. APPLICATION COVER SHEET/ NOTICE OF INTENT/ABSTRACT

School Information:

Name of Proposed Charter School J Paul Taylor Academy

School Address (if known) _____

School Location (City/Town) Las Cruces, NM

School District within which the school will be located Las Cruces Public School District

Contact Information:

Primary Contact Person Bea Jenkins

Address PO BOX 8174

City Las Cruces State NM Zip 88001

Daytime Tel (575) 524-3126 Fax (_____) _____

Alternate Tel (575) 635-0264 E-mail bea_jenkins@msn.com

Secondary Contact Person Lynne Happe

Address 1875 Stanton Ave

City Las Cruces State NM Zip 88001

Daytime Tel (575) 640-5900 Fax (_____) _____

Alternate Tel (_____) _____ E-mail lyhappe@yahoo.com

Partner Organizations (if applicable):

Enrollment Information:

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

Grade span at full enrollment K - 8 Total number of students at full enrollment 200

Complete the chart. Indicate phase-in grades if applicable.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2011-12	K – 6	140
Second Year	2012-13	K – 7	160
Third Year	2013-14	K – 8	180
Fourth Year	2014-15	K – 8	180
Fifth Year	2015-16	K – 8	180

Notice of Intent:

Provide a copy of the notice of intent that was submitted on or before January 12, 2010 to both the district superintendent where the charter school is proposed to be located and to the Public Education Commission.

Date: December 21, 2009

To: Dr. Don Duran

NM Public Education – Charter School Division

From: Beatrice Jenkins and Council Members

Re: Letter of Intent

To Whom It May Concern:

This letter is written notification of our intent to establish an elementary Charter School in Las Cruces, New Mexico. Our school will be located in the Las Cruces Public School District. We plan to serve children in grades pre-K through eighth grade, beginning with K through sixth and adding 7th and 8th and pre-K as our population grows.

American educational trends remain a national concern for parents, educators, legislators and the community. These trends are greatly impacting the children ie., the learners. To address these issues, we intend to found an elementary charter school that allows children to experience the joy of learning through integrating their own interests and life experiences with new and necessary academic skills.

This commitment and the following important components of this school, currently identified as J. Paul Taylor Academy, include:

- As a charter school, the funding comes from the state enabling us to serve children from all socioeconomic groups.
- OMA welcomes all children regardless of social, physical or educational needs.
- Academic excellence will be the cornerstone of our school.
- OMA will have strong community connections enabling students to learn from and contribute to their community.
- The school will partner closely with the university to benefit from this rich world of learning and experiences and to give pre-service teachers the opportunity to participate in a more child-centered environment.

- Learning to ask questions and working with others to answer them will be a cornerstone of our program. The questioning insures active learning and the group work is critical to the collaboration that will be expected of them throughout their lives.
- The visual and performing arts and music will enhance the human experiences and understanding of the students.
- All state assessments, standards and benchmarks will be adhered to in addition to broader assessment methods such as portfolios and group projects.
- Meals will be designed to meet current nutritional guidelines and provide opportunities for the development of healthy eating habits. Health and wellness will be a priority.
- Most importantly, we will create a school that is a part of the community where learning is a joyous activity and the responsibility of all.

Sincerely,

Beatrice Jenkins, Organizer
P.O. Box 8174
Las Cruces, NM 88006
575-524-3126
bea_jenkins@msn.com

Dr. Ken Hacker, PhD
Kenneth.hacker@gmail.com

Cynthia Clark, Attorney at Law
clhclark@msn.com

Miguel Avalos, FNAO - ABOC
avalosvision@hotmail.com

Ken McLeod
kengmcLeod@yahoo.com

Scott A Yurcic, Associates NMSU
syurcic@farmersagent.com

Anna Marie Hooley, MSN, APN-BC
ahooley@q.com

Abstract of Proposed Charter School:

The founders believe that more than anyone else, J. Paul Taylor, former southern New Mexico educator and legislator, exemplifies the school we are creating. We are honored he allowed us to use his name due to his steadfast commitment to the community and lifelong dedication to serving the children of Las Cruces. His belief in their ability to rise above difficulties to become successful, contributing community members is our inspiration.

The J. Paul Taylor Academy will serve Las Cruces area children. It proposes to meet the unique needs of the local school community which include many families within the low income, ethnic minority and English language learning categories. The Academy proposes to address these needs by providing a smaller learning environment, incorporating Project Based Learning for mastery of curriculum, implementing dual language and enhancing family involvement and interaction with the community. The school will open serving 140 children in kindergarten through sixth grade and expanding by the third year to serve 180 children in kindergarten through eighth grade.

The founders believe that all children are capable of academic excellence and wish to achieve it. J. Paul Taylor Academy aims to shift this belief into its fundamental expectation of its students and then to provide the environment and opportunity for its students to meet those expectations.

To further our belief in the infinite capacity of children to learn, J. Paul Taylor's teacher will be carefully selected to facilitate the enhanced learning. They must actively implement the project based learning strategies in the classroom. They must be able to plan in teams and share instructional responsibilities enabling all children to learn and explore at levels where they can excel.

Families will be called on to share their individual expertise, help with special projects, serve on school committees and attend evenings where students demonstrate their learning. Families will be welcomed and encouraged to drop in and participate in any activities in which they have a personal interest. Families will be drawn further into their children's education by the joy of learning fostered at J. Paul Taylor Academy.

The J. Paul Taylor Academy will actively seek the community's involvement; specifically the New Mexico State University Music and Physical Education Departments. Both have committed to placing practicum students in the school and will incorporate music, dance, movement and other physical education topics that typically receive less attention. These departments recognize the innovative benefit of their students seeing this subject matter integrated into Project Based Learning.

To foster children's innate love of learning and to realize our motto, "To Recapture the Joy of Learning," the scope and curriculum will be broadened. With children actively involved in learning, participating in planning projects that are meaningful to them and working together and with their community to complete these projects using two languages, in a small, nurturing, child-focused environment, the J. Paul Taylor Academy can offset the pervasive ever-narrowing and test-focused educational experience.

III. STATEMENTS OF ASSURANCES / ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION

These forms must be signed by a duly-authorized representative of the governing body of the proposed charter school and submitted with the final application. An application will be considered incomplete if it is not accompanied by the Statements of Assurances and an assurance from each governing body member that they have read the completed application and agree to its submission.

STATE OF NEW MEXICO)

)

COUNTY OF)

I, Beatrice Jenkins, after being duly sworn, state as follows:

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

13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI
14. of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

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

[Signatures required on next page]

[Signature]

Date

Beatrice Jenkins, governing body member, or authorized representative, of the proposed
J Paul Taylor Academy Charter School.

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

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20____.

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Miguel Avalos and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (name of school) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Miguel Avalos,
[Printed Name]

[Signature]

Date

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Cynthia Clark and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (*name of school*) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Cynthia Clark,
[Printed Name]

[Signature]

Date

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Dr. Ken Hacker and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (*name of school*) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Dr. Ken Hacker,
[Printed Name]

[Signature]

Date

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Anna Hooley and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (*name of school*) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Anna Hooley,
[Printed Name]

[Signature]

Date _____

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Beatrice Jenkins and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (*name of school*) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Beatrice Jenkins,
[Printed Name]

[Signature]

Date

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Ken McLeod and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (*name of school*) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Ken McLeod,
[Printed Name]

[Signature]

Date _____

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER
HAS READ THIS APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC
EDUCATION COMMISSION**

This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document. (Please “copy” and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)

STATE OF NEW MEXICO)
)
COUNTY OF _____)

1. My name is Scott A. Yurcic and I reside in Las Cruces, NM.
2. I am a member of the governing body of the proposed J Paul Taylor Academy (*name of school*) to be located at Las Cruces, NM. I certify that I have read this charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Scott A. Yurcic,
[Printed Name]

[Signature]

Date _____

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

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

- **Provide a clear and compelling *Mission Statement* for the school that includes the following components:**
 - **Who the school seeks to serve;**
 - **What the school seeks to accomplish;**
 - **What methods the school will use.**

Mission Statement

J Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well rounded dual language, project based instructional program in a smaller school to promote academic excellence for the diverse students of the Las Cruces area.

- **Provide a response to the following question: *How will the school know if it is achieving its mission* as stated above? The response must include school level or organizational goals that are measurable and directly support the Mission Statement. The school level or organizational goals must be stated using the SMART Goal format. (NOTE: *Specific measurable student performance expectations [student goals]* should be addressed in section IV, Educational Plan.)**

Administrative School Goals

1. Administration and staff of J. Paul Taylor Academy will provide opportunities for family and community involvement bi-monthly to build school community as documented by attendance logs and photos, demonstrating at least 25% involvement of families with children attending the school the first year, growing to 75% by the fifth year.
2. During each of the five school years, the head administrator will provide staff development at least one afternoon per month regarding Project Based Learning, Love and Logic, mastery based grading and other topics deemed necessary.
3. J. Paul Taylor Academy will implement a phased in dual language program, beginning with grade kindergarten (K) the first year, and progressing to grade 4 by the 5th year. By the fifth year of the charter all children in grades K-4 will be instructed in both English and Spanish.
4. The 40 day report of each of the first 5 school years will show increased student diversity resulting in a closer reflection of the ethnic and socio-economic diversity of the Las Cruces Public School District.

- **Provide an *explanation of need* that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. Include a demographic description of the student and community population within which the school will be located.**

Explanation of Need

New Mexico Standards Based Assessment (NMSBA) test scores for the 2008-2009 school year indicate that 53% of local elementary students are non proficient in math, more than half of local students. While fewer students are non proficient in reading, 41%, this shows 4 out of every 10 students is at risk in reading. Middle school percentages are even higher, with 68% at risk in math and 51% in reading (Las Cruces Public Schools, 2009).

Other factors placing students at risk include second language acquisition and poverty. The percentage of English Language Learners (ELL) in the Las Cruces Public elementary and middle schools is 17%. J. Paul Taylor Academy plans to implement a dual language program, beginning with grade K and adding a new grade each year through grade 4 in the fifth year of the charter.

The United States (US) Census Bureau shows an estimated 2006 population of 86,268 for Las Cruces (US Census Bureau, 2010). Using metropolitan statistical area data from the Census Bureau, defined as an area containing an urban center with a population of at least 50,000 and a total population of the metropolitan statistical area of 100,000 or more (Answers Corporation, n.d.), Las Cruces ranks at number 271 of 280 with an income of \$29,808, putting the city in the bottom 5%. This compares to Santa Fe at number 45, \$45,822, and Albuquerque at number 127, \$39,088, both well above the median (Wikipedia, 2009). In 2007, 21% of Las Cruces residents had income below the poverty level, while 29% of the children lived below the poverty level (City-Data.com, 2009). Of the elementary students in Las Cruces, 70% receive free/reduced lunches. In the middle schools the percentage of students receiving free/reduced lunch is 61% (Las Cruces Public Schools, 2009).

Research based curriculum and proven strategies will help our students to realize academic success. With family and community help and support, students will obtain the necessary tools and knowledge for success. It is J. Paul Taylor Academy's belief that, in partnership with families and community, that combining a dual language program and Project Based Learning with a smaller school size is what Las Cruces' elementary and middle school students need to achieve academic excellence. The "at risk" population of our district will benefit greatly from the smaller, more personal school and from a method of learning, Project Based Learning, in which they are actively involved. Research indicates that a smaller learning community, a dual language program, and project based learning in the elementary and middle school will address and resolve a lack of connection within our community. A small school size will also make it easier to serve students that might normally fall through the cracks at a larger school.

Research supporting this belief will be covered in the Educational Plan section, under Philosophy and Approach to Instruction.

The following are demographic breakdowns for the local school district and city.

Demographics for Las Cruces Public Schools shows:

- 1% Asian
- 3% Black
- 23% Caucasian
- 72% Hispanic
- 1% Indian (Las Cruces Public Schools, 2009)

MuniNet Guide shows a similar breakdown for the city of Las Cruces:

- 1.7% Asian
- 2.0% Black
- 38.4% Caucasian
- 55.9% Hispanic/Latino
- 1.3% Native American

MuniNet also shows families, non-single residences, represent 62.1% of the population (RICIC, L.L.C. MuniNet Guide, 2010).

V. EDUCATIONAL PLAN

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

A. CURRICULUM FRAMEWORK

Philosophy and Approach to Instruction

- Describe the educational philosophy and curricular approach of the proposed school.

It is the belief of the J. Paul Taylor Academy founders that children are more successful in an environment in which they are fully engaged in their own learning and where they interact with other students to achieve goals and acquire knowledge. The school will be very child-centered with hands-on learning. The curriculum will focus on mastery of basic competencies, which will be applied to projects, generated by teacher and students.

J. Paul Taylor Academy founders believe children will need dual language skills to be more successful in their lives. Acquiring a second language will not only enable children to participate more fully in our global economy but will also demonstrate the value of New Mexico's two dominate languages.

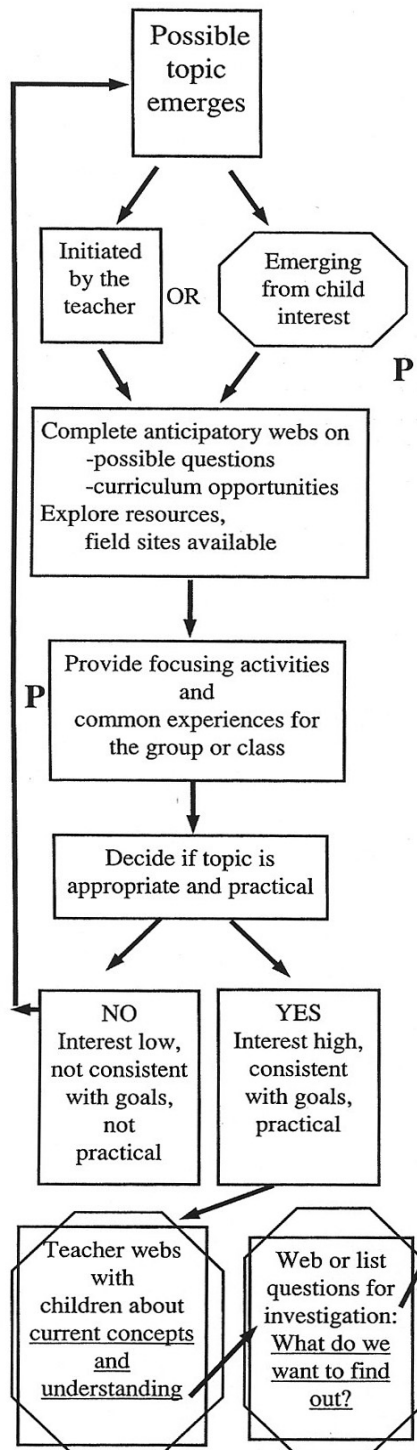
J. Paul Taylor Academy founders believe that families are a child's first and most important teachers and therefore will strongly encourage families to take an active role in their child's education. This will be planned according to the time constraints and abilities of each individual family member.

Community involvement will enable additional opportunities for students to apply their learning and to connect that learning to life beyond the school walls. This interaction with the community will be in the form of guest instructors, student mentors, field trips, and project and presentation evaluators.

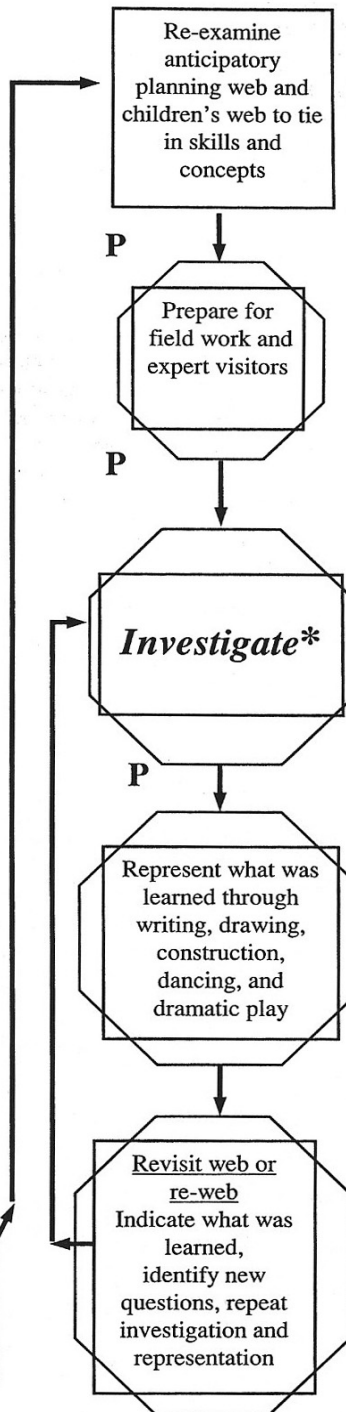
- Describe why the particular educational philosophy and/or approach was selected.

Project Based Learning was chosen for our school because the experience of the founders is that children take ownership of their learning when they are totally engaged. According to Lilian Katz, a project is defined as children undertaking an extended in-depth investigation of events or phenomena worth learning more about within their own environment. (Katz & Chard, 1992) Project work is usually designed in three sequential phases. Below is a chart from Helm and Katz (2001) showing the progression of these phases of development:

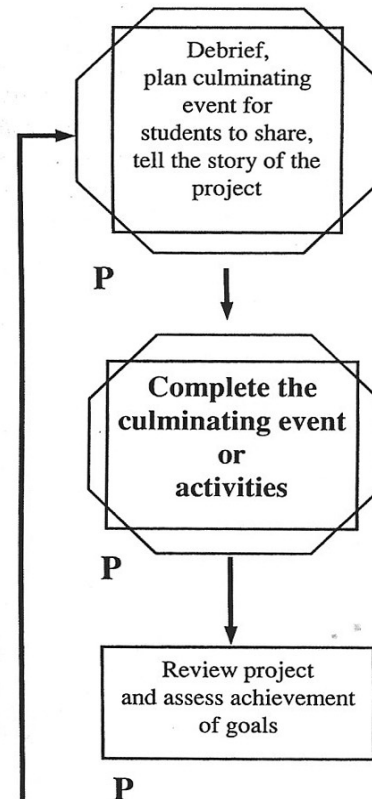
Phase I



Phase II






Phase III



***Investigate:** visit field sites, talk to visitors and other experts, examine artifacts, conduct experiments

Key

-  Child Activity
-  Teacher Activity
-  Teacher and Child Activity
- P** Parent Involvement Opportunity

Research suggests that there is a relationship between the role that children have in determining their own learning experiences and the development of social skills (Helm & Katz, 2001). Students learn by doing. We believe that children learn best what most interests them and it is our goal to make learning meaningful and exciting for all of our students. From this belief comes our motto: “Recapturing the Joy of Learning”. Projects foster vital workplace skills and lifelong habits of learning. They allow teachers to use resources from the community to move project boundaries beyond the school walls (Markham, Larmer, Rabitz, Thomes, Mergendolla, Michaelson, 2003).

Another potential benefit of the project approach for younger children is the readiness and ease with which families become involved and interested in the children’s work. Family involvement in a child’s education is significantly related to children’s success in school (Henderson & Berla, as cited in Helm & Katz, 2001).

To prepare students for success in a diverse global society a dual language program is imperative. It is recognized that languages are more easily learned at an early age, making elementary school the perfect vehicle for this instruction.

Parent and community involvement were chosen because research shows it enhances student success.

- **Provide documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.**

Project Based Learning

Project Based Learning works well for children. According to Edmiaston, there are five main reasons for this success:

1. Projects are collaborative and encourage all children to contribute in their own way.
2. Projects are based on the children’s interests and can be shaped to meet the needs of all children.
3. Projects include a variety of experiences and do not require that every child participate in every experience, thus individual abilities are taken into consideration.
4. Much of the project work is undertaken in small groups which make it easier to insure that individual needs are met.
5. The variety of documentation and the emphasis on documentation of each child’s activities serves to emphasize different ways of learning and each child’s strengths (Edmiaston as cited in Helm & Beneke, 2003).

“Students who participated in Project Based Learning also benefitted from improved critical thinking and problem-solving skills (Mergendoller, et al., 2006; Shepherd, 1998; Tretten & Zachariou, 1995 as cited in University of Indianapolis Center of Excellence in Leadership of Learning, 2009.)

Furthermore, according to Abramson, Robinson, & Ankenman, Project Based Learning strengthens collaboration between schools, families and communities by engaging in multiple experiences with technology which showcases understanding (1995). Additional research demonstrates improved student motivation, collaborative work ethics and critical problem solving skills when engrossed with inquiry based projects that incorporate multiple intelligences. “Students learn important thinking skills such as connecting, analyzing and applying concepts...they can use in their lives. (Rasori, 2009).”

“Project Based Learning has several positive effects on student content knowledge. Compared to traditional classes, students in Project Based Learning classes performed better on assessments of content knowledge” (Boaler, 1997; Penuel & Means, 2000; Stepien, et al., 1993 as cited in University of Indianapolis Center of Excellence in Leadership of Learning, 2009.)

“In addition, Project Based Learning has been shown to benefit a variety of students in developing collaborative skills. For example, through Project Based Learning, elementary students learned to understand multiple perspectives (ChanLin, 2008 as cited in University of Indianapolis Center of Excellence in Leadership of Learning, 2009.)

It is J. Paul Taylor Academy’s belief that Project Based Learning equals problem solving skills for a lifetime of academic achievement and community enhancement.

Dual Language

According to Collier and Thomas,

The astounding effectiveness of dual language education extends beyond student outcomes, influencing the school experience of all participants. As the program develops and matures, teachers, administrators, and families in formal and informal interviews all express awareness that they are part of something very special. Most adults connected to the program begin to view it as a school reform, where school is perceived positively by the whole school community. The respect and nurturing of the multiple cultural heritages and the two main languages present in the school lead to friendships that cross social class and language boundaries.

A dual language program benefits English learners as well as native English speakers. Thomas and Collier found that English learners involved in 5 years of dual language instruction attained the 51st percentile taking the Stanford 9 test. These students qualified for ELL services because of low scores on previous English proficiency tests. Most of the students were from low socio economic status (SES) (Thomas & Collier, 2003). They also found native English speakers improved their academics in a dual language program. Native English speaker students involved in a dual language program for 4 years tested between the 63rd and 70th percentile on the Stanford 9 and averaged around the 76th percentile on the Aprenda 2, a Spanish proficiency test. Native English speakers not involved in a dual language program averaged about the 50th percentile on the Stanford 9 (Thomas & Collier, 2003).

Parents of students in a dual language program are more involved with the school, feeling appreciated and integrated in the management of the school. Staff members at schools with dual language programs initiate extracurricular programs for families to encourage a life-long learning collaboration for all family members. (Collier & Thomas, 2004).

Learning a second language, whether English as a second language or English first with another language second, is well served by Project Based Learning methods. Recommendations for second-language learners include emphasizing the importance of authentic literacy events in the early years that make reading and writing meaningful and purposeful (Perez & Torres-Guzman, as cited in Helm & Katz, 2001). Planning projects around the interests of the children and their families helps make them culturally sensitive and of high interest to both. Projects foster purposeful collaborative learning and

the use of concrete, hands-on experiences where children gain meaning from the experience as well as from the language (Christian, 1994, Helm & Katz, 2001).

Family Involvement

Family involvement is essential and easily promoted with Project Based Learning. The teacher can talk with families as a group at the beginning of a project to convey the purpose of the project and to encourage their participation and help. Families can be encouraged to check on and question their child about the progress of the project. The children can ask families questions or to help with a part of the project such as gathering information or objects. Families can provide materials for use by the whole class and can share their area of expertise on a given subject. They can help in the preparation of presentations. Opportunities such as these help improve a child's self-esteem and a caregiver's confidence (Katz & Chard, 1992).

According to the executive director of the Center for Parent Involvement in Education "...children will achieve when the significant people in their life expect them to succeed. A community, especially parents, must take greater responsibility and advocacy for the academic success of our children" (Kudumu, 1995).

School Size

In addition to Project Based Learning, a dual language program, and family involvement, J. Paul Taylor Academy believes a smaller school size allows for community connectedness and enhanced student achievement. The consensus among the authors of the Matthew Project, Raywid, and Leithwood and Jantzi, is that a small elementary school has no more than 300 students.

The weight of evidence provided by Leithwood and Jantzi in their research clearly supports schools of a smaller size. Students who as a rule, struggle with academics or come from a challenged socio economic backgrounds, benefit the most from smaller schools (2009).

The Matthew Project, from 2000, located across the United States of America, was specifically searching for a link between school size and socio economic status. Findings from the Matthew Project clearly imply small schools often minimize the threats that poverty imposes on school and student achievement (Howley, C., Strange, M., & Bickel, R., 2000).

"There exists in the small school a sense of pride, and an attitude and sense of personal possession and involvement on the part of students, parents, teachers, administrators, and community residents" (Barker, ¶ 6, 1986).

- **Explain why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.**

Project Based Learning will engage students in learning that is meaningful to them as well as provide an opportunity to practice their language arts and math performance standards. This method will allow all students to contribute in ways that address their personal learning needs. This learning will most often occur with a partner or small group providing the added benefits of learning from and with each other.

The dual language component will not only increase and enrich the learning of the students, but will also help develop the school community and demonstrate its appreciation for the two dominant cultures of the Mesilla Valley.

Both Project Based Learning and dual language are likely to increase and encourage family involvement which in itself leads to improved student achievement.

With these three focal points, we believe we are providing the ultimate combination of opportunities for high student achievement

- **Describe how the educational philosophy and/or approach aligns with the school's mission and student needs.**

Focusing on the mastery of skills and their applications, learning two languages, familial involvement and community integration through Project Based Learning directly supports our mission. Project Based Learning engages all students regardless of language, learning difficulties and social background.

Proposed Curriculum Development

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

While the actual schedule and final curriculum plan will be created during the planning year and into the first years of the school, the following is illustrative of the type of curriculum that will be developed.

J. Paul Taylor Academy will devote the mornings to a scope and sequence based on the Scott Foresman or similar adopted math and language arts programs and aligned with state standards and benchmarks. Children will be placed in fluid groups created by the teachers in response to needs identified by short cycle assessments, such as the MAP. Groups will be formally reviewed monthly to insure each child is working on his/her specific needs and that he/she is being sufficiently challenged.

J. Paul Taylor Academy is working with the New Mexico State University (NMSU) Music and PE Departments for the music and physical education (PE) portion of our curriculum. Letters of their commitment follow this page.



College of Arts and Sciences
Department of Music
MSC 3F
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003-8001
505-646-2421

May 13, 2010

To Whom It May Concern:

I would like to formally present a plan by the Music Department at New Mexico State University to help facilitate Music in the J. Paul Taylor Academy. I believe we have student resources who could teach general music classes to grades K through 8 on a rotating basis. It would be my desire to use upper division Music Education Majors who would in turn receive teaching experience as they complete their degree.

I have looked at the proposed schedule and believe that the times for music instruction will fit into the school day of the college students. The process for selecting the student music teacher (or teachers) should include a formal interview, 2 letters of recommendation, and a recommendation from the department head of music.

The Music Department at New Mexico State University is excited about providing music instruction for the students of the J. Paul Taylor Academy. In return the department will benefit by providing early teaching experience to our most talented students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ken Van Winkle".

Ken Van Winkle
Director of Bands
Academic Department Head, Music
New Mexico State University



Department of Human
Performance, Dance and
Recreation

MSC 3M

New Mexico State University

P.O. Box 30001

Las Cruces, NM 88003-8001

575-646-2215, fax: 575-646-4065

June 15, 2010

To Whom It May Concern:

The Department of Human Performance, Dance and Recreation at New Mexico State University is excited to work with the J. Paul Taylor Academy to help facilitate their physical education program. We believe that such a partnership will provide our pre-service teachers with excellent opportunities to gain valuable experience working in physical activity settings. We will also be willing to assist in the curriculum development for the Academy.

As the Program Director for Physical Education at NMSU I will provide names of students with whom I believe have the skills and abilities to assist in teaching physical education at the Academy. These students will then be offered the opportunities to work with children and the physical education teacher on a regular basis to help support their program. We will also offer our students the opportunities to work with the after school activity programs as they develop.

Sincerely,

Kimberly, L. Oliver, Ph.D.
Physical Education Program Director
New Mexico State University

The afternoons will be devoted to Project Based Learning. Project Based Learning will enable students to apply their language arts and math learning in meaningful ways and provide for the development of science, health, social studies and arts standards and benchmarks. A school-wide, project based course of study, coded to state performance standards and benchmarks, has been developed for the opening of the school. We selected the theme, *We Have a New School*, believing that this would engage staff, families and students alike.

The following is J. Paul Taylor Academy's first project which illustrates integration of curricular subjects as well as alignment with state standards and benchmarks.

First Project: We have a new school.

This is a project for all grades we expect to last through the first quarter of the year and culminating in a thank-you evening for all those who helped us prepare and continue to help us. This evening will showcase what the students want to show about this project to families and community members. Students may need to conduct two of these evenings for families as the interest in this project may dictate a long duration.

The first project is planned to provide a starting point. Subsequent projects will be based on topics generated by students.

Kindergarten

Our Classroom and Classmates

- Write their names on their belongings (KLA 37)
- Make a handprint pattern to decorate our classroom (KM 7)
- Identify together the letter cards that need to be put up in the classroom. (KLA 15)
- How many boxes of facial tissue will fit on the shelf? Predict and try out. (KM 4, 9, 25)
- Will all the crayons fit in the tub? Predict and find out. (KM 4, 9, 25)
- Sort the books in our book box by various attributes (color, size, whether we are familiar with them or not, etc.) (KM 6)
- Place books from book box in order from smallest to largest, order children from tallest to shortest, from longest hair to the least, etc. (KS 5)
- Compare the size of children. Who is taller? Shorter? (KS 5)
- Sort the children in the class by shoe color, shirt color, wearing jewelry or not, etc. (KM 6)
- Graph who went to pre-school...did more go or not go? How many more? (KM 24)
- Graph boys and girls in kinder...which are there more of? How many more? (KM 24)
- How many boys and girls do we have together? (KM 3)
- As procedures are set up, discuss fairness...Would it be fair for Clarissa to keep all the crayons at her table? Would it be fair to run in front of other children who are waiting to go to lunch? When we all want to use the pencil sharpener, what can we do? (KSS 16)
- How many of various items do we have in our class? (Chairs? Shelves? Tables?) (KM 1)
- Explore what classroom items are made of....desks, boxes, books, windows, curtains...which of these are hard, soft, flexible? Do they smell different? (KS 6,7)
- Discuss why our lights and air conditioners work. How do different types of pencil sharpeners work? What makes a flashlight illuminate? (KS 8)

- Describe the location of items in the classroom. Other students use these descriptions to find the items. (KM 12)
- Draw a map of our room. (KM 12)
- Measure our classroom using various units How many students long is our classroom? How many crayons does it take to go across our table? (KM 20, 22)
- Make a classroom schedule and discuss what comes before, after, etc.
- Tell time throughout the day using the classroom clock and compare it to the schedule. (KM 21)
- Retell the story of our first day of school while the teacher writes. Act it out. (KLA 1,4,20,22)
- Sequence the activities of the first day. (KLA 2,6)
- Question/predict what we are likely to find in the read aloud about another class' first day of school. (KLA 12)
- Retell the story of the first day of school that children in a read-aloud experienced. (KLA 13, 20, 22)
- Compare the first two days. Which story is real? (KLA 10, 14)
- Wash before eating and discuss why this is important. How did scientists find out about germs? (KH 33, 35, 74 S 21, 22)
- Why do we need to exercise and sleep enough every day? (KH 8, 39)
- Keep a piece of chart paper posted to list changes as they occur in our class. (We received a new student, Juan's mom gave us ten more books, one of our chairs is missing, etc.) (KM 10)

Our New School

- Place classroom numbers in order (can tape on doors). (KM 1,2)
- How many grade levels are there in our school? (KM 1)
- How many rooms are in our new school? Walk through for one-to-one correspondence. (KM 1)
- How many children are in kindergarten? Estimate and then count. How many adults are in the school? Estimate and then count (KM 1, 4)
- Discuss what holidays will be observed in school. Where did they come from? (KSS 1)
- Brainstorm who helped get our school ready? Bring in the various people to discuss their jobs. (KM 21)
- Discuss what is past and present. What was our school building used for prior to our arrival? Was it something else before that? Did someone live in your house before you? (SS 4)
- Give directions to various locations in the school. (KM 17)
- Look for geometric shapes in our environment. (KM 11, 16)
- Draw pictures of where we found them and label them. (KM 11)
- Describe what makes a triangle a triangle, a circle a circle and so on. (KM 11)
- Discuss probability.... Are we likely to finish everything today? Is it likely that no one will miss school? Is it likely to rain today? (KM 26)

Our Community, State and Beyond

- Record weather for each day with pictures...compare and discuss (Do we have more rainy days or sunny days?) (KS 19)
- Discuss natural characteristics of our location... Does it snow often? Are most days sunny? Can we see mountains? Do we have beaches? (KSS 7)
- What foods do we eat in New Mexico? Where did they come from? (KSS 8)
- Discuss who the leaders are in our town, who keeps us safe and who responds to emergencies. Invite representatives from these groups to speak at school. (KSS 2)

- What is our state bird? Flag? Food? Who was Smokey Bear? Make pictures for the classroom illustrating this learning. (KSS 3, 14)
- On an evening when families come to school, look at the night sky and describe it. Compare it to the day sky. Discuss whether the earth is round like the moon and the sun? (KS 17, 18)

First Grade

Our Classroom and Classmates

- Skip count the children in the class. (1M 13)
- What languages do the children in our class speak? Make a Venn diagram.(1SS 1, 14)
- Skip count the school supplies. (1M 13)
- Create a pattern of geometric shapes to decorate the classroom. (1M 12, 21)
- Discuss relationships between objects when arranging the classroom, what happens if we put the shelf in front of the door? (1M 23)
- Discuss arranging the items: Should we push or pull the teacher's desk to move it? The shelf? (1S 8)
- Describe the properties of classroom items such as tables, pencils, rugs, windows. Are they solids, liquids or gases? (1S 5,6)
- Discuss changes that energy will make in our classroom: How will the DVD play? Why is the counter by the window warm? (1S 7)
- Discuss how much sun the window gets at various times of the day. (1S 20)
- What items in our room were designed by scientists? (1S 25)
- Discuss the needs of the classroom plants and how to meet them. Read, observe and explore to determine whether they have the same needs that we do. (1S 1)
- Discuss ways we can keep from making ourselves and others sick. (1S 24)
- Use a thermometer by the window and record temperature at various times of the day. (1S 22)
- Use a thermometer further into the classroom and record temperatures. Which shows more variation? Write a class report.(1S 22)
- Keep records of qualitative changes; create a growth chart for the students in the classroom, create a growth chart for classroom plants (1M 20)
- List and post new words learned when making maps, discussing special days, etc. (1L 4, 17)
- Use this vocabulary when discussing and writing about their learning. (1L 4, 17)
- Discuss why classrooms need rules and the rules we will need to work together (1SS 17, 18)

Our New School

- Write ordinal numbers to place on classroom doors. (1M 1)
- Estimate how many children are in each class and the total school (1M 11)
- Graph the number of students in each grade and compare. (1M 35, 36)
- Graph the number of adults and children in the school and compare. (1M 35, 36)
- Discuss how likely it is for the school to get more children, more adults, more supplies, etc. (1M 38)
- Write number sentences adding the number of boys and girls in each class to get the total (1M 2, 3)
- Determine how many children are in the school by counting the number in all the classes. Bundle groups of ten as they occur. (1M 2, 3, 8)
- Identify the common attributes of the people in our classroom and school. (1SS 1)

- Discuss major holidays we will observe and their significance. (Move through the year starting with Labor Day, Columbus Day, Veterans' Day, Martin Luther King Day, etc.) (1SS 4)
- Compare our celebrations with those of Mexico. (Would Mexico celebrate Labor Day? Martin Luther King Day? Do we celebrate the 16th of September?) (1SS 4, 22)
- Demonstrate understanding of sequence when creating timelines and sequenced pictures for the calendar activities (1SS 5)
- Dramatize the special days we celebrate. (1L 39)
- Discuss needs we have at school. (Breathing, eating lunch, drinking water) (1S 16, 17)
- Discuss the needs and the wants for our classroom and school. Write an explanation of the difference between wants and needs. (1SS 25, L 31, 33, 34)
- Write out directions to get to another location in the school and follow them. (1M 29)
- Estimate how many meter sticks it will take to go across the classroom and then check estimate by measuring, repeat for halls, playground, etc. (1M 20)

Our Community, State and Beyond

- Look through newspapers and on the computer for pictures of the president and governor to post in the classroom. (1SS 3)
- Make a map of the school neighborhood. (1SS 6, 8)
- Make a three dimensional neighborhood map (SS 6,8)
- Discuss natural verses human made...Are streets natural? The rocks on our playground? (1SS 1)
- Describe the ways we affect our environment...Do we throw trash on the ground or roads? Do we leave the water running when we are not using it? (1SS 16)
- Use phonetic knowledge to complete the writing required in these activities. (1L 24)
- Use basic punctuation and capitalization. (1L 28)
- Observe the night sky at a family evening event. Does the night sky always look the same? Is the moon always the same? (1S 20, 21)

Second Grade

Our Classroom and Classmates

- Identify geometric solids in the classroom. (2M 36)
- Explore the classroom with magnets and record which items they attract (2S 16)
- Use magnifying glasses to look for any mold growth in the classroom. (2S 6)
- Determine how many tables are needed if the class sits four to a table, five to a table and so on. (2M 6)
- Use manipulatives and write equations to determine how much the required classroom supplies cost at various stores (using their advertisements) (2M 8)
- Select appropriate measurement tools and use them to measure and compare the size of various classroom items: the length of pencils, the height of children. (2M 37)
- Observe the growth of classroom plants by the window and in the dark. Record findings.
- Research the life cycles of classroom pets. Make posters illustrating them. Observe the pets and compare their development to the posters. (2S 20)
- Make and label a classroom poster of the human body representing the organs and the systems to which they belong. (2S 23)
- Post new words learned in the study of their school such as geological terminology from the rocks or character vocabulary from good citizenship (2M 2, 15)

- Explain and describe this new vocabulary (2M 2, 15)
- Keep a growth chart and determine how much each child grew at various points during the school year. (2M 41, 42)
- Discuss how likely it is that children will reach various heights. (2M 53)
- Refer to the classroom clock throughout the day and identify times for various activities. (2M 43)
- Survey and display data about the students' favorite activity at school, favorite book in the book box, etc. (2M 47, 49)

Our School

- Count the chairs in each classroom and write a number sentence to determine how many there are in the entire school. (2M 3, 4, 7)
- Use subtraction to compare the number of students and chairs in the school. (2M 3, 4, 7)
- Count girls and boys in each classroom to determine if they are equal. Are there equal numbers of boys and girls in the whole school? (2M 3, 4, 7)
- Draw what the school will look like in each of the seasons. Explain each drawing in writing. (2S 32)
- Collect rocks on the playground and sort them in various ways. Match them to rocks in books. (2S 29, 30)
- Discuss the attributes of good citizenship. When a student demonstrates one of these attributes, photograph him/her and post the photo with a classmate's explanation (2SS 18, 19)
- Compare the classroom rules students voted on (direct democracy) and those student representatives made for the whole school (representative democracy). (2SS 15)

Our Community, State and Beyond

- Research and discuss how different groups of people came to New Mexico and why (2SS 1)
- Discuss and plan where to get the information on the history of the local communities
- Interview, research and depict the origins of the local communities: Las Cruces, Tortugas, Dona Ana, Mesilla; where do our students live? (2SS 1)
- Sequence the start of each of these communities (2SS 4)
- Act out the history of the communities.
- Use a map of the school neighborhood and locate the school and other landmarks. (2SS 5)
- Use a map of the Mesilla Valley to locate the school and major landmarks (The Rio Grande, the Organ Mountains) (2SS 5)
- Using these maps, give directions to get from one point to another. (2M 26 27)
- Spell correctly words previously studied in the written portions of the new school activities. (2L 23)
- Use capitalization and punctuation and edit their social studies and science work. (2L 25)
- Make drawings of the appearance of the moon each evening for a month. Bring to school, post, discuss and write conclusions. (2S 26)

Third Grade

Our Classroom and Students

- What items in the classroom will attract the magnets? Predict and try out. What do the attracted items have in common? Can magnets move things without touching them? Predict and try out. (3S 17)

- Estimate how many floor tiles are in the classroom. Use arrays of tiles in order to determine this number through multiplication. Write the equation. Add the products to get the final total. Estimate and add how many tiles would be in all the classrooms if they all had the same number. Write the equation. (3M 8)
- Find the areas of various arrays of floor tiles, the top of a desk, etc. (3M 53)
- Write the equations with missing variables for other students to solve. (3M 26)
- Count the number of children in the classroom and use multiplication to determine the number of legs in the classroom, the number of arms, the number of limbs, the number of fingers, etc. Write the corresponding multiplication equation. (3M 12)
- Count the number of tables in the classroom. Provide the children the cost of each table. Have them write the equation and determine how much they cost together. Repeat for chairs, teachers' desk, etc. (3M 14)
- Determine what should be used to determine the weight, length, width of classroom objects. Estimate the weights, lengths and widths of these items, measure and compare. (3M 48, 51, 54)
- Observe the light in the classroom. Is all the light from the ceiling lights? Where else does it come from? Can we bend the light? How do we stop or block the light? Does the light in the classroom change throughout the day? Why? (3S 13, 14)
- Make a classroom calendar for the year. Include holidays, special days and birthdays. Count the days, weeks and months between various events. (3M 50)
- Keep a vocabulary list in the classroom identifying new words learned through this study. (3L 4, 14)

Our School

- Identify solid and plane geometric figures in the classrooms. List the attributes of each. (3M 45)
- Find the line of symmetry for the figures. (3M 39)
- What figures in the math book did we not find? (Ex parallelogram) Write the attributes of these shapes. (3M 45)
- Write sentences about their new school. Categorize them as data or opinion. (3S 2)
- Write descriptions of new school equipment. Compare with a classmate's and resolve discrepancies. (3L 31, 32)
- Count and measure the spider webs on the outside of the school building and display this information. Predict what will happen to the webs and the number of webs there will be in a month. Explain their prediction. (3M 57, 58, 59)
- Check the spider webs each month and display the data. (3M 58, 59)
- Compare and describe the monthly data. (3M 59)
- Predict the temperature at various places in the school. Tape a thermometer to these places. Check daily and record. Graph the data. (3M 57, 58, 59)
- Observe the classroom pets throughout the school. What adaptations do these pets have for survival? (Rodents have big teeth for gnawing, snakes have skin they can shed as they grow, fish have fins to move through the water, etc.) Make books for the classroom library that compare animal adaptations (Different beaks on birds for different diets, different teeth for different diets, etc.) (3S 21, 22 23)
- Read school menus or examine lunches children volunteer to show to the class. Identify the healthy items. How much do these foods contribute towards the foods children need daily? (3H 29, S 28)

- Walk around the new school. Write directions from the classroom to different locations in the school. Other children will follow them and see if they get to the correct place. (3SS 5)
- Determine what the students want to know about each other. (Favorite ice cream? Number of siblings? Number of pets?) Survey students and determine the best way to display this data. Estimate what the answers would be in the class next door. Repeat the process and compare estimates and real data. (3M 57, 58, 59)

Our Community, State and Beyond

- Identify components of a community. Identify these components in Las Cruces and other neighboring communities. (3SS 3)
- Research people important to the development of our local communities (Mesilla, Las Cruces, Dona Ana, Tortugas) using the internet, interviews and printed material. Make a display of pictures and information about important founders in the Mesilla Valley. (3SS 1)
- Use the information learned about the communities to make a timeline of communities in the Mesilla Valley. (3SS 4)
- Summarize main ideas from the information located on local communities. Support these conclusions by referencing materials used in research. (3L 5, 6, 7, 31, 41)
- Discuss the cultures represented by the students of our class. Do these cultures vary from those found in New York City? Los Angeles? Tokyo? Honolulu? (3SS 13)
- Research the structure and functions of local governments. Identify people fulfilling these roles in Las Cruces. How are people in the local government involved in our school? Invite in guest speakers. (3SS 1)
- Identify our roles of participation and cooperation in the school and in the city. (3SS 23)
- Discuss what we want for our community that we do not have. Prioritize our wants. Why do we not have everything we want? (3SS 26)
- Make maps of New Mexico using scale to place Las Cruces. (3SS 5)
- Find Las Cruces on a state map and United States map. Find Las Cruces on a globe. (3SS 5)
- View pictures of Las Cruces from various times and discuss what changes people have made to accommodate more people and make our city better. (3SS 9)
- Using printed materials, observation and the internet to identify the local biosphere components. Write a report on this information using paragraphs with topic sentences and supporting details. (3SS 11)
- Present their biosphere information in a logical manner. (3L 15)

Fourth Grade

Our Classroom and Students

- Discuss how our lights work. Construct simple circuits. (4S 14, 16, 17)
- Measure the angles in the classroom. Can we find larger and smaller angles? (4M 52)
- Make posters for each of the following categories: Very likely to happen this year, likely to happen, unlikely to happen and very unlikely to happen. (4M 60)
- Make a classroom poster for the classroom of meta-cognitive strategies that can be used to comprehend. (4L 1)
- Keep a personal chart of new words learned while reading. Prepare one each week to teach the class. (4L 4, 18)

Our School

- Represent the number of students in our school in various ways (decomposing and combining). (4M 1)
- Make models of the place values of the digits in the number of students in our school. (4M 1)
- Is the number of students in our school an odd or an even number? Can we create the number of students in our school by adding or multiplying only even and odd numbers? (4M 4)
- What are the factors of the number of children in our school? Is the number a perfect square? Answer these questions with posters demonstrating these facts for our family night. (4M 5)
- Add up the cost of various school items aligning the numbers and using decimals. (4M 7)
- Find examples of multiplication facts to illustrate. (Our lunch room has seven tables that can seat eight children each.) (Our class has six boxes of markers and each box has eight markers.) Draw imaginary illustrations of multiplication facts when they cannot be found. Make a book of these illustrations of multiplication facts. (4M 10)
- Create geometric solids using clay and donate them to the second grade class. (4M 30)
- Find the perimeter and area of our classroom, of other rooms in the school. Can we change the perimeter and keep the same area. Can the same area have different perimeters? (4M 47 48)
- Decide as a class a question which students predict will be answered differently by staff and students. (Favorite food? Favorite TV show?) Determine how this could be answered. (Surveys, keeping personal tallies, having another person tally for them.) Collect and display data. Evaluate. Decide on another investigation to validate the findings. Conduct the second investigation and display data. Compare the data to the first experiment. (4M 57, 58, 59)
- Introduce the concept of atoms and molecules. Research on the internet. Decide which molecules mentioned in the study would exist in our school. (Water, salt, etc.) Build models of the molecules with junk materials to display. (4S 12)
- Predict whether we can separate water and salt if we have put them together. Try it. Are there mixtures (compounds) that we predict cannot be separated? Try them. (4S 11)
- Identify how forms of energy in the school can be changed to another form. (Electricity to motion in a fan, electricity to light in the light fixtures, electricity to heat in ovens, etc.) How do we store energy in the school? (Potential energy in spring timer, chemical energy in batteries.) (4S 14, 15)
- Search for rocks on the playground. Do we have igneous, metamorphic and sedimentary rocks? How can we tell? If we are missing a category of rocks, could someone bring an example from home? (4S 35)

Our Community, State and Beyond

- Discuss which plants and animals can live in our environment. How do they survive in this environment? (Cacti have tap roots and store water, desert rats can get their moisture from the seeds they eat, etc.) What adaptations have other animals made that would make it very difficult for them to live here? (Thick fur on polar bears, white fur to hide on snowshoe rabbits, etc.) (4S 27, 28, 29)
- Who lived here before the Spaniards came? How can we find out? What do we know about them? Complete reports and dioramas of the early New Mexicans for display. (4SS 1, 5)
- Who are the current leaders of our city and state? What have they contributed to the state? What do they still want to accomplish? Find answers through interviews and research. (4SS 2)
- How does Mexico influence our food, language and celebrations? (4SS 26)

- Using a variety of sources, research the history of schools in New Mexico using key words, indices, cross-references, and letters on volumes. Do different authors have different points of view on this history? Prepare a power point on this topic. (4L 5, 6)
- How do national events impact New Mexico? (The wars in Afghanistan and Iraq, stimulus funds, the Great Recession, individual rights.) How did events in our Nation's history impact New Mexico? (Find resources to research the Civil War battle fought in New Mexico, the creation of Los Alamos, The Great Depression in New Mexico, the creation of Ft. Selden, the path of the railroad, etc.) (4SS 3)
- Study New Mexico maps using legends, grids, scale and compass rose. Locate Las Cruces and other points of interest. (4SS 6)
- Study a map of Las Cruces. Find our school and homes. (4SS 6)
- Identify the time zone of our school. Explore why we have time zones and seasons. (4SS 15)
- Identify Las Cruces' location on a globe. Explain time zones and seasons using the globe. (4SS 15)

Fifth Grade

Our Classroom and Students

- Create a hypothesis for seedlings in the classroom. (Teacher discussion will guide the children beyond topics too simple for this age such as do plants need light to topics such as will this plant grow better in sandy soil or soil with a high content of clay? Design an investigation to test the hypothesis. Prepare, display and explain findings. (5S 1, 3, 5)
- View some of our cells through a microscope. Illustrate how cells make up organs which make up systems. Make posters of the different body systems for display in the classroom to use for reference. (5S 34, 35)

Our School

- Find examples of the three states of matter of matter in the school which we can easily change to another form. How does temperature affect this? How does temperature and change of state affect atoms and molecules? (5S 12, 13, 17)
- Identify the use of simple machines in the school. Determine where other simple machines could be used in the school to make life easier. (5S 26)
- Locate parallel and perpendicular lines in the school. (5M 38)
- Estimate the perimeter of the school. Determine the appropriate tools to measure it and do so in the U.S. and metric systems. Estimate the weight of and weigh different objects in the classroom using U.S. and metric systems. (5M 40, 44, 48)

Our Community, State and Beyond

- Identify the producers, consumers, decomposers and predators in our ecosystem. Create a food web. (5S27)
- List ways that humans impact the local ecosystem. Brainstorm ways that we can take better care of our ecosystem. (5S 30)
- Draw illustrations of the water cycle and determine where Las Cruces fits into it. (5S 40)
- Find the location of Las Cruces on a globe. Is there more water or land on the globe? (S 42)
- Why then is water such a precious resource? Invite a water specialist from the university or city to discuss this topic. (5S 3)

- Make a chart of the governance of our community including the city, county, state and national components. Was this area always governed by the United States? Make a timeline illustrating the change in governance of our community. (5SS 1)
- Research who explored our area and how they interacted with the Native Americans. (5SS 6, 11)
- Discuss why people wanted to leave Europe. Determine whether we are using primary or secondary sources in our research. (5SS 2, 10 13)
- Read about and discuss the westward movement and how that affected our community. (5SS 50)
- Make a map of Las Cruces with a legend, grids, scale and compass rose. Include natural and large human made formations. (5SS 18, 25)
- Identify the three branches of our federal government. Match them to the three branches in our state government. (5SS 33)
- Read the federal and state constitutions that created them. Research who wrote the constitutions. (5SS 5, 40, 36)
- Interview people to identify the types of jobs in Las Cruces . Which jobs are critical to the survival of the community? (5SS 40)
- Locate different formats of portraying information about New Mexico. (Venn diagrams, charts and tables, bar line and circle graphs, etc) (5M 50, 51)
- Plan other information to display in these formats. Explore changing the display from one form to another and discuss if it is as effective. (550, 51)
- In the materials used for the research above, determine: author's purpose, usefulness of the resource for the information needed, importance of word choice and alternative perspectives (5L 8, 9, 10)
- In the written products completed for social studies above, use the writing process to insure that sentences with transitions and clauses are used, colons and quotation marks are used correctly, and spelling is accurate. (5L 29)
- Prepare presentations. (5L 26)
- After the corresponding presentations from the above topics are made, critique with children how to improve them. Children will then present them to families in a focused, coherent fashion. (5L 27)
- Identify characters similar to La Llorona (a local folk tale) in literature from other cultures (5L 32, 33)
- Create our solar system from styrofoam balls and label. (5S 38, 39)

Sixth Grade

Our Classroom and Students

- Estimate what portion of our students live with both parents, ride bikes to school, are on a sports team, etc. and express in rational numbers. (6M 3)

Our School

- Identify numbers important to our school such as number of students, number of girls and boys, number of students who stay after school, staff, books in the class, classrooms, items to use in P.E. Express these numbers and their relationships to each other as decimals, fractions, percents, ratios and numbers with exponents. Write these numbers in their various forms on cards. Order the cards from lowest to greatest values. Identify least common multiples and

greatest factors for these numbers. Match per cents to their related ratios from these numbers. (6M 1, 2, 3, 8)

- Perform operations with the fractions and decimals generated to model computation with decimals and fractions. Make a booklet explaining the steps in these operations. (6M 10)
- Gather rocks on the playground. Identify their properties such as hardness, streak, color, cleavage, reaction to acid. Identify the rocks. (6S 10)
- Locate angles, triangles and lines in the school. Identify the angles as right, obtuse or straight, the triangles as scalene, isosceles, and equilateral and the lines as lines, rays, segments. Measure the lines in US and metric units and convert to equivalent units within the systems (36 inches equals three feet equals one yard.) (6M 36, 37, 41, 47, 48)
- Survey students asking, “What per cent of our bodies is water?” Identify the mean, median and mode of these estimates. Research the real per cent and compare. Add the estimates of the staff to these numbers and recalculate the mean, median and mode. (6M 57, 63)

Our Community, State and Beyond

- Identify a problem in the school neighborhood. Research its severity and causes. Portray the data using various methods and explain it quantitatively and qualitatively. Research the issue and possible solutions. Present the data to community people who might be able to help with the problem and discuss possible solutions. Plan a solution that the children can participate in/accomplish. Implement the solution, using careful observation, accurate measurements, and logical explanations. Display data. (6SS 9, 10, 11)
- Identify a graphic representation of information about New Mexico. (Chart of jobs, graphs of rainfall, etc.) (6M 68, 69)
- Predict where the information would go next if the display continued and defend their answers. (6 M 68)
- Make a time line of living organisms in the Mesilla Valley. Research how this information was gathered. View a fossil display. Research how changes in the local environment affected the organisms. (6 S 19, 20, 21)
- What were major ancient cultures and their contributions (scientific discoveries, architecture, etc.) to the world that influence our community today? (6SS 1)
- Describe the waves of human migration and which ones impacted our area. Explain how these waves impacted the land and existing societies and civilizations. (6SS 19, 20, 21)
- Research and explain how different actions along the Rio Grande impact the Rio Grande farther down. (6SS 22)
- Research trade patterns in our area from their beginning. (6SS 33)
- Locate a book on the history of our area. Generate questions they hope are answered in the book. Read the book and reflect on what was learned. (6L 14, 15)
- Identify our longitude and latitude. Find the longitude and latitude of other places of interest. (6SS 12)
- Create a map of New Mexico from memory including the location of our community. (6SS 13)
- Study Roman and Greek governments. How did they impact us? (6SS 23, 24, 26, 27)
- Locate claims made based on statistical data in local newspapers and magazines. Review and determine if the claims are misleading or not. Explain. (6L 11, 12, 13)
- Explore a variety of advertisements and brochures, discussing how they portray their information such as using emotional, biased and persuasive arguments. Create advertisements and brochures for our school. Discuss the appropriateness of the techniques above for our

products. Conduct group discussions of this learning while assuming a variety of roles including active listener, discussion leader, facilitator, and reporter/synthesizer. (6L 9, 11, 12, 13, 19)

- Write opinions regarding these discussions with detailed supporting evidence. (6L 30)

This project is not planned for grades 7 and 8 as they will not be added until the next two years at which time this project will no longer be appropriate.

After this theme has been concluded, another will begin. To ensure there is no wasted time between projects, proximity to the conclusion of the project and planning for the next project will be discussed in the weekly curriculum meetings of staff and administration. Staff will identify topics or questions generated by the students, which can be developed into a meaningful question or project. Once a project is identified, staff will identify its components at each of the participating grades. School wide projects cannot be duplicated as students will have participated in the project in a prior year. It would be possible that a project for one grade would be repeated but these projects cannot be repeated continuously as this would be an indication that the current children's interests and questions are not being considered.

The project development process will require a high level of expertise on the part of the teachers necessitating staff development prior to the school's opening as well as during the first five years. As the knowledge and understanding regarding this process deepens and new staff members join the school, the learning will be ongoing. The Project Based Learning library being collected by the founders will be available for staff. Additionally, at least one staff member will attend a Project Based Learning conference prior to the school opening. On designated monthly staff development days the administrator and experienced staff members will provide the continuous learning required to successfully implement Project Based Learning.

While the focus will be on the central topic, additional related activities will be added to ensure that the standards and benchmarks for each grade level are addressed. Most projects will be school wide but grade level or multi-grade level projects not involving the whole school are not precluded. It is critical that the question and project are generated by the students and it is likely that, particularly when the school adds the seventh and eighth grades, a meaningful school-wide project will not always be possible.

Alignment with NM Standards

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

Each activity/assignment will be coded to the New Mexico benchmarks and performance standards. The performance standards for each curricular area in each grade were numbered sequentially, preceded by the grade level, regardless of the benchmark it was part of with the curricular area being represented by the initial: math is M and science is S and so on. The following is an example of this coding.

First Grade Language Arts Standards and Benchmarks

Strand #1: Reading and Listening for Comprehension Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.		
Benchmark #1-A: Listen to, read, react to, and retell information.	1LA 1	<input type="checkbox"/> Listen to and retell short stories.
	1LA 2	<input type="checkbox"/> Recognize repetition and predict repeated phrases.
	1LA 3	<input type="checkbox"/> Respond and elaborate in answering Who, What, When, Where, and How questions.
	1LA 4	<input type="checkbox"/> Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.
	1LA 5	<input type="checkbox"/> Self-monitor comprehension by using questions, retelling, and summarizing
	1LA 6	<input type="checkbox"/> Follow simple written and oral instructions.
	1LA 7	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.

This enables staff to quickly determine where there are gaps in the performance standards and makes the coding system direct and easy to use. While each part of our first project has been coded in the manner described above, a complete alignment cannot be done prior to the school year as projects will be developed according to student needs and interests and coded at that time. The initial project was created to provide a starting point for our instruction.

Project Based Learning will require teachers to be very aware of the benchmarks and performance standards for their grade level. Due to this awareness, the teachers will provide more opportunities for students to master their grade level's standards. A form has been developed to enable teachers to keep records of performance standards for which there have been opportunities for mastery. Individual forms indicating student mastery of these performance standards will also be kept to enable teachers to know when re-teaching is necessary and to help make decisions about Tier 2 and Tier 3 instruction.

The following is an example of the teacher's form showing opportunity for mastery. This is the teacher's records of dates these performance standards were addressed. The numbers in the sample grid specifically link to the Standards and Benchmarks grid listed above.

Teacher Record of Opportunity to Master Standards and Benchmarks 1st Grade
(Record Dates)

Language Arts (LA)

1 08/15/11 09/04/11 09/05/11	2 08/19/11 08/30/11	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	32	33	34	35
36	37	38	39	

The following is an example of a record of a student's mastery of Language Arts performance standards.

Performance Standard Mastery

Student Name: Juan T School Year 2011-12 Grade: 1st

Language Arts (LA)

Performance Standard	Evidence of Mastery	Date
1	Student listened to and retold The Three Javelinas.	9/5/11
2		
3		
.		
37		
38		
39		

Strategies and Methods

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

Our morning instruction will include language arts and math blocks.

The language arts block includes:

- reading
- literature

- creative and technical writing
- spelling
- grammar
- phonics
- speaking

A purchased series, such as Scott Foresman Reading/Language Arts series, will be enriched with trade books, computer activities, plays, musical applications, projects and presentations, and newspaper. Language arts skills and strategies will be systematically taught and practiced during this period. Students will be clustered according to the standards and benchmarks they need to master, regardless of their grade level.

The math block includes:

- numerical concepts
- mathematical operations
- algebraic concepts and applications
- geometric concepts and applications
- measurement systems and applications
- data analysis and probability

A purchased series, such as Scott Foresman Math series, will be used, supplemented with teacher made materials and activities to ensure mastery of performance standards. These skills will be taught and practiced during the math block and integrated throughout the curriculum.

The afternoons will be devoted to Project Based Learning. Project Based Learning will enable students to apply their language arts and math learning in meaningful ways and provide for the development of science, health, social studies and arts standards and benchmarks. The afternoon learning environment will be based on school-wide or multi-grade projects which will extend for a period of time from a week or two to a full school year depending on the subject matter and the needs and abilities of the students involved.

The theme of the project will be generated by students and staff. At the beginning of each project, teachers will collaborate to develop a cross-curricular map, including a time line, core content and assessment tools, and will align it with state standards to guide instruction and ensure students have attained required skills at the conclusion of each project. School wide projects provide opportunities for social and emotional growth, and will foster improved self-confidence. A school wide, project based course of study, coded to state performance standards and benchmarks, has been developed for the opening of the school. We selected the theme, *We Have a New School*, believing that this would engage staff, families and students alike.

- **Provide an explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards. (NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations)**

In the morning skill blocks students will be grouped according to the performance standards they need to master, as identified by short cycle assessment, such as the MAP. These fluid groups will be

reviewed and adjusted monthly to ensure students are working on their needs and being sufficiently challenged. Additional interventions will be provided for students performing below grade level.

Project Based Learning provides an opportunity for students to achieve success and practice their language arts and math skills. Projects inherently provide opportunities for children of all skill levels to work towards mastery.

- **Provide a descriptive example of the curricular strategies and methods in action in the classroom.**

In the morning language-arts block, students will be clustered across classrooms according to their reading levels and the skills they are developing. Within the child's reading program, teachers will provide direct instruction to small groups. Students in that reading class, who are not receiving the direct instruction, will be working on computer-based instruction (including skills programs, research and writing), participating in centers, reading orally with a partner, editing a partner's writing or reading independently. At times, the entire group working in the classroom will be participating together in readers' theater, plays, song writing, listening to a read aloud or attending to modeled writing or modeled thinking with the teacher.

Later in the morning, when the focus becomes math, once again children will move to classrooms across the school, according to their academic needs. During small group time, children will receive direct instruction from the teacher, problem solve with manipulatives, help other students with a new concept, work on computer-based instruction, practice their basic facts, or, on occasion, solve problems by themselves so the teacher can evaluate their individual progress. Total class activities will occur when teachers introduce new concepts, demonstrate algorithms the children need or have discovered, when a child has an explanation that would benefit the class, or when they take timed tests to master basic facts.

The lunch period will divide the day between the language arts and math instruction and the Project Based Learning. It is the preference of the founders that all students eat lunch at the same time. If the facility we rent is unable to accommodate this, there will be two lunch periods. All staff will eat with the students to model manners and conversation skills. After lunch, staff members will take a brief walk with the students. This time can be used for additional conversation or discussing the project components of that afternoon. If J. Paul Taylor Academy must have two lunch periods, half will walk first while others are eating and the children will then switch to eating or walking enabling all children to begin the project block at the same time.

Afternoons will focus on Project Based Learning. Once again, children will divide into groups according to the project or section of the project on which they are working. Children will be grouped by their portion of the project rather than skill level for this portion of the day. Projects will be the vehicle through which children practice and apply their language arts and math skills as well as address the skills of the remaining curricular areas: science, social studies, health, music and art. Activities will vary from project to project, but some of the activities occurring in our first project, *We Have a New School* will include:

Kindergarten

- Measuring their classrooms in small groups using various nonstandard units. How many students long is our classroom? How many crayons does it take to go across our table? (K M 20, 22)
- Exploring in a class discussion what classroom items are made of: desks, boxes, books, windows, curtains and which of these are hard, soft, flexible? Do they smell different? (K S 6,7)

First

- Groups of children determining how many children are in the school by counting the number in all the classes and adding, bundling groups of ten as they occur. (1 M 2, 3, 8)
- Describing in small groups the properties of classroom items such as tables, pencils, rugs, and windows. Are they solids, liquids or gases? (1 S 5,6)

Second

- Selecting appropriate measurement tools and using them to measure and compare the size of various classroom items: the length of pencils, the height of children. (2 M 37)
- Collecting rocks on the playground and sorting them in various ways; then matching them to rocks in books. (2 S29, 30)

Third

- Counting the number of children in the classroom and using multiplication to determine the number of legs in the classroom, the number of arms, the number of limbs, the number of fingers, etc. Write the corresponding multiplication equation. (3 M 12)
- Writing sentences about their new school and categorizing them as data or opinion. (3 S 2)

Fourth

- Finding examples of multiplication facts to illustrate. (Our lunch room has seven tables that can seat eight children each, our class has six boxes of markers and each box has eight markers.) Drawing imaginary illustrations of multiplication facts when they cannot be found. Making a book of these illustrations of multiplication facts. (4 M 10)
- Searching for rocks on the playground. Do we have igneous, metamorphic and sedimentary rocks? How can we tell? If we are missing a category of rocks, could someone bring an example from home? (4 S 35)

Fifth

- Estimating the perimeter of the school, determining the appropriate tools to measure it and doing so in the U.S. and metric systems. (5 M 40, 44, 48)
- Identifying the use of simple machines in the school and determining where other simple machines could be used in the school to make life easier. (5 S 26)

See page 28 above for complete project.

- **Provide a description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.**

When selecting the language arts and math programs for the morning blocks, an important component of the decision will be how much and what kind of staff development will accompany the purchase.

Questions to consider include:

- Will there be an introduction/orientation session for the materials?
- Will there be additional sessions throughout the year? If so, what will the spacing of these sessions be?
- Will teachers have access to DVDs to improve their use of the materials?
- Are there staff development options on line?
- Will the staff of J. Paul Taylor Academy be able to attend staff development with other schools and districts in New Mexico?
- Will there be a consultant available for questions that staff members cannot answer using the resources above?

The professional development accompanying the language arts materials adopted will address teaching in a dual language program. Depending on the expertise of the teachers, book study groups or attendance of conferences such as NABE may also be necessary.

Staff development for the implementation of the Project Based Learning will also be critical. When a head administrator has been identified, this person will attend a national Project Based Learning conference to guide the process. The person attending the conference is responsible for preparing an overview of the project-based model as well as various components so they will be ready when needed. These presentations will be shared with the Academic Oversight Committee and staff as they come on board and will be made available for individual review.

Founders have begun to build a library of Project Based Learning references. Upon charter approval, additional copies of the books deemed to be the most helpful will be purchased. Throughout the planning year, the founders, J. Paul Taylor Academy Head Administrator and any identified staff or volunteers will participate in weekly reading groups with these materials. Reading assignments will be collaboratively established and individually completed. In the group meetings, individuals will be responsible for guiding the discussion on assigned sections of the readings. As new participants come on board, depending on their needs, they will either join the existing reading group or begin another group guided by the head administrator.

In addition to classroom preparation time, there are three days of staff development at the start of each school year. Time will be reserved to examine the implementation of the language arts and math programs, Project Based Learning, Love and Logic, and mastery based grading to enable staff to implement these at the start of each school year.

Teacher contracts will incorporate a weekly extended day for curriculum meetings. While not staff development in the traditional sense, this time will be used to review student progress and problems as well as monitor implementation of the project(s) and the language arts and math programs. Proximity to the end of the project(s) will be estimated and new project topics, chosen by students and teachers, will be prepared.

Monthly staff development time is provided as well. Each month, with the exception of June, includes either a full or half day for this purpose. On the months providing half days, this time will be led by the head administrator or other appropriate personnel and used to further develop staff understanding of quality planning and implementation of Project Based Learning. On full days, in addition to Project Based Learning, topics will include a better understanding of the language arts and math programs selected, Love and Logic discipline, and mastery based grading. The staff development for the

programs will either be led by company representatives or the group as they avail themselves of on-line or DVD opportunities. If there are substantial problems with either the project or program portion of the day, time allocations will be adjusted to insure the problem area receives the attention it needs.

As new teachers are hired, they will be assigned a mentor at the school to help them learn about the programs and project-based instruction. In addition, each new staff member or group of staff members hired will be provided an early start, the length of which will depend upon their individual experience with Project Based Learning, enabling them to start the year using Project Based Learning. The head administrator and mentor will also plan appropriate use of on-line sessions and DVDs as well as project-based power points and readings to support them in their work with the team. They also, of course, will be part of the monthly staff development and the mentor and head administrator will be aware of areas where they may need one on one explanations.

B. EDUCATIONAL PROGRAM

Length of School Day and School Year

- **State the proposed length of the school day, including the number of instructional hours;**

The proposed length of the J. Paul Taylor Academy school day is seven hours and 15 minutes; the number of instructional hours in the school day is six hours and 15 minutes for grades K through 6 and 6 hours and 45 minutes for grades 7 and 8.

- **State the proposed length of the school year, including number of days and total number of instructional hours.**

The proposed length of the J. Paul Taylor Academy school year is 185 instructional days following a balanced year calendar; the total number of instructional hours during the school year will be 1,156.25 for grades K through 6 and 1,248.75 for grades 7 and 8.

- **Describe how the proposed length of the school day and school year support the Educational Plan.**

Our philosophy reflects that longer breaks disrupt the learning process and impede special population learning needs (Cooper, 2003). Additional enrichment will be offered during the spring and fall breaks at a minimal cost to families.

Providing a longer day will better accommodate Project Based Learning. Larger blocks of time mean the children will be interrupted less often during meaningful activities. An after school program is planned so children can receive extra help.

Grade Levels, Class Size and Projected Enrollment

- **State the grade levels the charter school proposes to serve.**
- **If a phase-in of grade levels is proposed, indicate plans for the phase in by year and grade levels, and provide a rationale for the phase-in plan.**

The grade levels J. Paul Taylor Academy proposes to serve are K through 6th upon opening, phasing in 7th and 8th grade over the following two years. The rationale for this plan is to allow our elementary students to navigate the middle school years in a safe, small and familiar environment.

- **State the total projected student enrollment (at full enrollment for the school).**

The total projected student enrollment upon opening is 140 students. The projected total at the end of the 5 year charter is 180.

- **State the projected class size.**

Our class size will be 20 students per class.

Graduation Requirements (if applicable):

Not applicable.

C. STUDENT PERFORMANCE EXPECTATIONS

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

- **Provide student-centered goals that are SMART:**
 - **Specific;**
 - **Measurable;**
 - **Ambitious and Attainable**
 - **Reflective of the school's mission;**
 - **Time-Specific with Target Dates**
- **Provide student-centered goals that are aligned with the school's mission and the educational plan.**

Student Goals

1. Academic excellence will be demonstrated by student performance on tests such as MAP and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the state mandated standards based assessments. The short cycle assessment will show continuous progress and the standards based assessment will show at least one school years' growth for 75% of the students each year, progressing annually to 90% for students attending all 5 years.
2. Dual language students acquiring English will make 50% or more of the required growth to attain the next level on Assessing Comprehension and Communication in English State-to-State (ACCESS) or a similar test. Of these children, 80% will achieve the middle level or higher by the end of their fifth year. Children acquiring Spanish in the dual language program will make consistent progress towards the level of Limited Spanish Speaker annually with at least 25% of them achieving the category of Fluent Spanish Speaker by the end of their fifth year on the IDEA Proficiency Test (IPT) or similar test.

3. All students of J. Paul Taylor Academy will demonstrate ownership of their learning and present this learning to families and community at least twice a school-year using a minimum of four of the following: portfolios, power points, display boards, tangible creations, plays, songs, stories and books they have made or other demonstrations as indicated in their Individual Education Plan (IEP).

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

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

- **the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school's student performance expectations;**

Formative assessments / Short cycle testing

- All students K through 5 will be assessed using DIBELS or similar assessment program. It is quick to administer and establishes comparative data upon which to determine a starting point for Language Arts instruction. It will be administered to all entering students. Students scoring *at risk* will be reevaluated twice monthly to ensure progress. Those students scoring *some risk* will be reevaluated monthly to ensure progress. Students scoring *proficient* will be assessed only upon entering, midyear and at the end of the year to insure adequate progress is still being made.
- The Developmental Reading Assessment (DRA) will be administered to students scoring *at risk* to obtain diagnostic information to guide instruction, interventions and grouping children with like needs at that time.
- Writing portfolios will be kept by each student to show progress in creative and technical writing and grammar usage. Portfolio contents will also be compared to the standards and benchmarks to gauge progress towards proficiency. Again, fluid grouping will be used to address specific skills students need. Writing presentations will be posted monthly for the J. Paul Taylor Academy *Read the Walls* event when families and community members are invited to come and read student writing exhibitions.
- The pre and post tests provided by Scott Foresman Math, or similar assessment tool, will be administered when starting and finishing units to determine student progress in math. Teacher created tests will be given at least twice a quarter in order to ensure student mastery of skills not assessed by the math series assessments.
- Teacher created assessments will be used for science and social studies projects. Assessment is also built into projects by means of the rubric provided at the beginning of each project. This assessment may provide documentation of student learning in a wide array of subject areas as well as progress towards state performance objectives.

Summative Assessment

- The school will use the NMSBA required of all schools as the summative assessment. Once test results are received the subsections of the tests will be reviewed student by student to identify

individual needs. Additionally, teachers will review the scores of their previous class as a whole to identify where additional instructional focus is necessary. Teachers will also look at the scores of their current class to determine areas where the entire class needs extra emphasis.

- **the timeline for achievement of the NM Standards and/or the school's student performance expectations;**

The timeline for achievement and student performance expectations is defined in our first student goal: At the end of the first year, 75% of students will demonstrate a gain of one or more year's academic growth as determined by entry level and exit level testing on assessments such as the MAP and will continue to obtain a minimum of one year's academic progress each successive year through year five.

- **the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school's student performance expectations;**

J. Paul Taylor Academy will use the data obtained from these assessments in the three tier plan provided in The State of New Mexico Student Assistance Team Manual (New Mexico Public Education Department [NMPED], 2004).

Tier I – General Screening and quality Instruction

Tier I provides primary intervention in the form of general screening and quality classroom instruction to all students. If assessment indicates that a student is struggling to learn, or working below grade level he/she will be provided classroom based interventions in addition to regular instruction. If the student does not respond positively to these interventions, he/she will be referred to Tier II.

Tier II- Child Study Process

When the child has not responded to the Tier 1 interventions, he/she will be provided additional instructional time, individual or small group instruction, alternative learning materials and/or different teaching methodologies. The Student Assistance Team (SAT) will plan the interventions appropriate for these students. Assessments will indicate whether these interventions are short-term or will continue for an entire school year. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum. In cases where students do not respond positively to these interventions, they may move to Tier III.

Tier III Multidisciplinary Evaluation

At Tier 3, the assessments indicated above are showing that the interventions in Tier 2 are not yielding the gains the child needs. Students referred to Tier III require a multidisciplinary evaluation to determine their need for services. Tier III serves a very small percentage of students (1-5%) who demonstrate a need for an individualized program to accommodate their learning needs. Special education teachers, related service providers, and regular education teachers provide Tier III interventions that consist of specially designed instruction and supplementary aids and services. Tier III interventions are provided to a student through an IEP or 504 plan. The goal of Tier III is for the student to be successfully involved and progressing in the general education curriculum, and achieve the goals in his/her IEP (NMPED Technical Assistance Manual: SAT, 2004).

General Accommodations for students may include:

- Extra time on assignments and tests
 - Preferred seating close to center of instruction
 - Shortened assignments
 - Repeated instructions
 - Instructions and/or material read to student
 - Written notes provided
 - Peer tutoring
 - Use of calculator, on assessments that do not measure ability to compute
 - Use of number line, multiplication chart, place value chart and /or hundreds chart, on assessments that do not measure ability to compute
 - Visual and/or verbal reminders to stay on task
 - Frequent breaks
 - Targeted vocabulary instruction prior to a lesson
 - Alternate assignments that cover the same material, but are at a lower reading level
- **remediation for students not achieving standards, including a timeline for implementation of the remediation plan;**

Based on the data obtained from entry level testing, necessary remediation will begin immediately. Remediation will be provided to groups or individual students according to need. Remediation may include: tutoring, after school sessions, enlisting family support. All students needing remediation will be reassessed at least monthly and remediation adjusted accordingly. . It will continue until the student is performing at grade level.

- **assessments that might be considered in addition to the statewide-mandated testing;**

The formative assessments, MAP and DIBELS, and the student writing portfolios described above will be used in addition to the state-wide mandated testing.

- **documentation and reporting of student data to students and parents.**

Parents or guardians will receive a copy of the performance standards for the grade in which their child is working to understand the expectations for the entire year.

The following document is an example of a progress report that will be created during the planning year and the first year of the school to show parents/guardians student growth each quarter. Teachers will indicate which performance standards have been mastered as well as which ones are the focus for the upcoming quarter. The teachers and students will present the report cards to parents/guardians with the student performance standard achievement document and portfolios of student projects as well as tests which illustrate the mastery or progress towards mastery.

Student Progress Report

Child's Name _____ Grade _____

School Year _____ Teacher _____

Language Arts Performance Standards mastered

Please practice at home on _____

Math Performance Standards mastered

Please practice at home on _____

Science Performance Standards mastered

Please practice at home on _____

Social Studies Performance Standards mastered

Please practice at home on _____

Health Performance Standards mastered

Please practice at home on _____

Arts Performance Standards mastered

Please practice at home on _____

Physical Education Performance Standards mastered

Please practice at home on _____

E. SPECIAL POPULATIONS

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

- **suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;**

Special Education Population

J. Paul Taylor Academy will enroll all students without regard to needs or exceptionalities. Services will be provided for those students who have already been identified and have current IEPs. Students not reaching success in Tier 2 instruction will be referred to Tier 3 and a multidisciplinary assessment to determine their needs. J. Paul Taylor Academy will have a certified Special Education Lead/Teacher on staff to ensure that services and instruction listed in the student's IEP are appropriate for the student's needs and that these services and instruction are delivered and that IEPs are created for newly qualifying students. Special education services will range from as few to as many the individual child needs. They can be as limited as articulation practice for less than an hour a week to a child who receives assistance in all core academic areas

ELL Population

In accordance with the law, parents will complete the home language survey when registering their child. Any student for whom there is a response other than English, will be administered the New Mexico English Language Proficiency Assessment (NMELPA) or other test being administered at the time.

J. Paul Taylor Academy will offer a dual language program beginning with kindergarten the first school year. Thereafter, we will continue adding one dual language classroom per school year. Staffing will determine the final design of the program but we anticipate a model where teachers divide into pairs with one teacher being responsible for the English instruction and the other the Spanish language instruction, enabling more children to receive this benefit even though not all teachers are bilingually certified.

ELL Students in grade levels not yet served by a dual language program will have their English language needs met by an endorsed Teaching English to Students of Other Languages (TESOL) teacher or a bilingually certified teacher in the school. During curriculum planning time teachers will design the scheduling and staff that best meet each student's needs and comply with state regulation.

Low Income Population

In teaching children from impoverished backgrounds, teaching must be made relevant to the children. These children must develop and maintain resiliency, the ability to recover from setbacks. In studies of children who demonstrate resiliency, Garnezy (1983) found that successful students in high-poverty areas demonstrated the following common characteristics: good social skills, positive peer interactions, a high degree of social responsiveness and sensitivity, intelligence, empathy, a sense of humor, and critical problem-solving skills and positive attitudes. These characteristics will help them in difficult

situations. Teacher/student interactions and the structure of the classroom environment are also factors in student success. Project work provides opportunities to build resiliency skills and positive attitudes. When children investigate topics of interest to them; they learn what it feels like to satisfy their own curiosity. They learn to ask questions, identify adults who can give them information, and use resources. Most important for resiliency is the development of confidence in their own ability to make things happen. (Winfield, 1999)

To insure that teachers can provide high quality instruction for these special populations, staff development will be provided in the form of book studies, online or DVD presentations, or knowledgeable presenters.

- **an outline of a special education plan (*the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year*) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;**

Upon determination of a student's need for Tier III services, the J. Paul Taylor Academy Child Assistance Team, composed of parents/guardians, general and special education teachers, the head administrator, the diagnostician and other related service providers, will meet to discuss the results of the testing and to make a determination regarding student eligibility and placement. The student will be provided with an educational program that meets the requirements for a free, appropriate and least restrictive environment that meets their individual needs. An IEP containing all findings and recommendations for placement and accommodations will be constructed for the student. All participants in this IEP meeting will sign to show knowledge of and agreement with the recommendations for placement and services to be rendered. These IEP's will be reviewed annually.

Students transferring in with an existing IEP will have it reviewed and updated annually.

- **how the charter school will provide access to ancillary services for these special populations, when necessary.**

J. Paul Taylor Academy will contract with the required ancillary service providers to meet the specifications of each student's IEP.

VI. FINANCIAL PLAN

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

A. BUDGET

- **Provide a completed revenue projection form 910B5 (downloadable from <http://www.ped.state.nm.us/charter/index.html>; include completed form 910B5 in appendices).**

This form can be found in Appendix C and on the CD in the spreadsheet file called *JPTA 2010 5 Year Budget Plan*.

- **Provide a proposed operating budget covering each year of the charter term based on current unit value using the 5-Year Budget Plan (downloadable from <http://www.ped.state.nm.us/charter/index.html>; include completed Budget Spreadsheet in appendices).**

This budget can be found in Appendix D and on the CD in the spreadsheet file called *JPTA 2010 5 Year Budget Plan*.

- **Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. Address the following:**
 - **major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and**
 - **spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.**

Narrative Description of Revenue and Expenditure Assumptions

Revenue Projection Narrative

The SEG revenue projection is based on an initial student enrollment of 140 students, grades K-6. In the second year, 20 additional students were calculated with the addition of seventh grade and 20 more in the third year with the addition of eighth grade. That year the cap on student enrollment of 180 is reached.

Exact amounts of income will vary with the actual enrollment and numbers of children receiving special services, ELL services and grade level configurations. Estimates for children requiring these services were made from the reported figures of the local school district.

Major start-up expenses, including staffing and benefits, special education services, facility costs, materials and services and contracted services/spending priorities align with the school's mission, educational program, management structure, professional development needs and growth plan.

Planning Year and Year One

Staffing and contracted services, particularly those directly involved with student instruction, will be major expenditures during the five years of the application. Project based instruction will be labor intensive as staff creates projects based on student interests and needs, and allows students to delve deeply into learning that is meaningful to them. The projected first year instructional staffing will include: seven teachers, five educational assistants, one special education lead, one health services provider who serves as a nurse as well as a physical and mental health instructor for a cost with current benefit rates totaling \$621,940.

Contracted services will include a speech and language pathologist, a diagnostician, and a certified teacher to oversee the practicum students from New Mexico State University. The total costs for these contracted services will be \$77,000.

While educational assistants and contracted services were based on an average for the southern part of the state, teacher salaries were computed above the average enabling them to be paid for time devoted to staff development as well as the additional planning time this methodology will require.

Other contract services are included in each of the five years to enable the school to join the purchasing coalition as well as participate with the New Mexico Charter School Coalition. The New Mexico Charter School Coalition cost will increase based on the number of students attending the school each year.

Every effort has been and will be made to keep clerical, financial, custodial and administrative costs to a minimum, \$183,000, leaving more funding for personnel working more directly with instruction.

The current textbook allotment of \$34.85 per child will not begin to cover academic needs. Therefore, we plan to purchase many of these items, as well as classroom furniture and equipment with planning year funds. Using these funds will also enable orders to go in earlier than they would if we had to delay ordering until first year funds were available.

Staff development requiring funding will also occur during the planning year as the head administrator will attend a Project Based Learning convention and buy materials necessary to teach his/her staff about the method.

J. Paul Taylor Academy believes the anticipated building allotment of \$700 per child, or \$98,000, will enable us to rent a facility meeting the school's requirements. Other building costs such as liability insurance, utilities and maintenance will be provided from the SEG operational budget.

Year Two

This year, the school will add seventh grade and an anticipated 20 students. Revenue estimates have been adjusted accordingly. With the increased income, instructional staff was increased by one teacher to eight and three educational assistants enabling the school to now have a teacher and educational assistant for each grade level. Related services contracts received a \$10,000 increase, from year one,

to provide more services for the students. This will enable us to contract with other professionals such as art teachers and technology or other experts to support the children in their Project Based Learning. The expertise of the professionals contracted will depend on the direction the student projects are taking.

In this year, money was added for student travel so that students needing access to the community for their project work could be accommodated. Additional money was also allotted to materials as we anticipate Project Based Learning to require large amounts of supplies.

Year Three

This is the final year of projected growth with an eighth grade being added and twenty more students. An additional teacher and educational assistant are added to accommodate this growth. Money for related services contracting increases by \$50,000 to again accommodate the growing needs of personnel with specific expertise to support the children in their projects. Student transportation also was increased by almost \$25,000 to enable children to access the community for their projects.

Years Four and Five

Projections for income and expenditures for these two years remained the same as year three due to the student enrollment cap having been met that year and the priorities and needs of the school are remaining the same.

Throughout the five years, no increase was provided for administrative, financial, legal, custodial or clerical services to enable as much funding as possible to be allocated for line items more directly impacting instruction.

- **Provide a detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.**
- **Provide a detailed narrative description of the expenditure assumptions for these other revenue sources.**

In addition to SEG funds, J. Paul Taylor Academy will receive textbook allocation funds as well as funds to use in housing the school.

The current textbook allotment of \$34.85 per child will not begin to cover academic needs. Therefore, we plan to purchase many of these items, as well as classroom furniture and equipment with planning year funds. Using these funds will also enable orders to go in earlier than they would if we had to delay ordering until first year funds were available.

We believe the anticipated building allotment of \$700 per child, or \$98,000, will enable us to rent a facility meeting the school's requirements. Other building costs such as liability insurance, utilities and maintenance will be provided from the SEG operational budget.

B. FISCAL MANAGEMENT

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

Deposit Procedures

- As per administrative code, deposits will be made daily unless the amount is less than \$150.00
- Receipts from a numbered account book will be provided for any cash that is collected
- Money will be held in a vault until deposited
- Money that has been removed from the vault for counting will not be left unattended
- The receipt for the deposit will be returned to the school and kept with the deposit book

Segregation of check disbursement duties

- An employee will generate a purchase order (PO) request for needed item(s)
- The head administrator will authorize a PO to be generated. If the head administrator is the requesting employee, a request must still be generated for record keeping purposes.
- The administrative secretary will generate the PO and provide it to the employee after insuring that the money is in the account
- The employee will purchase the needed items and return with the receipt, leaving the PO with the vendor
- The administrative secretary will verify the receipt against the returned purchase order
- The check will be written and signed by two of the three following people: Chief Financial Officer (CFO), Governance Council Treasurer, and administrative secretary
- The school account will be reconciled monthly
- Items costing \$5,000 or more will be put out to bid to insure the best price is obtained. J. Paul Taylor Academy will join a purchasing coalition in its planning year to take advantage of existing bids and contracts.
- All regulations established in Procurement Code, Section 13-1-21 et seq., NMSA 1978 will be strictly adhered to

Reports to the NMPED

- The CFO will insure that reports are submitted to the NMPED on the proper forms in a timely manner.
- The general ledger will be submitted to the NMPED no later than 30 days after the end of the school's fiscal year.

Payroll

- The CFO will insure that the correct income tax and social security taxes are withheld and that these funds are remitted within 15 days of the pay period.
- The CFO and administrative secretary will maintain and have available for inspection employee contracts, personnel/payroll action forms, certification records, employment eligibility verification, state and federal withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Account (ERA) plan application and direct deposits.

Safeguarding material items

- The check book will be kept under lock and key except when checks are being written.
 - Upon taking possession of the building, it will be re-keyed. New keys will be stamped “do not duplicate.”
 - The administrative secretary will be in charge of checking keys in and out.
 - Staff members must provide signature for keys acknowledging the responsibility they assume by taking possession of a key.
 - Levels of key security will be determined when the location of the school is identified.
 - It is the responsibility of the head administrator or designee to insure that all doors and windows are locked nightly and any alarm system is activated.
- **Provide a description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.**

The external auditors are selected by the state. J. Paul Taylor Academy’s Financial Committee will prepare required documents and pay for services.

VII. GOVERNANCE/MANAGEMENT PLAN

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

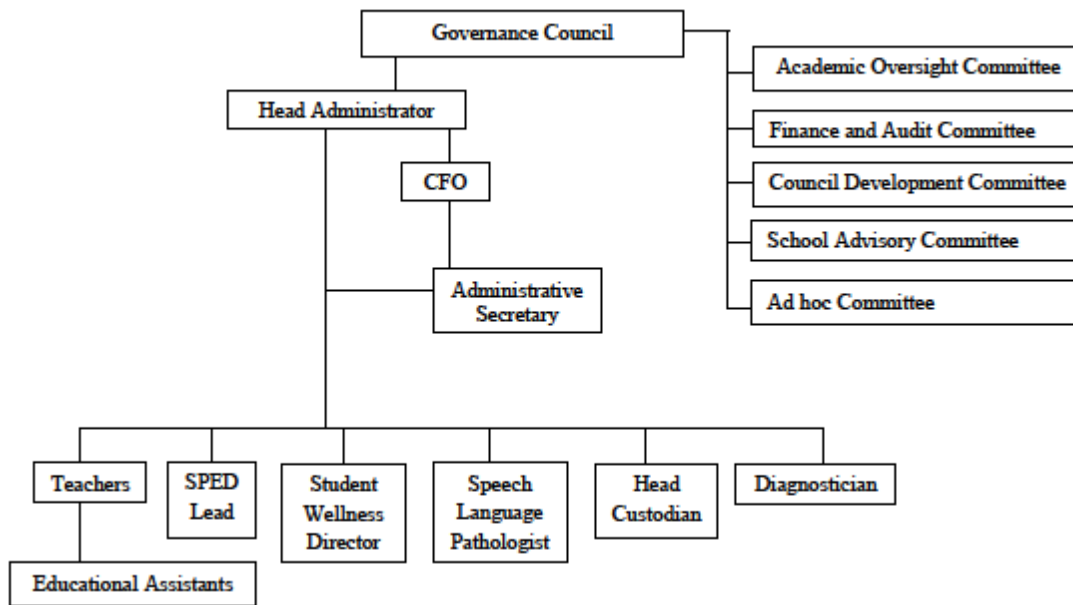
A. GOVERNANCE /MANAGEMENT STRUCTURE

- **Describe the over-all school governance and site-based management structure.**

The governing council is the central focus of the governance of J. Paul Taylor Academy. This council will be composed of seven to nine elected members with staggered terms. The council is responsible for ensuring adherence to all laws, formulating policy, approving the budget and hiring the head administrator. This council will be comprised of parents/guardians, community and university representatives. Officers of this council will include the chairperson, vice-chairperson, treasurer and secretary. Notice of meetings will comply with all legal requirements and include regular and special meetings. Certain topics must be discussed in closed sessions to protect the privacy of those involved.

Committees who will make reports and suggestions include, but will not be limited to, the academic oversight, the finance and audit, school advisory and the council development committees. The head administrator will be a member of all permanent committees. Teachers will be strongly encouraged to participate in these committees to ensure they have a voice and can make reports from their school curriculum meetings as well as express needs they experience in executing their jobs.

- **Provide an organizational chart for the school to illustrate the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration. Include on the chart all proposed administrative/staff positions, parent councils, advisory committees and community groups (if any).**



- **Provide a narrative description of the chart.**

The organizational chart shows the Governance Council has oversight over J. Paul Taylor Academy's Head Administrator and the four standing committees. The head administrator has oversight over the CFO and all of the employees of J. Paul Taylor Academy.

B. DESCRIPTION OF THE GOVERNING BODY

- **Provide policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act. Policies and procedures must address:**
 - **board powers and duties as a whole, individual members, and officers of the governing body;**
 - **governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;**
 - **the criteria and the process that will be used to select the school's head administrator;**
 - **budgeting and operation of the school; and**
 - **how decisions will be made.**

Portions of our Governance Council policies and procedures were used with the permission of SiaTech of Albuquerque, NM. Revisions were made as needed for J. Paul Taylor Academy.

I. NUMBER OF GOVERNANCE COUNCIL MEMBERS

The Governance Council will serve as the governing body of J. Paul Taylor Academy. The Governance Council will be established with seven (7) or nine (9) voting members, satisfying the statutory requirements of the Charter School Act, NMSA 1978, Section 22.8B.1 et. seq. Each position will be assigned a number to assist in determining staggered council terms.

II. GOVERNANCE COUNCIL MEMBERSHIP

A. Procedure for Electing Council Members

- 1. Election of Council Members.** Governance Council members shall be elected by a majority vote of the existing council and selected from the nominations. The nomination process is described in paragraph A.3. below.
- 2. Term of Council Member.** The terms of the Governance Council voting members shall be as follows: odd numbered positions shall serve a one-year term for the first year but thereafter a two-year term, which terms will expire at the end of the school year in odd-numbered years (e.g. June 2011); even numbered positions shall serve two-year terms, which terms will expire at the end of the school year in even numbered years (e.g. June 2012). All council members shall be eligible to serve successive terms.
- 3. Nomination of Governance Council Members.** The Governance Council members shall be nominated as follow:
 - a. Nominees Governance Council Members.** The Council Development Committee (See, Section V. A3 (below) shall select the council member nominees for the vacant positions. The Council Vice-chairperson shall be a member of this committee. The committee shall obtain nominations by notifying community, business, and/or education leaders of regular elections and/or vacancies on the council along with a descriptions of the responsibilities of serving as a member and the date and time of the Governance Council meeting at which the position will be voted on by the Governance Council (whether new term elections or vacancies). The names and qualifications of interested individuals recommended by the nominating committee shall be given to the secretary of the Governance Council, by no later than ten (10) working days before the date of the regular board meeting at which the vote of the Governance Council shall be made.
- 4. Compensation.** Governance Council members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.
- 5. Resignations and Removal.** Any member may resign at any time by giving written notice to the president or to the secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member may be removed by a majority vote of the Governance Council whenever such removal is in the best interests of the school. Grounds for removal will include without limitations the following acts or omissions:
 - Violation of the Conflict of Interest Policy;
 - Violation of *Governing Council Commitment Agreement*

- Failure to attend 3 scheduled meetings during the school year (July 1 – June 30) of the Governance Council, except when such absence is due to exigent circumstances;
 - Violation of the member's duty of loyalty;
 - Violation of the Governance Council's Code of Ethics; or
- Any other grounds the Governance Council deems appropriate.
6. **Vacancies.** A vacancy on the Governance Council shall be filled by the Governance Council after the nomination process described in paragraph three above has been completed. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.
 7. **Attendance.** Members of the Governance Council are required to attend all scheduled meetings of the Governance Council unless exigent circumstances arise. If a council member cannot be physically present at a meeting due to an unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act. A member of the Governance Council who will be unable to attend a Governance Council meeting will notify the president of the Governance Council prior to the meeting and if he/she intends to appear by telephone the council member shall make arrangements with the head administration or his/her designee. Notice may be made by e-mail as long as it is made four (4) hours in advance of the meeting. If the president cannot attend the meeting, he/she must notify the vice-president and forward all information regarding the upcoming meeting to him/her, including notices of non-appearances by other council members.

B. Orientation of New Council Members

As part of the orientation process new council members will familiarize themselves with the following key provisions of New Mexico laws:

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

New Governance Council member will also be expected to read the J. Paul Taylor Academy Charter and Code of Ethics. The J. Paul Taylor Academy Governance Council Code of Ethics, J. Paul Taylor Academy Governance Council Member Commitment and J. Paul Taylor Academy Governance Council Conflict of Interest Policy documents must be signed by the new Governance Council member. They will be expected to attend the next possible Governance Council training.

III. POWERS AND AUTHORITY OF THE GOVERNANCE COUNCIL

A. Authority of the Governance Council

1. **General.** The Governance Council is the governing body of the charter school and is responsible for ensuring the fair and uniform application of all federal, state and local

laws in the operation of the school as well as the school's charter and policies. The school will be operated for the educational benefit of its students. The Governance Council is the policy-making body for the school. The J. Paul Taylor Academy Governance Council will exercise leadership primarily through the formulation and adoption of policies.

2. Selection Process for the J. Paul Taylor Academy Head Administrator. Criteria for the head administrator will include:

- A minimum of 7 years teaching experience in elementary and/or middle school
- A minimum of 5 years of administrative experience including:
- Experience in:
 - writing budgets
 - writing curriculum
 - school management
 - ordering furniture, materials and supplies
 - building a school community with staff and families
 - starting a new school a plus
- Current resident of the Las Cruces area

The Governance Council shall advertise the position of J. Paul Taylor Academy Head Administrator and its requirements in local public newspapers, professional papers, and on the J. Paul Taylor Academy website. The Governance Council will review applications, conduct interviews, and select the candidate who best meets the above criteria and philosophy of J. Paul Taylor Academy.

- 3. Delegation to the J. Paul Taylor Academy Head Administrator.** The Governance Council shall concern itself primarily with broad questions of policy and with the appraisal of results rather than with the administrative detail. The application of policies is an administrative task to be performed by the head administrator and designated staff, and they shall be held responsible for the effective implementation of Governance Council policies. The head administrator shall be held responsible for keeping the Governance Council informed of all matters within its purview so that the Governance Council can fulfill the above described functions of a governing body. The head administrator will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management and implementation of the school's charter and Governance Council policies. The teachers and staff of J. Paul Taylor Academy will report to the head administrator.
- 3. Individual Member's Authority.** A member of the Governance Council is a public officer, but has no power or authority individually. The charter vests power in the Governance Council, and not in the members, either individually or otherwise and these powers must be exercised by the Governance Council at a public meeting in regular or special called meetings, with action duly recorded in its minutes.
- 4. Binding Authority.** The Governance Council shall not be bound in any way by any action or statement on the part of any individual governing council member except when such statement or action is in pursuance of specific instructions from the Governance Council. Any such exception shall be recorded as an action item of the Governance Council and recorded in the minutes.
- 5. Advanced Notice.** The Governance Council recognizes the importance of timely communication among its members and between the Governing Council and the head administrator. The head administrator or his/her designee will strive to insure that the

Governing Council is given prior notice of matters submitted by members for deliberation at meetings.

B. Powers of the Governance Council

The powers and duties of the Governance Council are prescribed by the J. Paul Taylor Academy Charter and the New Mexico Charter Schools Act and all applicable laws and regulations. Complete and final control of all matters pertaining to the school's educational system shall be vested in the Governance Council. The Governance Council of J. Paul Taylor Academy shall have the following powers and duties:

1. Those powers as set forth in the J. Paul Taylor Academy charter that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Charter Schools Act, NMSA 1978 §§22-8B-1, *et seq.*
2. Employ the head administrator;
3. Delegate administrative and supervisory functions of the head administrator when appropriate;
4. Approval of the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the NMPED's annual audit;
5. Have the capacity to sue or be sued;
6. Contract for services and facility leases with any school district, a university or college or any third party for the use of a facility, its operation and maintenance and the provision of any service or activity that J. Paul Taylor Academy is required to perform in order to carry out the educational program described in its charter.
7. Acquire and dispose of property provided that at the termination of the charter, all assets of the charter shall revert to the local school board that authorized the charter, unless otherwise amended by law.
8. Accept or reject any charitable gift, grant, devise or bequest not otherwise contrary to law or the terms of the charter.
9. Contract for provision of financial management, food services, education related services or other services.

IV. GOVERNANCE COUNCIL OFFICERS

A. Officers

The officers of the council shall be Chairperson, Vice-Chairperson, Treasurer and Secretary. The school may, at the discretion of the council, provide for different categories of officers, including, without limitation, one or more assistant treasurers and/or assistant secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office (both such situations referred to hereafter as the "absence" of the office), the duties of the office shall, unless otherwise provided by the Governance Council or these bylaws, be performed by the next officer set forth in the following sequence: Chairperson, Vice-Chairperson, Treasurer, Secretary.

B. Appointment and Tenure

Alternating numbered Officers shall be elected each year by the council at its annual meeting for terms of two (2) years or until their successors have been duly elected and qualified, or until their death, resignation or removal. Officers' terms shall commence immediately following the annual meeting of the council.

C. Resignations and Removal

Any officer may resign at any time by giving written notice to the president or to the secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any officer may be removed by a majority vote of the council whenever in its judgment he/she fails to perform the duty of the office or such other duties as appointed by the council and the best interests of the school would be served thereby.

D. Vacancies

A vacancy in any office may be filled by the council for the unexpired portion of the term of the officer being replaced.

E. Chairperson

The Chairperson of the Governance Council shall preside at all meetings and shall appoint committees with approval of the Governance Council. He/She shall have the right, as other members of the Governance Council, to make or second motions, to discuss questions, and to vote. The chairperson of the Governance Council may not act for or on behalf of the Governance Council without prior specific authority from a majority of the Governance Council to do so. All communications addressed to the chairperson shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governance Council. The chairperson shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governance Council. It is the chairperson's responsibility to ensure that Governance Council members uphold their commitments/responsibilities to the school. The chairperson will compile in collaboration with the head administrator the topics for business to be placed on the agenda. Any member of the Governance Council (voting and non-voting) may offer items to be heard or discussed at any meeting of the council.

F. Vice-chairperson

The vice-chairperson shall perform the duties of the chairperson in the absence of the chairperson or at the request of the chairperson. In the event a vacancy occurs in the chairperson position, the vice-chairperson will act in the capacity of the chairperson until the office has been filled by a vote of the council membership. The vice-chairperson shall serve as a member of the nominating committee and present the names of the candidates to the council.

G. Treasurer

The treasurer shall be familiar with the fiscal affairs of the school and keep the council informed thereof in the event that the school's business manager is unable to so act. He/She will

have knowledge of public school finance laws, rules and policies and shall serve as the chairperson of the J. Paul Taylor Academy Finance Committee. He/She shall attend the NMPED Spring Budget Workshop and/or any other necessary financial regulatory training recommended by the head administrator or the business manager.

H. Secretary

The secretary shall keep the minutes of the Governance Council meetings, subject to the direction of the chairperson, assure that all notices are given in accordance with the provisions of the charter, Governance Council policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the Governance Council. The council may appoint a designee to assist with the responsibilities of the secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governance Council's review. The council secretary will review the minutes prior to presentation to the Governing Council for approval. The secretary shall be responsible for presenting the minutes to the council at meetings.

I. Compensation

The officers shall not be compensated for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

J. Directors and Officers Insurance

The Governance Council may secure officers' and directors' insurance in excess of the coverage provided by the New Mexico Public School Insurance Authority upon appropriate approval of the Governance Council and if provided for in the charter school's approved budget.

K. Delegation

The Governance Council may delegate temporarily the powers and duties of an office, in case of such officer's absence or for any other reason, to any other officer, and may authorize the delegation by any officer of any of such officer's powers and duties to any agent or employee subject to the general supervision of such officer.

V. STANDING COMMITTEES OF THE GOVERNANCE COUNCIL

The Governance Council will have the authority to form the following committees based on the needs of the School:

A. Proposed Committees

- 1. Academic Oversight Committee.** The J. Paul Taylor Academy Head Administrator will be instrumental in developing a committee to deal with the educational reporting and oversight. The purpose of this committee shall be to ensure that the educational

programs of the school are accomplishing the goals of the charter, its curriculum and meeting state standards as required by law.

2. **Finance and Audit Committee.** J. Paul Taylor Academy Finance and Audit Committee have a vital role in keeping the Governance Council apprised of the school's business affairs and financial condition.

- a. **Appointments and Composition.** The members of the finance committee shall be the treasurer of the Governance Council who shall serve as the chair, the J. Paul Taylor Academy Financial Officer, and at least one other member who is a non-J. Paul Taylor Academy employee and disinterested party selected by the treasurer and business manager and approved by the council.

- b. **Responsibilities**

- Prepare and maintain the annual budget for the charter school in collaboration with the head Administrator.
- Also in collaboration with the Head Administrator, develop and annually revise a long-term financial forecast.
- Review all grant proposals and when necessary, make recommendations to the council.
- Prepare all Budget Adjustment Requests (BAR) and present with recommendations to the Governance Council as necessary.
- Represent the school throughout all phases of the annual audit.
- Review business manager's required reports and make recommendations to the Governance Council regarding the reports as necessary.

3. **Council Development Committee.** The Governance Council development committee is commissioned by and responsible to the Governance Council to assume the primary responsibility for matters pertaining to Governance Council recruitment, nominations, orientation, training, and evaluation in accordance with the Governance Council policies and practices approved by the Governance Council.

4. **School Advisory Committee.** J. Paul Taylor Academy will maintain a school advisory committee, which reports to the Governing Council. This committee will consist of three parents and three staff members who volunteer for this service. If the number of volunteers exceeds the number needed, elections will be held. This committee will advise the Governance Council regarding instructional issues and curricula, student discipline, school budget planning, and increasing family involvement.

5. **Committee Selection and Membership.**

- a. **Election and Team.** Members of each committee, with the exception of the Parent Advisory Committee, may be chosen by the Governance Council and shall serve for such period of time as the Governance Council shall determine. The specific composition of the Finance and Audit Committee, however, shall be governed by the provisions of paragraph two above.

- b. **Meetings.** Committees may meet at such times and for such purposes as they shall from time to time determine. Provisions for notice and procedures applicable to meetings of the Governance Council's committees shall be as prescribed by the Governance Council and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting the school.

- c. **Resignations and Removal.** Any member of a committee may, at any time, resign by giving written notice to the chairperson or secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a committee may be removed by the Governance

Council whenever in its judgment the best interests of the school would be served thereby.

- d. **Compensation.** Members of the committees shall not receive any compensation for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.
- e. The Governance Council has the authority to create *ad hoc* committees as deemed necessary. The policies and procedures that govern *ad hoc* committees will be determined as specified by the Governance Council action creating and approving the existence of any such committee.

VI. MEETINGS OF THE GOVERNANCE COUNCIL

All meetings of the J. Paul Taylor Academy Governance Council shall be held in accordance with the New Mexico Open Meetings Act, NMSA 1978 §§10-15-1, *et seq.*

A. Meetings

The Governance Council shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the J. Paul Taylor Academy Governance Council. The resolution shall describe appropriate notice and methods for posting agendas for regular monthly, special and emergency meetings of the Governance Council.

B. Special Meetings

Special meetings of the Governance Council may be called at the discretion of the Governance Council. Such meetings shall be held at such time and place consistent with the Governance Council's annual resolution for conducting its public meetings.

C. Attendance via Telephone Conference Call

Except to the extent otherwise provided by law, any meetings of the Governance Council may be attended by any of the Governance Council Members by means of a conference telephone (or similar communications equipment) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any other member of the Governance Council who speaks during the meeting. Such attendance shall constitute presence by the Governance Council member as is in person at such meeting and for purposes of determining a quorum. Any action taken by the Governance Council at such meeting shall constitute a valid action of the Governance Council.

D. Notice

The Governance Council shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of the Governance Council meetings shall include broadcast stations licensed by the Federal Communications Commission (FCC) and newspapers of general circulation that have provided a written requirement for such notice. Notice of meetings and the availability of meeting agendas shall be consistent with the

Governance Council annual resolution. Except in cases of emergency the Governance Council shall only act on matters identified in the agenda.

E. Emergency

An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governance Council, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

F. Minutes

The Governance Council shall keep written minutes of all its meetings. The minutes shall include at a minimum: the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection. Draft minutes shall be prepared within ten (10) working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governance Council.

VII. CONFIDENTIAL MATTERS OF THE GOVERNANCE COUNCIL

The Governance Council recognizes that confidential information will be brought to the attention of individual governing council members and/or the Governance Council as a whole pertaining to, but not limited to, the following:

- matters relating to the employment or dismissal of, or charges against, specific J. Paul Taylor Academy personnel;
- matters relating to litigation or proposed litigation in which the Governance Council is or may become a party, or attorney-client communications;
- consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor;
- consideration of wages and benefits for the head administrator;
- consideration of suspension, expulsion, or disciplinary action in connection with a student;
- matters relating to the security of students, personnel, visitors, and/or school property; and
- such matters that may arise and qualify as being confidential by law.

The Governance Council further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to the J. Paul Taylor Academy and that the Governance Council members must respect confidentiality of information that is privileged under applicable law. It is the policy of the Governance Council that council members shall discuss or disclose confidential information only in connection with legitimate school business and only with individuals with a legitimate right to know.

I. MANNER OF ACTION / DECISION MAKING

A. Quorum

A majority of the seated council members, whether personally present or appearing telephonically shall constitute a quorum for the transaction of business at any meeting of the Governance Council.

B. Manner of Acting

No action of the Governance Council shall be valid unless taken at a meeting at which a quorum as defined herein is present and which has been properly noticed pursuant to the New Mexico Open Meetings Act, NMSA (1978) §§10-15-1 *et seq.*

II. CONFLICTS OF INTEREST AND CODE OF ETHICS

A. General Statement

It shall be the duty of each Governance Council member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Governance Council member has a personal or financial interest, including an interest by a member of the Governance Council's immediate family, or where the Governance Council's participation will or may compromise the confidential nature of the discussion. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governance Council.

B. Disclosure

Each council member agrees to complete and sign a Disclosure of Conflicts of Interest statement prior to accepting his/her position on the council. In addition to this statement, council members shall annually update the disclosure statement and shall otherwise immediately notify the president of the council when he or she becomes aware that an actual or potential conflict may exist.

C. Conflict of Interest Policy

Each council member agrees to abide by the J. Paul Taylor Academy Conflict of Interest Policy adopted by the Governance Council.

D. Code of Ethics

Each council member agrees to abide by the J. Paul Taylor Academy Code of Ethics adopted by the Governance Council.

III. MISCELLANEOUS

A. Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of the school shall be signed by such officer or officers, agent or agents of the school as designated by the Governance Council. Two signatures from the following three authorized signatories shall be required on each check. The authorized signatories shall be: Governance Council Chairperson, Governance Council Treasurer, and CFO.

B. Books and Records

The Governance Council shall keep accurate and complete books and records of the actions of the Governance Council, which records shall be open to inspection by the members of the Governance Council at any time, or members of the public pursuant to the Inspection of Public Records Act, NMSA 1978 14-2-1 *et seq.*

C. Financial Matters

The Governance Council shall approve all contracts, including head administrator and other employee contracts. The Governance Council will adhere to all New Mexico State laws regarding procurement processes and procedures as notated in the J. Paul Taylor Academy Procurement Process Policies.

IV. NMPED Concerns Relating to J. Paul Taylor Academy

The chairperson of the J. Paul Taylor Academy Governance Council or the head administrator shall be the contact person for any concern raised by the NMPED relating to J. Paul Taylor Academy. The parties will attempt to resolve any issue between them in the manner required by NM statutes.

- **List each of the members of the school's governing body.**

Governance Council Members

Miguel A. Avalos, FNAO - ABOC

Miguel Avalos is a lifelong resident of southern New Mexico and far west Texas. In 1986 Miguel received his optician's license from the American Board of Opticianry. Miguel quickly progressed from managing optical stores to owning and operating Avalos Vision in Las Cruces. It is fitting that the recipient of the 2006 J. Paul Taylor Award, an award for community service, is now helping create the J. Paul Taylor Academy charter school. Miguel will provide the J. Paul Taylor Academy with a unique background in healthcare and extensive business experience in the Las Cruces Community. Miguel can be reached at: avalosvision@hotmail.com.

Cynthia Clark, JD

Cynthia Clark graduated in 1982 with a Baccalaureate of Arts in Government from the College of St. Benedict/St. John's University. After working as a mental health counselor Cynthia returned to law school and received a Juris Doctorate from Hamline University School of Law in 1987. Cynthia worked for the United States Department of Justice as a trial attorney with the Immigration and Naturalization Service until 1998. She taught at the Dona Ana Community College from 2000 through 2004 when she opened her own business.

Cynthia currently serves as the Vice President of the Blue Star Mothers of America / Dona Ana Moms, the Coordinator for the Dona Ana Moms Quilt Project, a Committee member for the Burgertime Golf Tournament, and a board member Las Cruces Junior Cotillion. Cynthia's past positions include: vice president of the LCHS Football Booster Club, board member of LCHS Soccer Booster Club, board member of Branigan Arts Council, board member of La Casa, and president of Potters' Guild of Las Cruces. Cynthia will use her vast volunteer experience to enhance community involvement in the J. Paul Taylor Academy and will use her legal background to help critically design and implement policy. Cynthia can be reached at: clhclark@msn.com

Anna Marie Hooley, MSN, APN-BC

Anna is a native of New Mexico who graduated from the University of New Mexico with her Master's Degree in Nursing in 1997. Anna was a practicing nurse in New Mexico for 12 years while attending school and is National Board certified as a Family Nurse Practitioner. She has practiced medicine in New Mexico since 1997.

Anna worked in pediatrics as a primary care nurse practitioner in rural healthcare at Ben Archer Health Clinic in Dona Ana and in student healthcare at the New Mexico State University Student Health Center before focusing exclusively on aesthetic medicine in 2004. Anna is now the owner, medical director and sole medical practitioner of the CA Skin and Body Clinic in Las Cruces.

For five years Anna has been a classroom volunteer four mornings a week, and has been an assistant soccer coach for three years. Anna will serve as the Academy's primary healthcare consultant and resource guide. Anna can be reached at: ahooley@q.com

Dr. Kenneth Hacker, PhD

Dr. Hacker received his doctorate at the University of Oregon in 1986. He is a full professor of Communication Studies at New Mexico State University. He also has a master's degree in communication studies and a bachelor's degree in political science. He serves on a voluntary basis in the New Mexico State Guard as its public affairs officer. At NMSU, he has worked on numerous collaborative research projects including one involving intelligence and communication for purposes of national security. Dr. Hacker's educational background, grant writing experience, and knowledge of public affairs provide a unique and valuable skill set to the J. Paul Taylor Academy. Dr. Hacker can be reached at: Kenneth.hacker@gmail.com

Beatrice Jenkins

Beatrice Jenkins is a retired teacher with 36 years experience. Beatrice taught Head Start through fifth grade and Special Education. A graduate of The University of Albuquerque, Bea has done post-graduate work at the University of New Mexico and New Mexico State University. She holds a Baccalaureate of Science degree in Elementary Education with endorsements in Early Childhood Education, Art and English and a minor in Special Education. Bea has also been a school supply business owner, a day care center owner and operator, and real estate agent. Bea has volunteered as a Youth Group teacher, a Cheerleading sponsor, and a coordinator and seamstress for a children's folklorico group. Bea will use her extensive experience as a public educator to help mentor teachers at the J. Paul Taylor Academy, and assure the highest level of teaching expertise. Bea can be reached at: bea_jenkins@msn.com

Ken McLeod

Ken is a Canadian citizen and Resident Alien in Las Cruces. Ken received his Bachelor of Applied Science in Chemical Engineering from the University of Waterloo, in 1971. His career has included plant engineering, process design, supervision, management and quality improvement for a number of Fortune 500 companies. He is currently a consulting engineer for a Safety and Risk Management company. Ken also owns and operates Dream Catcher Inn Bed and Breakfast, which he and his wife founded in 2005. Ken will use his experience as a private business consultant and technical writer to contribute to grant writing and general business management at the J. Paul Taylor Academy. Ken can be reached at kengmcLeod@yahoo.com.

Scott A Yurcic

Scott A. Yurcic graduated from New Mexico State University with an Associate Degree in Economics and Criminal Science in 1990. Scott then became an Insurance and Financial Services Agent with the Farmers Insurance Group of Companies. He has held the following Board Positions: President and Vice President of the Life Underwriting Training Council; President, Vice President and Treasurer of the Las Cruces Sertoma Club; Director of the New Mexico Farmers Employees & Agents Political Action Committee.

Scott has been a Youth Coach with the High Noon Soccer League since 2002. He is a 4th Degree Black Belt Martial Arts Instructor and has been teaching since 1997. Scott will advise on issues of business management and insurance for the J. Paul Taylor Academy and will contribute to the extra-curricular offerings at the Academy. Scott can be reached at: syurcic@farmersagent.com

- Provide a brief description of the qualifications of each governing body member.

J. Paul Taylor Academy Council Members								
								The bylaws state that there shall be no fewer than 5 members and no more than 9.
		✓	✓		✓	✓	✓	Organizational Management
		✓	✓	✓	✓	✓	✓	Financial Management
							✓	Education Law & Other Legal Expertise
		✓		✓	✓		✓	Fundraising Experience
		✓		✓	✓		✓	Facilities Planning
		✓	✓	✓	✓	✓	✓	Public Relations
		✓	✓		✓	✓	✓	Leadership and Human Resources Development
				✓		✓	✓	Volunteer Development
		✓	✓		✓	✓		Technology
		✓	✓			✓	✓	Corporate Funders & Foundations
				✓		✓		NMPED & Public School Districts
								Legislators
		✓	✓			✓	✓	Male
				✓	✓		✓	Female
					✓	✓	✓	Hispanic
		✓	✓	✓			✓	Caucasian
								Native American
								Charter School Educators/Administrators
					✓	✓		Charter School Parents
		✓	✓	✓	✓	✓	✓	Charter School Governing Council Members

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

The Governance Council will promote active parental/guardian and community involvement through ensuring that its members represent our diverse community. Representatives from staff, families and the community will be invited to be active members of Governance Council committees. As stated above, teachers will be strongly encouraged to participate in Governance Council committees to ensure they have a voice and can make reports from their school curriculum meetings as well as express needs they experience in executing their jobs.

At the beginning of each Governance Council meeting time will be allotted for families, staff and community input.

Families and staff will be notified in monthly newsletters of upcoming Governance Council meetings. Meetings will also be posted on J. Paul Taylor Academy's web page and in local newspapers each month.

C. PARTNERSHIPS (optional)

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

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

J. Paul Taylor Academy will have no partnerships.

D. SCHOOL ORGANIZATIONAL STRUCTURE

- **Based on the organizational chart provided under subsection A. *GOVERNANCE / MANAGEMENT STRUCTURE* above, provide job descriptions that identify key roles, responsibilities and accountability for each staff position listed on the organizational chart.**

Job Outlines

Head Administrator

Teacher observation/evaluation/coaching
Grant writing/fundraising
Board meetings

J. Paul Taylor Academy

- Faculty communication / mapping / planning
- Parent conferences / concerns
- Student discipline
- Communication from school
- Coordinating testing
- Leading EPSS development
- Leading curriculum alignment
- Maintain staff licensure records

Administrative Secretary

- Preparation of books for CFO review
- Assisting CFO with preparation for annual review
- Assistance with payroll
- Making deposits
- Maintaining income/outgoing spreadsheets
- Writing checks

Special Education Lead/Teacher

- .5 special education teacher
- .5 Sped administration to include:
 - Overseeing special education students' schedules
 - Overseeing development and implementation of IEPs
 - Insuring compliance w/ test and IEP dates
 - Scheduling diagnostician and ancillary services

Educational Assistant

- Assist with instruction as directed by teacher
- Substitute duties as needed
- Supervising duties as needed

Student Health Coordinator

- Providing first aid
- Dispensing medication
- Writing grants
- Mediating student conflicts
- Referring to outside agencies
- Reporting abuse
- Providing sexual harassment education
- Conducting small groups dealing with emotions/interactions

Teacher

- Plan and prepare for instruction
- Assess proficiency
- Participate in school curriculum development and alignment
- Deliver effective instruction
- Supervising duties as needed
- Conduct parent/guardian conferences
- Attend school Events

Chief Financial Officer

CPA trained to serve as CFO for a charter school.

Maintains current financial records

Member of the Governance Council Finance and Audit Committee

Responds to requests from the Governance Council

Prepare for audits and annual report

Write checks

Head Custodian

Maintain cleanliness and orderliness of school building and grounds

Maintain the security of the building

Make minor repairs

Job Descriptions

J. Paul Taylor Academy Head Administrator Position

General Goal

The head administrator, being selected by the Governance Council, shall be a leader who is driven by the J. Paul Taylor Academy vision of high academic achievement within a diverse student population. The head administrator will utilize his/her skills to affirm the goals and intent of the school's mission. He/she will model effective leadership defined by integrity, clear and open communication, fairness, high standards, and an understanding of the needs and interests of our diverse community.

Duties of the J. Paul Taylor Academy Head Administrator

The head administrator shall be responsible to the Governance Council for:

- Programmatic and curricular leadership
- Fiscal operation of the school, including securing the appropriate state, federal and local monies
- Demonstrating high expectations for all students and staff and providing the support required to attain them
- Ensuring that the cultural and linguistic needs of our diverse population are met.
- Analyzing student performance efforts to ensure that state standards and benchmarks are being met and that adequate progress is being made
- Evaluating staff yearly as set forth in the section on Employee Relations
- Conducting classroom observations to analyze instruction and supervise staff to ensure continuous improvement in teaching and learning
- Ensuring that the learning needs of all students – special education, ELL, low-income, and regular education – are met.
- Encouraging staff involvement in seminars, educational initiatives and other opportunities that will enhance their instructional effectiveness
- Fostering teacher leadership through delegation, and shared leadership and decision-making
- Aligning the use of time, people, money and materials to the school's instructional priorities
- Managing school facilities and operations
- Developing meaningful relationships with families and community members that support student achievement and well-being

- Engaging in continuous professional development opportunities with other administrative colleagues
- Leading staff in the selection of instructional materials
- Reviewing staff licensure
- Coordinating testing
- Coordinating curriculum alignment
- Overseeing development and implementation of Educational Plan for Student Success (EPSS)
- Providing coaching to teachers / Conduct professional learning communities (PLCs)
- Organizing staff development as necessary
- Scheduling ongoing training for all staff in the implementation of the Scott Foresman, or other appropriate core program.
- Insuring that all instructional staff, including educational assistants, receives adequate training in Project Based Learning techniques, dual language, and discipline.
- Other duties and responsibilities as assigned by the Governance Council in an effort to offer a more complete program of student learning.

Chief School Financial Officer

Job Description and Goals

The Chief Financial Officer shall meet the accounting/report preparation required of the school. Specific responsibilities are as follows:

- Verifies the receipt of all funds to which the J. Paul Taylor Academy may be entitled by law or which may come into its possession for public school purposes
- Verifies the payment of such funds to occur only on written order of the head administrator and/or Governance Council
- Prepares the annual school budget and monthly financial statements, in the form required by law or the NMPED
- Ensures the school maintains an accounting system in accordance with generally accepted accounting principles and governmental accounting standards
- Ensures the school maintains a school payroll accounting system in accordance with applicable laws and regulations
- Supervises the preparation of financial reports annually and at other times as requested by the head administrator, the Governance Council, and other agencies
- Supervises the preparation of reports as required by other agencies.
- Ensures the school maintains an adequate system of internal controls including property and inventory accounting
- Ensures the school maintains a sound system of cash management
- Ensures the school maintains a system of contracting and purchasing procedures
- Coordinates the preparation and presentation to the Governance Council of the annual budget and any amendments as appropriate
- Ensures the school maintains the financial operations of the child nutrition program and other special programs in accordance with state and federal requirements.
- Supervises the preparation of and approves all Accounts Payable
- Provides auditors such records and assistance as they may require
- Coordinates the auditing of the school's accounting
- Supervises the development of the indirect cost application to the NMPED

Administrative Secretary

Job description and goals

The financial secretary shall meet the accounting and purchasing needs of the school. Specific responsibilities shall be as follows:

- Documents the receipt of all funds to which the J. Paul Taylor Academy may be entitled by law or which may come into its possession for public school purposes
- Documents the payment of such funds to occur only on written order of the head administrator and/or Governance Council
- Keeps an accurate record of all receipts and expenditures, and provide such information to the CFO, head administrator and the Governance Council
- Ensures the school maintains an accounting system in accordance with generally accepted accounting principles and governmental accounting standards
- Prepares financial reports annually and at other times as directed by agencies in authority
- Ensures the school follows the established system of cash management
- Ensures the school maintains the system of contracting and purchasing procedures established by the CFO
- Ensures the school maintains the financial records of the child nutrition program and other special programs in accordance with state and federal requirements
- Provides auditors such records and assistance as they may require
- Maintains student cumulative record files
- Maintains the ADS records for the NMPED
- Maintains attendance and tardy records
- Prepares state and federal reports as required by administration
- Registers new students
- Makes copies of records for students withdrawing to another school
- Maintains required enrollment, immunization records and lunch forms
- Establishes and maintains good public relations with the community, parents/guardians and school visitors
- Provides secretarial services for the head administrator and other staff as able
- Ensures accurate and appropriate correspondences with parents/guardians, administration and staff
- Contacts parents/guardians when necessary as directed by administration
- Performs the duties of receptionist
- Takes incoming phone calls and transfers to appropriate extensions
- Maintains fax machine and copier
- Distributes payroll, keeps track of leave and employee benefits
- Distributes mail and deliveries
- Arranges for substitute teachers
- Inventories and orders supplies
- Translates for Spanish-speaking parents/guardians
- Assumes other reasonable and equitable job related duties as assigned by the head administrator

Student Health Coordinator

Job Description and Goals

The student health coordinator shall plan, implement, and evaluate a comprehensive school health program. Specific responsibilities shall include the following:

- Assists the administration in developing school health programs
- Aids in primary prevention and control of communicable diseases
- Assists school personnel in maintaining environmental standards in school
- Works with community agencies to provide improved health services
- Administers first aid in accordance with established first aid procedures
- Serves as a liaison between health professionals and the school regarding the health needs of students
- Recommends exclusion and readmission of students in compliance with state policy on infectious and contagious diseases
- Plans and develops an organized program of student counseling services with administrative cooperation
- Maintains accepted standards by submitting counseling plans to the head administrator for approval
- Assesses the needs for counselor materials, supplies and equipment and provides this information to the head administrator for budget consideration
- Counsels with students individually and in small groups
- Assumes the role of leader and consultant in the school's Student Assistance Program by:
 - Collecting and organizing necessary information about each student from a variety of sources (academic records, parent/guardian conferences, personal data forms, tests and other materials for referral purposes)
 - Identifying and referring students and parents/guardians to other resources when the student needs further assistance
- Helps parents/guardians understand the school and their children by
 - Providing parents/guardians with information about the school, its policies, procedures and educational resources
- Conducts staff development with administrators and teachers oriented toward student emotional and physical wellness
- Reports suspicions of child abuse to the Children, Youth, and Families Department of the State of New Mexico
- Supervises police officers, case managers, social workers, and other representatives of various agencies that require interviewing students on campus
- Assumes other reasonable and equitable job-related duties assigned by the head administrator

Special Education Lead Teacher

The Special Education Lead will plan, organize, and implement all phases of the special education program as well as teach half time. Specific responsibilities are as follows:

- Provides special education services in addition to teaching in a ratio established by the head administrator and him/her in accordance with student need

- Provides technical assistance to special education teachers upon request of the head administrator and/or individual teachers
- Coordinates in-service and professional development activities for special education teachers and regular education teachers as appropriate
- Represents the school as directed at conferences, committee sessions, training seminars, and/or NMPED or community meetings
- Coordinates the acquisition and/or installation of specialized equipment or modifications to classrooms for special education students
- Monitors and participates in the development of IEPs to ensure accuracy, completeness, and implementation according to local, state, and federal regulations
- Ensures compliance by assisting, educating, and directing school administrator, teachers, and other personnel in matters specifically related to the implementation of federal and state laws and regulations involving special education
- Coordinates activities with mental health agencies, hospitals, and other community agencies which directly involve special education students and/or programs
- Attends training in Project Based Learning
- Assists Special Education teachers in implementing the IEP's of each student.
- Assists Special Education teachers in coordinating inclusion services for students capable of attending regular education classes with supervision.
- Assumes other reasonable and equitable job-related duties assigned by the head administrator.

Teacher

Job Description and Goals

The teacher shall facilitate student comprehension and application of concepts, skills and behaviors that contribute to the development of mature, able and responsible members of society. Specific responsibilities shall include:

- Develops and implements a program of instruction that meets the individual needs and abilities of students and is consistent with state courses of study and standards and benchmarks
- Plans and implements a variety of appropriate instructional learning strategies and activities which serve the needs and capabilities of the students
- Manages the behavior of learners in the classroom and participates in the management of student behavior in other parts of the school
- Communicates to students and families (either in writing or verbally) the instructional expectations, student progress or lack of progress
- Continually assesses student achievement and maintains appropriate assessment and evaluation documentation for institutional and individual reporting purposes
- Actively participates in and works with other school personnel in planning effective instructional goals, objectives, methods and curriculum
- Participates in school activities for families in the evening as required
- Participates in professional growth and development activities including staff meetings, in-services and staff development activities as required or assigned
- Ensures that the classroom and/or instructional environment are attractive, healthful, safe and generally conducive to learning
- Ensures confidentiality of all students' records, grades, performance and all other related matters

- Maintains a valid New Mexico professional teaching certificate and is responsible for the renewal of the certificate
- Attends training in the implementation of the Scott Foresman or similar core program provided by the company and any additional training scheduled by the head administrator.
- Attends training in Project Based Learning
- Implements and guides students in Project Based Learning.
- Mentors newer staff.
- Assumes other reasonable and equitable job-related duties assigned by the head administrator.

Educational Assistant

Job Description and Goals

The instructional aide shall assist the teacher in achieving identified instructional objectives and help students take full advantage of the instructional program and available resource materials. Specific responsibilities include the following:

- Performs tasks related to classroom activities under the supervision of a certified teacher
- Works with small groups of students to reinforce and to re-teach, when necessary, material initially introduced by the teacher
- Works with individual students who need special attention
- Guides independent study, enrichment work, remedial help, and follow-up work as specified by the teacher
- Provides feedback concerning student progress to the regular classroom teacher
- Assists with checking notebooks, correcting papers, and supervising testing and make-up work
- Assists with preparation of instructional aids, bulletin boards, and other learning displays.
- Sets up and stores audio-visual equipment for classroom use
- Assists with non-instructional classroom duties such as snack breaks, clothing routines, etc. as directed
- Supervises small groups who leave the classroom to do library work
- Helps with supervision of students during lunch periods, assemblies, and field trips
- Maintains confidentiality of information as required by school policy
- Participates in staff development provided by the school and the NMPED
- Attends training in the implementation of the Scott Foresman or similar core curriculum provided by the company and any additional training scheduled by the head administrator.
- Attends training in Project Based Learning
- Implements and guides students in Project Based Learning.
- Mentors newer staff.
- Assumes other reasonable and equitable job-related duties assigned by the head administrator.

Head Custodian

Job Description and Goals

The Head Custodian will keep the school facilities running properly and in good repair. Specific responsibilities include the following:

- Establishes priorities and completes repairs and general building maintenance, both inside and outside the buildings
 - Examines the school building and grounds on a regular basis for needed repairs and general maintenance needs including safety issues
 - Replaces light bulbs and cleans light covers as needed
 - Changes marquees as directed by the head administrator
 - Takes care of the school's security system during the day and after work hours by responding to emergency calls from the service provider, police department and fire department
 - Orders materials and supplies as needed for repairs and general maintenance of the school
 - Moves furniture, supplies and materials as needed
 - Reviews student cleaning
 - Provides some of the playground supervision for children
 - Assumes other reasonable and equitable duties as assigned by the head administrator.
- **Provide a staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.**

Staffing Plan

It will be evident that for each year, as much funding is put into people actually teaching children as possible. This is necessary due to the intensive student/staff interaction required in project based learning.

Staffing Plan, Year One

For the projected 140 students attending J. Paul Taylor Academy the first year, we will hire seven teachers, one for each grade, a special education lead, and a health services provider who will serve as school nurse as well as a physical and mental (group dynamics, peer mediation, special issues) health instructor. Five educational assistants, a principal, secretary and custodian will be hired to support these teachers.

Starting this first year and continuing through each year of growth, teacher certification must be an important part of teacher selection. This includes not only the certification required for the current position but also future positions as the school adds seventh and eighth grades. Coverage of all the special teaching fields can only be achieved if the fields of prospective staff are considered for each hiring.

Over the five years the maximum student/teacher ratio will not exceed:

- 20 : 1 with all certified teaching staff, not including contracted services

- 15 : 1 with all certified and classified teaching staff

Professionals providing contracted services to the school will also be critical to its success. For the first year, those professionals will include a diagnostician and speech and language. The amount allocated for their contracts will enable to utilize their services approximately $\frac{1}{4}$ of the time. Other contracted services include those provided by the experienced physical education and music professionals hired to oversee the practicum students to be provided by these departments to serve the children at the school.

Other contract services are included in each of the five years to enable the school to join the purchasing coalition as well the New Mexico Coalition of Charter Schools. The New Mexico Coalition of Charter Schools cost will increase the second and third years as part of the calculation of this expense is based on student enrollment and the school will add twenty students each of those years.

The services of a certified public accountant (CPA) as well as auditing team will also be required each year.

Staffing Plan, Year Two

With the increase in funding realized by adding twenty more students, funds will be available to add one more teacher and three more EAs enabling each teacher to now have an educational assistant working with him/her. Other school personnel will remain the same.

Over the five years the maximum student/teacher ratio will not exceed:

- 20 : 1 with all certified teaching staff (Not including contracted services)
- 15 : 1 with all certified and classified teaching staff

Related service contracts grew by \$10,000 this year to enable the school to purchase time from professionals in their areas of expertise such as art or technology to support the children in their projects.

Staffing Plan, Year Three

This is the final year of projected growth with an eighth grade and twenty students being added. Once again, to ensure a teacher and EA be designated for each grade level, one of each will be added. Other school personnel will remain the same.

Over the five years the maximum student/teacher ratio will not exceed:

- 20 : 1 with all certified teaching staff (Not including contracted services)
- 15 : 1 with all certified and classified teaching staff

Related services contracts grew by \$50,000 this year enabling the school to purchase more support for students as they pursue their project based learning, often into areas requiring the expertise of professionals not on staff.

Staffing Plan, Years Four through Five

No staffing change is planned for these two years.

E. EMPLOYEE RELATIONS

- **Provide a description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.**

J. Paul Taylor Academy will not unlawfully discriminate against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, or disability. Underlying this entire section is the belief that positive relationships between employees and employers promote higher quality work and a positive, productive work environment for the school. Every effort will be made to address performance concerns immediately and in a coaching rather than punitive fashion.

The work year for employees will consist of 197 days, 185 of which are to be used for instruction and 12 for classroom preparation and professional development. Workdays shall consist of an eight-hour day. Every effort will be made to schedule staff meetings and curriculum planning sessions during the day, but these activities may extend beyond the eight hour day. Additionally, staff will attend open houses and other evening and weekend events.

Hiring

Background checks

The J. Paul Taylor Academy will conduct work history, education history and/or reference investigations for all employees, including substitutes, recommended for hiring. This responsibility can be designated to the head administrator for any candidates he/she is considering. A Federal Bureau of Investigation (FBI) criminal background check, including fingerprinting, must be completed at the candidate's expense before hiring, if a current one is not already available.

Head Administrator

The head administrator will be hired by January 10, 2011 and will be contracted on April 1 to begin staffing and preparing for the opening of J. Paul Taylor Academy on July 20th, 2011. The position of head administrator will be advertised in the local newspaper and at its website. The board will identify the interview questions, conduct the interview and make the final decision of the successful candidate.

Certified and Classified Personnel

Certified and classified positions will be advertised by April 1, 2011 in the local newspaper and posted on the J. Paul Taylor Academy website. The head administrator will begin interviewing for all certified and classified positions by April 15 with the goal of staffing being complete by May 15. Once staff members have been hired, they will be asked to participate in the interviews of incoming staff and in the hiring discussion.

Assignment Adjustments

While employees will interview for specific positions, the head administrator can assign personnel to another position, at any time during their tenure taking into consideration certification/endorsements, instructional program requirements and grade level or subject experience.

Mentorship

All teachers new to the profession, and/or new to the school, after its first year of operation, will be assigned a mentor. The decision of whom to place in the position of mentor will be based on similar work assignments, the needs of the mentee and the strengths of the mentor. Preference to serve as mentors will be given to Level 3 teachers when they fulfill the needs of the mentee.

Certification

Employees will be placed in positions for which they have the proper certification.

Volunteers

All volunteers are required to undergo the same FBI background check as the employees if a current one is not available. The volunteer may be required to pay for this check.

Safety and Support

Staff members are free to join any collective bargaining agency without fear of termination or retribution. They may designate site members of their unit who can be present during any disciplinary meeting between the head administrator and an employee.

The Governing Council and head administrator will support employees in their efforts to maintain discipline. The head administrator is required to respond promptly to employee requests for assistance with discipline problems.

Leaves

All employees must notify the head administrator or his/her designee by 6:30 AM if he/she will not go to work that day and identify the type of leave that is requested. Earlier notifications are strongly encouraged. It is the responsibility of the staff member to have plans in place for the substitute.

Sick Leave

All full-time employees will earn sick leave at the rate of five days per semester. Part-time employees will earn sick leave proportional to their employment contract. The head administrator will receive additional sick leave days in proportion to additional days in his/her contract. Sick leave days not used will accumulate from year to year. For sick leave that follows an obvious pattern or exceeds three days, the head administrator may ask for doctor's verification.

The J. Paul Taylor Academy Governance Council will endeavor to protect the health and safety of all employees and students while safeguarding the privacy of any individual diagnosed as having a communicable disease.

Personal Leave

Employees will also earn one day of paid personal leave each school year.

Professional Leave

The head administrator can grant professional leave when he/she agrees with the requesting employee that the benefits of attending an educational opportunity exceed the educational loss to the students incurred by instruction provided by a substitute.

Bereavement Leave

Employees are entitled to bereavement leave for the loss of a family member, domestic partner or other person with whom they have a close relationship. The head administrator will review each bereavement request with the employee and determine the reasonable length of leave not to exceed five days. If longer bereavement leave is requested, the Governance Council must approve. If the employee disagrees with the head administrator on the length of leave granted, he/she may ask the board to review the situation.

Funeral Leave

Employees will assume additional responsibilities for each other to enable staff members to leave for up to three hours for funerals.

Parental/Adoption

An employee may work as late into her pregnancy as she desires, provided her medical care provider approves. A certified employee may request one year leave without pay any time from the beginning of a pregnancy to the birth with a 30 day advance notice. The advance notice will be waived in emergency situations.

One year's leave without pay may be requested for up to one year after the adoption of a child.

Family Medical Leave Act

The J. Paul Taylor Academy will comply with the Family Medical Leave Act (FMLA) enacted in 1993 for all employees who have worked for the school for at least 12 months. An eligible employee is entitled to take up to 12 work weeks during any 12 month period for one or more of the following reasons:

- For the birth or placement of a child for adoption or foster care;
- To care for an immediate family member with a serious health condition; or
- To take medical leave when the employee is unable to work because of a serious health condition.

Any accumulated sick leave can be applied towards the twelve week period.

Jury Duty/ Court Subpoena

Leave with pay will be granted to employees required to testify by subpoena or serve on jury duty. Any payment checks they receive for jury duty performed during their work schedule will be signed over to the school.

Military

Staff members who are members of the reserve or National Guard will receive leave with pay for any time they must be out in accordance with their official orders.

Personnel Files

All employees will have the right to inspect items in their personnel files with the exception of confidential references. To do so, they must identify a mutually convenient time for the head administrator to be present. All material in an employee's file must be signed and dated.

Insurance

The J. Paul Taylor Academy Governance Council will provide all employees working at least 50% of the hours of a full-time employee with an insurance program through the New Mexico Public Schools Insurance Authority.

Employees have 31 days from the date of employment to enroll in the insurance benefit program. All employees are covered by Workman's Compensation Insurance for on-the-job injuries in accordance with New Mexico Public Schools Insurance Authority requirements.

Sexual Harassment

Sexual harassment by anyone associated with the J. Paul Taylor Academy will not be tolerated at the school or any of its functions.

This includes the creation of a hostile work environment for an employee who experiences workplace harassment and fears going to work because of an offensive, intimidating, or oppressive atmosphere generated on the basis of sex.

This also includes a quid pro quo situation where sexual favors are asked for or expected in return for employment, improved working conditions or greater pay.

An employee experiencing either of these is required to tell the offending party to stop. If the person does not stop, he/she is to go to the head administrator. If the situation involves the head administrator, the employee may take the problem to the chairperson of the Governance Council. No retaliation of any form can be taken against reporting employees.

Conflict of Interest

Pursuant to Section 13-1-190 of the New Mexico State Procurement Code, no school employee shall directly or indirectly sell or be a party to any transaction to sell instructional materials, equipment, insurance or school supplies or provide services to J. Paul Taylor Academy unless they have been

granted a waiver by the Governance Council. No employee of the school will receive any commission or profit from the solicitation or sale of investment securities or insurance to any other employee.

Tutoring by Employees

J. Paul Taylor Academy believes that the quality educational program they will provide will minimize the need of students for tutoring beyond that which is provided as part of the school's services. If, however, any family wishes to hire an employee of J. Paul Taylor Academy to tutor, they must personally make the arrangements. J. Paul Taylor Academy assumes no responsibility for the results of this tutoring.

Reduction in Force

Reduction in Force, necessitated by loss of revenue, will be conducted by reverse seniority within the same classification and, where applicable, certification.

Resignation

Certified employees must provide 30 days written notice and classified employees 15 days written notice before resignation.

Retaliation

No employee can be subjected to retaliation in any form in response to any complaints or concerns the employee shares regarding the school.

- **Provide proposed salary schedules that comply with the minimum salary requirements as identified in the School Personnel Act for all employees.**

Salary schedules are provided for those employees with salary requirements established in the School Personnel Act. Other salaries will be negotiated on an individual basis according to the responsibilities.

Certified Instructional Staff Level 1

Years Experience	BA	BA +15	BA+ 45 or MA	MA + 15	MA + 45 or PhD
0	32,176	33,143	33,412	34,438	36,357
1	32,821	33,807	34,081	35,128	37,085
2	33,804	34,137	35,416	36,668	38,848
3	34,136	34,252	35,485	37,213	39,482
4	34,252	34,366	35,574	37,575	40,048
5	34,366	34,084	36,113	38,301	40,164
6	34,480	34,595	36,653	38,847	41,184
7	34,595	34,710	37,192	39,391	41,748
8	34,710	34,824	38,117	39,936	42,316
9	34,824	35,105	38,659	40,483	42,884
10	34,938	35,633	39,199	41,030	43,450
11	35,105	36,158	39,740	41,575	44,019

12	35,633	36,685	40,283	42,119	44,587
13	36,158	37,211	40,823	42,666	45,154
14	37,211	38,265	41,908	43,762	46,294
15	38,265	39,319	42,990	44,857	47,430
16	39,319	40,372	44,075	45,952	48,567
17	40,372	41,424	45,158	47,044	49,704
18	41,424	42,477	46,243	48,140	50,844
19	42,477	43,531	47,328	49,232	51,987
20	42,637	44,582	48,413	50,327	53,117
21	42,797	45,637	49,493	51,419	54,253
22	42,957	46,688	50,577	52,514	55,391
23	43,114	46,848	51,662	53,607	56,529
24	43,276	47,009	53,829	55,796	58,806
25	43,434	47,167	53,829	55,796	58,806
26	43,594	47,329	54,915	56,891	59,942

Certified Instructional Staff Level 2

Years Experience	BA	BA + 15	BA + 45 or MA	MA +15	MA + 45 or PhD
0	42,231	42,611	43,463	44,322	45,219
1	43,077	43,464	44,333	45,220	46,124
2	44,368	44,778	45,660	46,091	46,521
3	44,478	44,910	45,751	46,197	46,637
4	44,589	45,011	45,843	46,303	46,755
5	44,702	45,115	45,935	46,409	46,871
6	44,813	45,205	46,026	46,516	46,988
7	44,925	45,298	46,118	46,623	47,106
8	45,037	45,412	46,210	46,730	47,224
9	45,150	45,484	46,303	46,837	47,341
10	45,263	45,678	48,396	46,946	47,460
11	45,376	45,873	46,489	47,054	47,579
12	45,489	45,965	46,581	47,162	47,697
13	45,603	46,050	46,674	47,270	47,817
14	45,717	46,152	46,768	47,379	47,936
15	45,832	46,247	47,067	48,097	48,056
16	45,946	46,443	47,263	48,462	48,056
17	46,061	46,535	47,495	48,930	48,297
18	46,176	46,630	47,841	49,348	49,745
19	46,292	46,712	47,943	49,796	51,610
20	46,407	46,978	48,824	50,327	51,751
21	46,523	47,134	49,493	51,420	53,751
22	46,640	47,193	50,578	52,515	54,879
23	46,756	47,355	51,662	53,607	56,006
24	46,873	47,414	52,746	54,702	57,133
25	46,990	47,574	53,829	55,796	58,261
26	47,108	47,633	54,915	56,891	59,387

Certified Instructional Staff Level 3

Years Experience	MA or NBC	MA + 15	MA + 45 or PhD
0	50,275	50,275	50,275
1	51,282	51,283	51,284
2	51,283	51,284	51,285
3	51,284	51,285	51,286
4	51,285	51,286	51,287
5	51,286	51,287	51,288
6	51,287	51,288	51,289
7	51,288	51,289	51,290
8	51,289	51,290	51,291
9	51,290	51,291	51,292
10	51,291	51,292	51,293
11	51,292	51,293	51,294
12	51,293	51,294	51,295
13	51,294	51,295	51,296
14	51,295	51,296	51,297
15	51,296	51,297	51,298
16	51,297	51,298	51,299
17	51,298	51,299	51,300
18	51,299	51,300	51,301
19	51,300	51,301	51,302
20	51,301	51,302	52,625
21	51,302	51,419	53,751
22	51,303	52,563	54,879
23	51,662	53,608	56,058
24	52,747	54,702	57,186
25	53,829	55,796	58,260
26	54,915	56,891	59,387

- Describe the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.

Evaluation of staff

Evaluation of J. Paul Taylor Academy Head Administrator

The head administrator will be evaluated annually by the Governance Council using the High, Objective, Uniform State Standard of Evaluation (HOUSSE) process and forms developed by the NMPED. This is to include the HOUSSE self assessment form, the professional development plan, the self-reflection on the professional development plan and the principal summative evaluation. Recommendation for a new contract or no contract must be discussed alternating Februaries at the regular board meetings beginning with the February meeting of the second year of operation.

Evaluations/Growth Plans for Remaining Staff

J. Paul Taylor Academy will strictly adhere to Public Education Department Regulation 6.69.4 Performance Evaluation System Requirements for Teachers. The following is an example of the type of evaluation program the school intends to adopt:

All certified employees will create a professional development plan within 40 days of the start of the school year or 40 days of being hired by the head administrator. The plan will be based on the nine teacher competencies and include measures for determining progress.

In addition to frequent classroom walk throughs, the head administrator will pre conference, observe and post conference with all teachers and educational assistants at least twice a year. He/she will verbally inform employees of any performance concerns. If the employee does not make the recommended changes, a formal growth plan will be completed with the head administrator and the employee. The head administrator will maintain documentation of all conferences and assistance given to any employee on a growth plan.

If the unacceptable behavior continues, the head administrator will provide a written memo of concern/warning. If the problem persists, a written reprimand will be presented to the employee and copied to his/her file.

By the conclusion of the 126th contract day, the head administrator will review the progress on the professional development plan and information from observations with the certified employee and indicate whether he/she will be recommended for rehire. The deadline may be extended to the 150th day if the employee is showing improvement on an area of concern and the outcome of the improvement is still uncertain. The head administrator will additionally complete a summative evaluation for all Level II and Level III employees every three years.

If the head administrator believes that the employee should not be re-hired and the employee disagrees, the head administrator is required to meet with the employee; the employee is allowed to bring one representative to this meeting. If the situation still cannot be resolved, the Governance Council of the J. Paul Taylor Academy will conference with the head administrator and the employee and decide if the employee will return.

Circumstances with legal or safety ramifications may require immediate intervention without following the above steps of progressive discipline.

The head administrator will review work performance annually with all classified employees. The employee must be made aware of any performance that could lead to not being rehired by April 15 unless the behavior at issue begins after this date.

- **Explain the school's staff discipline process that provides for due process.**

Discipline and Due Process

Employee discipline will only be pursued when the employee in question has either shown no improvement or an unwillingness to improve that is damaging to the educational process.

Any decision of the head administrator in which an employee of the school has been aggrieved may be appealed to a committee made up of three members of the Governance Council appointed by the Chairperson. All appeals shall be initiated by a letter from the aggrieved party to the Governance Council. The council performs as a hearing authority in cases where the decision made by the head administrator relates to performance or policy adherence. The Governance Council has no authority over the hiring or retention of employees.

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

- **Describe the school's admissions policies and procedures, including an explanation of the timeline for admission.**

Admission Procedures

J. Paul Taylor Academy has no admission requirements beyond those mandated by the state.

Parents/guardians will be expected to attend an informational community meeting in order to complete registration documents and receive a family/student handbook.

Enrollment Procedure

1) Initial Information Distribution (Recruitment): October 2010 - March 2011

- Web site developed
- United States Postal Service (USPS) acquired
- Informational Booth at the Las Cruces Farmers' Market
- Newspaper event notices
- Brochure drafted and printed

2) Enrollment: January 29, 2011

- Enrollment will close at the end of this day. If necessary, a lottery will be held at the end of enrollment to determine students.

If the school is not fully enrolled by the end of final enrollment we will implement:

3) Late Enrollment: March 1 – June 30, 2011

- Registration can occur throughout this date range, with the lottery occurring at 5pm on the last Saturday of each month until all available slots are filled.
- Additional recruitment strategies will include
 - Community outreach
 - Number of available slots per grade level will be advertised in local newspapers and radio

- **Describe the school's lottery process that is in accordance with applicable law.**

Lottery Process

During the first year, students will be selected by lottery if needed. J. Paul Taylor Academy will comply with New Mexico's Charter School Law (22-8B-4.1.) to determine classroom rosters through a lottery process. In subsequent years, a lottery will be held, but students already enrolled at the school and siblings of students already enrolled at the school will be admitted prior to the lottery.

After the final enrollment period, end of May, 2010, if the number of student applicants exceeds the school capacity the following lottery procedure will be followed:

1. Divide student applicants by grade level.
 2. Draw names from the pool of student applicants until each grade level is full.
 3. Remaining student applicants will continue to be drawn from the pool to create a wait list for each grade level.
 - a. If student applicants decline their roster slot, student applicants from the wait list will be enrolled in the order they were drawn until maximum school capacity is achieved.
- **Provide a brief description of the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC]. (Note: Include the proposed student discipline procedures in the Appendices.)**

Discipline Policy

The major goal of discipline at J. Paul Taylor Academy is to enable children to become more and more responsible for controlling their own behavior appropriately. There is a significant difference between this goal and the more traditional one of keeping students under control. We recognize that sooner than we can imagine students are going to be in charge of life-shaping decisions. If they rely on adults as enforcers, they will not be prepared for times when more self control is expected of them. The lack of success many children exhibit at ninth grade and the freshman year of college attests to the fact that too many children are not ready to be responsible for themselves. Therefore, J. Paul Taylor Academy will base its discipline on the principles established by Fay and Funk in *Teaching by Love and Logic: Taking Control of the Classroom*.

In using the love and logic, we will rely heavily on the following core ideas:

1. Adults set firm, clear limits without anger, lecture or threats.
2. When a child has created a problem, the adult gently hands it back to him/her.
3. The children are accountable for finding ways to solve their own problems which takes more guidance and modeling early in the process.
4. This practice in problem solving develops their problem solving skills.
5. Children are offered choices within limits to practice decision making and to experience some control over their lives. For example, a teacher may ask which activity the child wishes to do first or which book will be read for story time.
6. Adults use enforceable statements. For example, we should not say, "You are never going out to play again." We plan to say, "As soon as you stop tripping people, you are welcome to return to the playground."
7. Adults provide delayed/extended consequences. The playground example of enforceable statements also exemplifies this statement.
8. Adult's empathy is reaffirmed before consequences are delivered. For example, we should not

say, “Now you have done it! You are on detention for a week.” We plan to say, “I really wish you had not chosen to use foul language. I would like for you to get to do all the activities we have planned. However, I cannot let you participate with the other children until you have a plan to control your language.”

9. Relationships are the key to good behavior and learning. All adults will be responsible for learning the names of all the children as the relationships we create are with the whole school, not just a teacher and his/her students. We will also take the extra steps to know what is occurring in the personal lives of our students and use these as conversation starters with the children. For example, we may say, “You look tired. I’ll bet that new baby kept you awake again last night.” Children must feel safe and valued if we expect them to think behaviors through and make appropriate decisions.
10. Adults will use thinking words rather than fighting words. For example, rather than saying, “You are not going to talk to me this way,” we plan to say, “I’ll be glad to discuss this with you as soon as the arguing stops” (1995).

This plan satisfies the responsibilities outlined in NMAC 6.11.2 while allowing students to learn from their mistakes. While highly unlikely, should such measures as search and seizure be required for student safety or other extreme situations, the sections of NMAC 6.11.2 relating to these actions will be strictly adhered to.

In adhering to NMAC 6.11.2, J. Paul Taylor Academy will not tolerate the following activities:

- A. Criminal or delinquent acts
- A. Gang related activity
- B. Sexual harassment
- C. Disruptive conduct
- D. Refusal to identify self
- E. Refusal to cooperate with school personnel.

In determining whether a forbidden activity has occurred or to maintain student safety, search and seizure may be necessary. The student handbook will explain the required criteria for a search (reasonable suspicion that a crime or other breach of discipline rules has occurred or is occurring); who may conduct the search (authorized school personnel); what may be searched (any item in or around the area of the school); and when a witness is required (when the student cannot be available).

In extreme situations, suspension may also be necessary. Every effort will be made to conduct an in-house suspension as this has more potential for student learning, but we recognize that out-of-school suspensions may at times be required. With either of these situations, the student will be afforded his/her due process by having the behavior leading to the suspension explained to him/her and providing him/her an opportunity to state his/her side. Parents will be notified immediately of either type of suspension, but, under no circumstances, will a child be sent home; parent(s)/guardian(s) must pick up the child from the school.

Staffed will be trained in the implementation of this method of discipline.

G. FACILITIES

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

If the school site has not been selected/secured:

- Explain the needs of a facility that will support the implementation of the school's educational plan, including desired location, size, and layout of space.

A facility that will support our educational plan will be located in Las Cruces, NM and accommodate space for 9 classrooms, administrative offices, a library, a cafeteria, and other areas as required. It would also have ample outdoor space for a playground and parking.

The following table shows our space requirements for each area of the school upon opening.

Grade	Minimum Requirement 20 students/class	Number of Rooms	Total Space Needed
Kindergarten	1040 square feet (SF) (50 SF + 2 SF storage) x 20 students	1	1040 SF
Grade 1 – 5	680 SF (32 SF + 2 SF storage) x 20 students	5	3400 SF
Grade 6	580 SF (28 SF + 2 SF storage) x 20 students	1	580 SF
Library	1000 SF plus workspace/storage	1	1000 SF
Kitchen	1000 SF	1	1000 SF
Cafeteria	1050 SF 15 SF x 70 students Can be used as part of the indoor PE area (serving half the students at a time)	1	1050 SF
Administration	360 SF 150 SF + 1.5 SF x 140 students	1	360 SF
Nurse	140 SF 1 SF x 140 students	1	140 SF
PE	2400 SF indoor 200 SF storage 150 SF office space	1	2750 SF
Janitorial	70 SF .5 SF x 140 students	1	70 SF
TOTALS:	- 11,390 SF w/ cafeteria separate - 9,290 SF w/ cafeteria part of PE area		

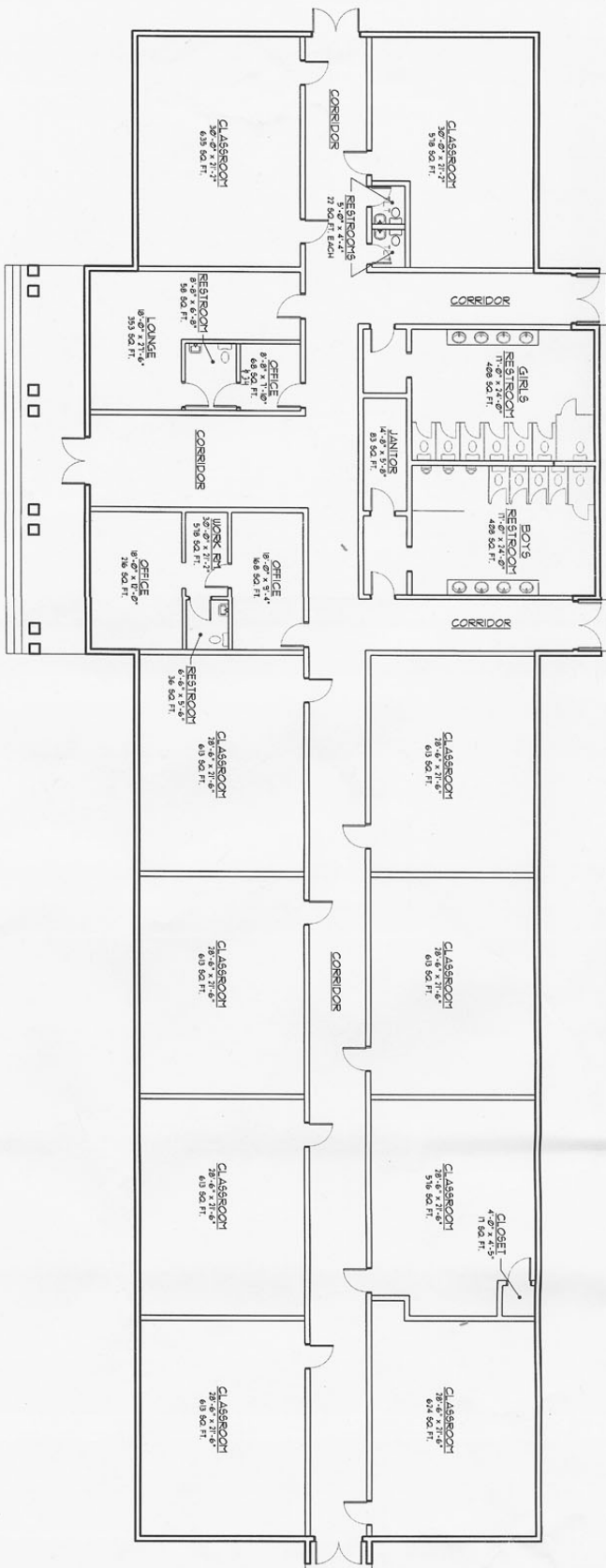
The next table shows space requirements by the fifth year.

Grade	Minimum Requirement 20 students/class	Number of Rooms	Total Space Needed
Kindergarten	1040 SF (50 SF + 2 SF storage) x 20 students	1	1040 SF
Grade 1 – 5	680 SF (32 SF + 2 SF storage) x 20 students	5	3400 SF
Grade 6 – 8	580 SF (28 SF + 2 SF storage) x 20 students	3	1680 SF
Grade 7 – 8 Science Classroom Space	160 SF 80 SF + 4 SF x 20 students	2	320 SF
Grade 6 -8 Art Classroom Space	80 SF 4 SF x 20 students	3	240 SF
Library	2000 SF plus workspace/storage	1	2000 SF
Kitchen	1600 SF	1	1600 SF
Cafeteria	1350 SF 15 SF x 90 students Can be used as part of the indoor PE area(serving half the students at a time)	1	1350 SF
Administration	420 SF 150 SF + 1.5 SF x 180 students	1	420 SF
Nurse	180 SF 1 SF x 180 students	1	180 SF
PE	2400 SF indoor 200 SF storage 150 SF office space	1	2750 SF
Janitorial	90 SF .5 SF x 180 students	1	90 SF
TOTALS:	- 15,070 SF with cafeteria separate - 13,720 SF with cafeteria part of PE area		

- **Describe a reasonable plan to identify and secure an adequate facility.**

A proposed school location is being worked on by the J. Paul Taylor Academy Governance Council. The building is a former private school with 11,814 square feet, including 10 classrooms for the main building. In addition the site has three small portables. A cafeteria located in an adjacent building would be part of the rental agreement. An adequate playground area is located on the north and west side of the school. A floor plan of the proposed building is included on the next page. This school needs minor cosmetic changes to prepare it for occupation.

If the above location is not available, J. Paul Taylor Academy will work with a commercial realtor to identify a facility that meets the above needs. Any building that is ultimately selected must meet E-occupancy requirements. No public funds will be used to improve a private facility.



SCHOOL FLOOR PLAN

GROUND FLOOR AREA 1184 SQ. FT.

Scale: 1/4" = 1'-0"



- **Provide the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.**

While a charter school is a public school and eligible to apply for capital outlay grants, with the current financial situation, we are reluctant to assume that there will be ample money for these grants. We do, however, plan to apply for capital outlay funds during any cycle in which funding is available and we are eligible. These funds will be crucial when we move into our own facility, currently planned for our third year of operation. Depending on whether we purchase an existing building or construct our own, we may request funds for construction, playground equipment, improving energy efficiency or becoming ADA compliant or safety compliant.

H. OTHER STUDENT SERVICES

- **Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.**

Transportation

During the first year J. Paul Taylor Academy does not intend to provide transportation as our students will come from all over Las Cruces and the surrounding areas. If transportation is necessary for students to comply with their IEPs, we will coordinate services with the LCPS and the current school bus company. The need for transportation services will be reevaluated each school year of the charter.

- **Describe the school's plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.**

Food Service

We plan to offer full cafeteria services if we obtain a facility with these features. We are applying for the Provision 2 National School Lunch Act program for our students as health and wellness practices are much better served with a hot lunch program. In the event our facility has no provisions for preparing hot lunches, we will proceed in the following manner:

Under these conditions students will bring their lunches for the first school year. We have contacted ARAMARK food services about possibly providing sack lunches for those students eligible for free and reduced lunches. Parent meetings will include guidelines for packing healthy lunches and staff will help children microwave any food requiring heating. Families lacking resources to provide lunches for their children will be directed to local agencies which can assist them, if ARAMARK cannot provide the lunches.

- **Describe the school's plans for providing student access to other services, including but not limited to counseling and health services and plans for contracting services, if applicable.**

Counseling

Additional counseling services will be contracted when deemed necessary by the student health coordinator. There are several outside agencies, such as Families and Youth Incorporated, in Las Cruces to whom we can when needed.

Health Services

We have budgeted and planned for a full time Student Health Coordinator who is a registered nurse (RN) with student counseling experience. We feel that the overall student health services will be better coordinated in this type of arrangement.

VIII. REQUIREMENTS

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

A. LEGAL LIABILITY AND INSURANCE COVERAGE

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

J. Paul Taylor Academy will participate in the public school insurance authority and will comply with all applicable rules of that authority. After consulting with other charter schools, \$25,000 was budgeted for this expense. Every effort will be made to minimize insurance claims by promoting safe practices and maintaining a safe environment. All staff members will attend staff development to insure they are aware of their own and student safety. Equipment necessary for safety such as step ladders and rubber gloves will be kept in ample supply.

B. WAIVERS

- **List the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education, and graduation requirements.**
- **If any waivers will be requested that are not pertaining to those listed above, cite the applicable statute and/or state rule that the school will request to be waived.**

Note: Identifying waivers as required in this section of the application does not guarantee future approval. Official waiver requests may only be submitted to the Secretary of Education AFTER APPROVAL OF THE CHARTER SCHOOL APPLICATION and must follow the Public Education Department Waiver Request process. Additional information may be found on the Public Education Department website:

http://www.ped.state.nm.us/admin.personnel/waiver_requests.html

J. Paul Taylor Academy would like to reserve the right to purchase instructional materials that may not be found on the state approved instructional materials listings. We do not anticipate applying for any other waivers.

IX. APPENDICES

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

Please provide each of the following documents as an appendix:

- The School's proposed personnel policies;
- The School's proposed student discipline procedures;
- A completed Form 910B5;
- A completed 5-Year Budget Plan;
- If applicable, a bibliography of citations using the *APA References Citation* format;
- If applicable, an acronyms list (*an alphabetical listing of all acronyms used in the application [Example: CSD – Charter Schools Division]*).

APPENDICES	
A. Proposed Personnel Policies	A-1
B. Proposed Student Discipline Policy	B-1
C. Form 910B5	C-1
D. 5 Year Budget Plan	D-1
E. References	E-1
F. Acronym List	F-1

Appendix A

Proposed Personnel Policies

J. Paul Taylor Academy will not unlawfully discriminate against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, or disability. Underlying this entire section is the belief that positive relationships between employees and employers promote higher quality work and a positive, productive work environment for the school. Every effort will be made to address performance concerns immediately and in a coaching rather than punitive fashion.

The work year for employees will consist of 197 days, 185 of which are to be used for instruction and 12 for classroom preparation and professional development. Workdays shall consist of an eight-hour day. Every effort will be made to schedule staff meetings and curriculum planning sessions during the day, but these activities may extend beyond the eight hour day. Additionally, staff will attend open houses and other evening and weekend events.

Hiring

Background checks

The J. Paul Taylor Academy will conduct work history, education history and/or reference investigations for all employees, including substitutes, recommended for hiring. This responsibility can be designated to the head administrator for any candidates he/she is considering. A Federal Bureau of Investigation (FBI) criminal background check, including fingerprinting, must be completed at the candidate's expense before hiring, if a current one is not already available.

Head Administrator

The head administrator will be hired by January 10, 2011 and will be contracted on April 1 to begin staffing and preparing for the opening of J. Paul Taylor Academy on July 20th, 2011. The position of head administrator will be advertised in the local newspaper and at its website. The board will identify the interview questions, conduct the interview and make the final decision of the successful candidate.

Certified and Classified Personnel

Certified and classified positions will be advertised by April 1, 2011 in the local newspaper and posted on the J. Paul Taylor Academy website. The head administrator will begin interviewing for all certified and classified positions by April 15 with the goal of staffing being complete by May 15. Once staff members have been hired, they will be asked to participate in the interviews of incoming staff and in the hiring discussion.

Assignment Adjustments

While employees will interview for specific positions, the head administrator can assign personnel to another position, at any time during their tenure taking into consideration certification/endorsements, instructional program requirements and grade level or subject experience.

Mentorship

All teachers new to the profession, and/or new to the school (after its first year of operation) will be assigned a mentor. The decision of whom to place in the position of mentor will be based on similar work assignments, the needs of the mentee and the strengths of the mentor. Preference to serve as mentors will be given to Level 3 teachers when they fulfill the needs of the mentee.

Certification

Employees will be placed in positions for which they have the proper certification.

Volunteers

All volunteers are required to undergo the same FBI background check as the employees if a current one is not available. The volunteer may be required to pay for this check.

Safety and Support

Staff members are free to join any collective bargaining agency without fear of termination or retribution. They may designate site members of their unit who can be present during any disciplinary meeting between the head administrator and an employee.

The Governing Council and head administrator will support employees in their efforts to maintain discipline. The head administrator is required to respond promptly to employee requests for assistance with discipline problems.

Leaves

All employees must notify the head administrator or his/her designee by 6:30 AM if he/she will not go to work that day and identify the type of leave that is requested. Earlier notifications are strongly encouraged. It is the responsibility of the staff member to have plans in place for the substitute.

Sick Leave

All full-time employees will earn sick leave at the rate of five days per semester. Part-time employees will earn sick leave proportional to their employment contract. The head administrator will receive additional sick leave days in proportion to additional days in his/her contract. Sick leave days not used will accumulate from year to year. For sick leave that follows

an obvious pattern or exceeds three days, the head administrator may ask for doctor's verification.

The J. Paul Taylor Academy Governance Council will endeavor to protect the health and safety of all employees and students while safeguarding the privacy of any individual diagnosed as having a communicable disease.

Personal Leave

Employees will also earn one day of paid personal leave each school year.

Professional Leave

The head administrator can grant professional leave when he/she agrees with the requesting employee that the benefits of attending an educational opportunity exceed the educational loss to the students incurred by instruction provided by a substitute.

Bereavement Leave

Employees are entitled to bereavement leave for the loss of a family member, domestic partner or other person with whom they have a close relationship. The head administrator will review each bereavement request with the employee and determine the reasonable length of leave not to exceed five days. If longer bereavement leave is requested, the Governance Council must approve. If the employee disagrees with the head administrator on the length of leave granted, he/she may ask the board to review the situation.

Funeral Leave

Employees will assume additional responsibilities for each other to enable staff members to leave for up to three hours for funerals.

Parental/Adoption

An employee may work as late into her pregnancy as she desires, provided her medical care provider approves. A certified employee may request one year leave without pay any time from the beginning of a pregnancy to the birth with a 30 day advance notice. The advance notice will be waived in emergency situations.

One year's leave without pay may be requested for up to one year after the adoption of a child.

Family Medical Leave Act

The J. Paul Taylor Academy will comply with the Family Medical Leave Act (FMLA) enacted in 1993 for all employees who have worked for the school for at least 12 months. An eligible employee is entitled to take up to 12 work weeks during any 12 month period for one or more of the following reasons:

- For the birth or placement of a child for adoption or foster care;
- To care for an immediate family member with a serious health condition; or
- To take medical leave when the employee is unable to work because of a serious health condition.

Any accumulated sick leave can be applied towards the twelve week period.

Jury Duty/ Court Subpoena

Leave with pay will be granted to employees required to testify by subpoena or serve on jury duty. Any payment checks they receive for jury duty performed during their work schedule will be signed over to the school.

Military

Staff members who are members of the reserve or National Guard will receive leave with pay for any time they must be out in accordance with their official orders.

Personnel Files

All employees will have the right to inspect items in their personnel files with the exception of confidential references. To do so, they must identify a mutually convenient time for the head administrator to be present. All material in an employee's file must be signed and dated.

Insurance

The J. Paul Taylor Academy Governance Council will provide all employees working at least 50% of the hours of a full-time employee with an insurance program through the New Mexico Public Schools Insurance Authority.

Employees have 31 days from the date of employment to enroll in the insurance benefit program. All employees are covered by Workman's Compensation Insurance for on-the-job injuries in accordance with New Mexico Public Schools Insurance Authority requirements.

Sexual Harassment

Sexual harassment by anyone associated with the J. Paul Taylor Academy will not be tolerated at the school or any of its functions.

This includes the creation of a hostile work environment for an employee who experiences workplace harassment and fears going to work because of an offensive, intimidating, or oppressive atmosphere generated on the basis of sex.

This also includes a quid pro quo situation where sexual favors are asked for or expected in return for employment, improved working conditions or greater pay.

An employee experiencing either of these is required to tell the offending party to stop. If the person does not stop, he/she is to go to the head administrator. If the situation involves the head administrator, the employee may take the problem to the chairperson of the Governance Council. No retaliation of any form can be taken against reporting employees.

Conflict of Interest

Pursuant to Section 13-1-190 of the New Mexico State Procurement Code, no school employee shall directly or indirectly sell or be a party to any transaction to sell instructional materials, equipment, insurance or school supplies or provide services to J. Paul Taylor Academy unless they have been granted a waiver by the Governance Council. No employee of the school will receive any commission or profit from the solicitation or sale of investment securities or insurance to any other employee.

Tutoring by Employees

J. Paul Taylor Academy believes that the quality educational program they will provide will minimize the need of students for tutoring beyond that which is provided as part of the school's services. If, however, any family wishes to hire an employee of J. Paul Taylor Academy to tutor, they must personally make the arrangements. J. Paul Taylor Academy assumes no responsibility for the results of this tutoring.

Reduction in Force

Reduction in Force, necessitated by loss of revenue, will be conducted by reverse seniority within the same classification and, where applicable, certification.

Resignation

Certified employees must provide 30 days written notice and classified employees 15 days written notice before resignation.

Retaliation

No employee can be subjected to retaliation in any form in response to any complaints or concerns the employee shares regarding the school.

Appendix B

Proposed Student Discipline Procedure

The major goal of discipline at J. Paul Taylor Academy is to enable children to become more and more responsible for controlling their own behavior appropriately. There is a significant difference between this goal and the more traditional one of keeping students under control. We recognize that sooner than we can imagine students are going to be in charge of life-shaping decisions. If they rely on adults as enforcers, they will not be prepared for times when more self control is expected of them. The lack of success many children exhibit at ninth grade and the freshman year of college attests to the fact that too many children are not ready to be responsible for themselves. Therefore, J. Paul Taylor Academy will base its discipline on the principles established by Fay and Funk in *Teaching by Love and Logic: Taking Control of the Classroom*.

In using the love and logic, we will rely heavily on the following core ideas:

1. Adults set firm, clear limits without anger, lecture or threats.
2. When a child has created a problem, the adult gently hands it back to him/her.
3. The children are accountable for finding ways to solve their own problems which takes more guidance and modeling early in the process.
4. This practice in problem solving develops their problem solving skills.
5. Children are offered choices within limits to practice decision making and to experience some control over their lives. For example, a teacher may ask which activity the child wishes to do first or which book will be read for story time.
6. Adults use enforceable statements. For example, we should not say, "You are never going out to play again." We plan to say, "As soon as you stop tripping people, you are welcome to return to the playground."
7. Adults provide delayed/extended consequences. The playground example of enforceable statements also exemplifies this statement.
8. Adult's empathy is reaffirmed before consequences are delivered. For example, we should not say, "Now you have done it! You are on detention for a week." We plan to say, "I really wish you had not chosen to use foul language. I would like for you to get to do all the activities we have planned. However, I cannot let you participate with the other children until you have a plan to control your language."
9. Relationships are the key to good behavior and learning. All adults will be responsible for learning the names of all the children as the relationships we create are with the whole school, not just a teacher and his/her students. We will also take the extra steps to know what is occurring in the personal lives of our students and use these as conversation starters with the children. For example, we may say, "You look tired. I'll bet that new baby kept you awake again last night." Children must feel safe and valued if we expect them to think behaviors through and make appropriate decisions.
10. Adults will use thinking words rather than fighting words. For example, rather than saying, "You are not going to talk to me this way," we plan to say, "I'll be glad to discuss this with you as soon as the arguing stops" (1995).

This plan satisfies the responsibilities outlined in NMAC 6.11.2 while allowing students to learn from their mistakes. While highly unlikely, should such measures as search and seizure be required for student safety or other extreme situations, the sections of NMAC 6.11.2 relating to these actions will be strictly adhered to.

In adhering to NMAC 6.11.2, J. Paul Taylor Academy will not tolerate the following activities:

- A. Criminal or delinquent acts
- B. Gang related activity
- C. Sexual harassment
- D. Disruptive conduct
- E. Refusal to identify self
- F. Refusal to cooperate with school personnel.

In determining whether a forbidden activity has occurred or to maintain student safety, search and seizure may be necessary. The student handbook will explain the required criteria for a search (reasonable suspicion that a crime or other breach of discipline rules has occurred or is occurring); who may conduct the search (authorized school personnel); what may be searched (any item in or around the area of the school); and when a witness is required (when the student cannot be available).

In extreme situations, suspension may also be necessary. Every effort will be made to conduct an in-house suspension as this has more potential for student learning, but we recognize that out-of-school suspensions may at times be required. With either of these situations, the student will be afforded his/her due process by having the behavior leading to the suspension explained to him/her and providing him/her an opportunity to state his/her side. Parents will be notified immediately of either type of suspension, but, under no circumstances, will a child be sent home; parent(s)/guardian(s) must pick up the child from the school.

Staffed will be trained in the implementation of this method of discipline.

Appendix C

Form 910B5

This form can also be found on the CD in the spreadsheet file called *JPTA 2010 5 Year Budget Plan*.

Appendix D

5-Year Budget Plan

This form can also be found on the CD in the spreadsheet file called *JPTA 2010 5 Year Budget Plan*.

Appendix E

References

- Abramson, S., Robinson, R., & Ankenman, K. (1995, Summer). Project work with diverse students: Adapting curriculum based on the Reggio Emilia approach. *Childhood Education*, 71(4), 197.
- Answers Corporation. (n.d.). *Metropolitan statistical area (MSA)*. Retrieved from <http://www.answers.com/topic/metropolitan-statistical-area-msa>
- Barker, B. O. *The advantages of small schools*. Retrieved from <http://www.ericdigests.org/pre-923/small.htm>
- Boss, S. & Krauss, J. (2007). *Reinventing project-based learning: Your field guide to real-world projects in the digital age*. Eugene, Oregon: International Society for Technology in Education.
- Center for the Education and Study of Diverse Populations [CESDP]. (2008, August). *New Mexico content standards, benchmarks, and performance standards: Reference guide grades K – 8*. Las Vegas, NM: New Mexico Highlands University.
- Center of Excellence in Leadership of Learning[CELL] University of Indianapolis. (2009, June). Summary of research on project-based learning. Retrieved from <http://cell.uindy.edu/docs/PBL%20research%20summary.pdf>
- City-Data.com. (2009). *Las Cruces, New Mexico (NM) poverty rate data - information about poor and low income residents*. Retrieved from <http://www.city-data.com/poverty/poverty-Las-Cruces-New-Mexico.html>
- Chard, S. C. (1998). *The project approach: Making curriculum come alive*. New York, NY: Scholastic Inc.
- Chard, S. C. (1998). *The project approach: Managing successful projects*. New York, NY: Scholastic Inc.
- Collier, V. P. & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*. <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>
- Fay, J. & Funk, D. (1995) *Teaching with love and logic: Taking control of the classroom*. Golden, CO: Love & Logic Press, Inc.

- Helm, J. H. & Beneke, S. (2003). *The power of projects: Meeting contemporary challenges in early childhood classroom – strategies & solutions*. New York, NY: Teachers College Press.
- Helm, J. H. & Katz, L. (2001). *Young investigators: The project approach in the early years*. New York, NY: Teachers College Press.
- Howley, C., Strange, M., & Bickel, R.. (2000, 12). *Research about school size and school performance in impoverished communities*. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/c8/9e.pdf
- Katz, L. G. & Chard, S. C. (1992). *Engaging children's minds: The project approach*. Norwood, New Jersey: Ablex Publishing Corporation.
- Kudumu, W. (1995, October 22). The path is education and parents must lead the way. *The San Diego Union-Tribune*. Retrieved from ProQuest Database. (Document ID: 1246472981).
- Las Cruces Public Schools. (n.d.). *Las Cruces Public Schools 2009-2010 district accountability report*. Retrieved from <http://lcps.k12.nm.us/Departments/AAR/reports/09%20District%20Accountability%20Report.pdf>
- Las Cruces Public Schools. (2009). *Student demographics by school*. Retrieved from <http://lcps.k12.nm.us/Departments/AAR/DNA/2008-2009/Student%20Demographics%202008-2009.pdf>
- Las Cruces Public Schools. (n.d.). *LCPS demographic percentages, as of 9/21/2009*. Retrieved from <http://lcps.k12.nm.us/Departments/AAR/stats/LCPS%20Percents.pdf>
- Leithwood, K., & Jantzi, D.. (2009). A review of empirical evidence about school size effects: A policy perspective. *Review of Educational Research*, 79(1), 464-490. Retrieved from ProQuest Database (Document ID: 1659946881).
- Markham, T., Larmer, J. & Ravitz, J. (2003). *Project based learning: A guide to standards-focused project based learning for middle and high school teachers*. Oakland, CA: Wilsted & Taylor.
- Rasori, T. M.. (2009). *Becoming historians: A project-based learning curriculum*. (Doctoral dissertation). Retrieved from ProQuest Database. (Document ID: 1859279901).
- RICIC, L.L.C. MuniNet Guide. (2010). *Las Cruces, New Mexico*. Retrieved from http://www.muninetguide.com/states/new_mexico/municipality/Las_Cruces.php
- Thomas, W. P. & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61 (2), 61-64. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf

U.S. Census Bureau . (2010, February 23). *State & county quickfacts Las Cruces (city), New Mexico*. Retrieved from <http://quickfacts.census.gov/qfd/states/35/3539380.html>

Wikipedia. (2009, Dec 17). *Highest-income metropolitan statistical areas in the United States*. Retrieved from http://en.wikipedia.org/wiki/Metropolitan_statistical_areas_of_the_United_States_by_income

Appendix F

Acronym List

ACCESS	- Assessing Comprehension and Communication in English State-to-State
ADA	- Americans with Disabilities Act
ADS	- Accountability Data Systems
APN-BC	- Advanced Practice Nurse – Board Certified
BA	- Baccalaureate of Arts
BAR	- Budget Adjustment Requests
CFO	- Chief Financial Officer
CPA	- Certified Public Accountant
DIBELS	- Dynamic Indicators of Basic Early Literacy Skills
DRA	- Developmental Reading Assessment
ELL	- English Language Learners
EPSS	- Educational Plan for Student Success
ERA	- Educational Retirement Account
FMLA	- Family Medical Leave Act
FBI	- Federal Bureau of Investigations
HOUSSE	- High, Objective, Uniform State Standard of Evaluation
IEP	- Individual Education Plan
IPT	- IDEA Proficiency Test
K	- Kindergarten
LCPS	- Las Cruces Public Schools
MA	- Master of Arts
MAP	- Measure of Academic Progress
MSN	- Masters of Science and Nursing
NABE	- National Association of Bilingual Education
NMELPA	- New Mexico English Language Proficiency Assessment
NMSA	- New Mexico Statutes Annotated
NMSBA	- New Mexico Standards Based Assessment
NMPED	- New Mexico Public Education Department
NMSU	- New Mexico State University
PE	- Physical Education
PLC	- Professional Learning Communities
PO	- Purchase Order
RN	- Registered Nurse
SAT	- Student Assistance Team
SEG	- State Equalization Guarantee
SES	- Socio Economic Status
TESOL	- Teaching English to Students of Other Languages
US	- United States