



*ORGAN MOUNTAIN COMMUNITY
CHARTER SCHOOL*



2009

ORGAN MOUNTAIN COMMUNITY CHARTER SCHOOL APPLICATION

Organ Mountain Community Charter School
P.O. Box 1612
Las Cruces, NM 88004
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II. APPLICATION COVER SHEET/ABSTRACT

School Information:

Name of Proposed Charter School Organ Mountain Community Charter School

School Address (if known) _____

School Location (City/Town) Las Cruces

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

Contact Information:

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Partner Organizations (if applicable):

Enrollment Information:

Grade span at full enrollment pre-K - 8th. Total number of students at full enrollment 340.

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

	School Year	Grade Levels	Total Projected Student Enrollment
First Year	2010 - 2011	K - 5 th	200
Second Year	2011 - 2012	K - 6 th	220
Third Year	2012 - 2013	K - 7 th	260
Fourth Year	2013 - 2014	K - 8 th	300
Fifth Year	2014 - 2015	Pre-K - 8 th	340

Abstract of Proposed Charter School

It is the philosophy of the Organ Mountain Community Charter School (OMCCS) 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. Core educational skills will be critical in facilitating an effective cooperative learning, project-based environment in which students work collectively towards a common goal. The inclusion model, which places the child with special needs in a regular education classroom with his/her peers when appropriate, with necessary support and modifications, will be used to educate the child in accordance with the his/her Individual Education Plan (IEP). Additional services will be contracted as necessary (Stout, 2001).

OMCCS will offer a solid basic education, meeting or exceeding all state standards. The curriculum will be enriched by the integration of music and the arts, and health and wellness life-skills. OMCCS aims to improve student success by offering an enriched curriculum, meeting all state standards and benchmarks, delivered in a child-centered, project-based manner by highly qualified teachers in conjunction with informed, involved parents.

The needs of English Language Learners (ELL) students will be met by providing extensive English language development through certified teachers. A dual language program consisting of curriculum that is standards-based and will promote the development of bilingual, bi-literate, and multicultural competencies for all students will begin in kindergarten the second year and will be implemented in an additional grade each successive year (Howard, 2007).

Parent and community involvement will be an important part of the school environment and parents will be required to participate in their child's education. The community will be invited and encouraged to take an active part in furthering the children's educational experiences; through tutoring programs, student mentorships, and hands on vocational experiences.

OMCCS will operate under a balanced calendar system which consists of four nine-week quarters with two week intercessions between each. According to Cooper, a decrease in learning loss occurs when breaks are more frequent and of shorter duration (2003).

Our parent group, *Friends of OMCCS*, is already in place and ready to welcome incoming members. They will support the OMCCS staff, students and the governing council in any way possible. For more information, please visit their web site: <http://friends.omccs.org>

III.STATEMENTS OF ASSURANCES

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

STATE OF NEW MEXICO)
)
COUNTY OF)

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, or applicant group, for Organ Mountain Community Charter School (*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 applicant group, or the governing body, of this charter school.

[Signatures required on next page]

[Signature]

Date

Beatrice Jenkins, representative of the applicant group, or governing body member, of the
proposed Organ Mountain Community Charter School.

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

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20__.

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Mission Statement

OMCCS will serve kindergarten (K) through fifth grade children from the diverse population of Las Cruces regardless of social, physical or educational needs. We will phase in grades six through eight and pre-K as appropriate. OMCCS will guide its students as they endeavor to reach their academic, physical, and social potentials through active student- centered learning, while fostering awareness of themselves as contributing members of their local and world community. Parent and community involvement will be an integral component of learning and achievement at OMCCS. OMCCS will be a project-based school with the arts and health and wellness as its focus.

How will the school know if it is achieving its mission?

OMCCS organizational goals will guide administration, staff, parents and the community toward achieving our school's mission. The school will use project-based learning approaches in which core academic curriculum is integrated with real life learning experiences thus accommodating a variety of learning styles, interests and ability levels. An example is included under Section V, North American Vacation. Student academic progress will be advised based on ongoing short-cycle and teacher-made tests, student portfolios, project outcomes and state mandated tests. OMCCS will be ever vigilant of its mission by encouraging and responding to parent and community involvement, by conducting timely parent and student surveys, and by staff generated evaluations. All reports, as generated, will be submitted to the governance council.

At the culmination of three years of our charter, administration, staff and governing council will consider the following aspects to ascertain our success in accomplishing our mission:

- Is our population diverse?
- Are our students showing steady gains on New Mexico standards based tests?
- Are our teachers well trained and actively facilitating thematic/project-based learning?
- Are our students making significant progress resulting from our curricular approach?
- Is our dual language program on track and meeting student needs?
- Do the student presentations and performances reflect involvement in the arts?
- Are our families learning to engage in healthy lifestyles?
- Are our parents and the community involved in and supportive of our school?

Organizational/Administrative Goals:

1. The administration and the OMCCS community will focus on developing the whole child by including strategies for students: to grow academically, artistically, and socially; to demonstrate higher order thinking skills; and to practice personal responsibility and a healthy life style, as demonstrated in lesson plans and recorded activities.

2. The administration will actively seek and utilize the varied expertise of community members in coaching and motivating students to enhance their academic experiences. The services of these mentors will be documented by signatures. Students will use portfolios, presentations and project outcomes to document their own learning.
3. The OMCCS staff, parents, university and community members will participate in educational decision making 80% of the time as documented by signatures.
4. The OMCCS staff and volunteers will insure that the educational experiences of the children transcend the school walls as evidenced by students being out in the community as necessary in order to conduct research and interviews as well as to complete community service projects.

Explanation of Need

Myriad factors directly or indirectly affect the educational experiences of the 11,773 elementary students enrolled in the Dona Ana/Las Cruces area public schools. New Mexico Standards Based Assessment (NMSBA) test scores for the 2007-2008 school year indicate that 59% of local elementary students are academically at risk in math and 43% at risk in reading. Of these students, 68.6% are economically disadvantaged (Las Cruces Public Schools [LCPS], 2004). Other factors placing students at risk include second language acquisition, inadequate opportunities for gifted children, and other social conditions such as high mobility and poverty.

The 2000 United States Census showed Las Cruces with a population of 74,267 (United States Census Bureau [USCB], 2009). Of that number 29.3% were below the age of 20 (USCB, 2000a). The median household income was \$30,375 (USCB, 2000b).

A 2006 population estimate showed an increase of 18.7% to a total number of 91,294. The ethnic breakdown of this population is as follows: White-38.4%, African American-2%, Latino-55.9%, Asian-1.7%, and Native American-1.3% (Muni Net Guide, 2009).

Our students will come from schools all around Las Cruces, from public and private schools and possibly from home schools. They will represent the ethnic and economic diversity of the area.

OMCCS will strive to help the at-risk student population become more successful by fostering each child's involvement in and responsibility for his/her own learning with the guidance, efforts, expertise and commitment of the OMCCS community.

Marzano has nine instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. The author states that these strategies, when combined with effective management techniques and good curriculum design, lead to effective pedagogy.

The nine strategies are:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers (2001).

The staff of OMCCS will receive training in the implementation of these strategies in their daily teaching methods. Significant gains in student performance will solidify the value of the implementation of these strategies. OMCCS Head Administrator will evaluate teacher implementation of these strategies and student's resulting performance from them using a strategy checklist.

OMCCS will develop a strong English Language Development (ELD) program for all students with language needs. This will be a component of our language arts block. A dual language program will be implemented beginning with kindergarten by the second year and adding the next grade each successive year.

V. EDUCATIONAL PLAN

A. CURRICULUM FRAMEWORK

Philosophy and Approach to Instruction

It is the philosophy of the OMCCS 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 be project-based beginning with simple projects in kindergarten; then becoming progressively more involved projects with the age and ability of the students. (See Appendix G). Projects will be teacher/student generated. Instruction will be delivered in a manner that addresses all learning styles in order that the needs of all children will be met (Sousa, as cited in Krist, n.d.).

A standards-focused, project- based curriculum was chosen for our school because the combined experience of the founders is that children need to be totally engaged in the learning process. Students learn by doing. We believe that children learn best what they love best 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”. Project-based learning does not teach the basic skills learned through direct instruction in reading, writing and math but it does provide an environment for the application of these skills (Markham, Larmer, Rabitz, Thomes, Mergendolla, Michaelson, 2003).

Projects are designed around an authentic question that intertwines outcomes and project activities. They 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, et al., 2003).

Interaction, collaboration and cooperation among students will be imperative to their success. They will be instructed by highly qualified teachers who are well trained in the methods of project-based learning. Student performance will be closely monitored by staff through use of: performance-based assessments, whole-class evaluations, portfolios, presentations, oral and written reports, and short-cycle and teacher-made tests. All state mandated tests will be administered to the children. OMCCS staff and administration expect that all children will make substantial gains and that at least 75% will meet or exceed state and national standards. Parents will be informed of and involved in their child’s performance and success.

OMCCS will adhere to all state standards and benchmarks and is aligning the curriculum to these standards. OMCCS will use the Scott Foresman Reading, Spelling and Math series as a basis with enrichment from the integration of all other subject matter and projects. All children will be instructed in regular grade level classrooms with movement among classrooms to best accommodate the individual needs of each student. Multi-aged projects will be incorporated where appropriate. Special needs students will be integrated into the regular classroom as much as possible with modifications and extra support staff as needed. The extent of the integration

will be dependent upon the needs and IEP of each special needs student.

All classrooms will be structured but active as children research, collaborate, and work together on projects. Outdoor classrooms will be a common sight at OMCCS. Standards-focused projects replace and enhance much of the regular conventional instruction and allow teachers more time to interact with each individual student. Projects can be used for in-depth learning of a topic. Project-based learning is a co-creative process that involves inquiry, dialogue, and skill building as the project proceeds. The teacher is a learning facilitator (Markham, et al., 2003).

OMCCS will begin with at least one bilingually certified teacher and will expand services for bilingual students as numbers and finances allow. It is the intent of OMCCS founders to phase in a full dual language program within the first five years, beginning with kindergarten and adding one or more grades each year as appropriate.

OMCCS will follow a balanced calendar with four quarters with short breaks between each quarter. Additional enrichment will be offered during the spring and fall breaks at a minimal cost to parents or funded by Title I. The longer school day allows extra time for tutoring and project development. Our philosophy reflects that longer breaks disrupt the learning process and impede special population learning needs (Cooper, 2003). The after school program is planned in order that children can receive extra help in needed areas and participate in enrichment activities. This part of the school day is in direct response to the needs of at-risk students who require extra academic assistance and/or desire to participate in challenging and enriching activities that might not otherwise be possible. Grants will be sought for the after school program in order that cost will not be a deciding factor for attendance.

Description of the curriculum

Proposed Curriculum Development

The OMCCS founders have gathered a committee of retired and current educators who have begun development of a curriculum guide for grades K through fifth in all subject areas. This guide will be divided such that each grade level guide will contain standards and benchmark aligned curriculum for their respective grade and that of the prior and successive grades also. This will be done in order to make each guide smaller and more user-friendly. A complete curriculum guide containing all subjects and all grades will be kept in the administrative office for use by staff and for inspection by state and local officials. This curriculum committee will have the curriculum guides complete and aligned to the state standards and benchmarks by November 1, 2009. It will be submitted to the New Mexico Public Education Department (NMPED) by November 15, 2009.

What is Standards-Focused Project Based Learning?

Project Based Learning does not have one accepted definition. However, Buck Institute for Education (BIE) defines standards-focused, Project Based Learning (PBL) as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products

and tasks” (Markham, et al., pg 4, 2003). These projects may range in duration from a few days to a full year depending on the subject matter, the grade and maturity level of the students and the desired learning to be gained from the project.

The Core Curriculum consists of

- The language arts block includes: reading, literature, creative and technical writing, spelling, grammar and phonics. These will be taught using the Scott Foresman series, trade books, newspaper and magazines and other applicable materials integrated from throughout the curriculum. Language arts skills and strategies will be systematically taught and practiced during this period. Students will develop and apply these skills as they collaborate on the production of group projects.
- Communication skills include: listening, speaking, reading, and writing. All of these aspects are included in the Scott Foresman series. These skills will be integrated and practiced throughout the entire curriculum.
- Please see Appendix H for the Scope and Sequence grids from the Scott Foresman Reading and Math Manuals.
- The math block includes; numerical concepts and mathematical operations, algebraic concepts and applications, geometric concepts and applications, measurement systems and applications, and data analysis and probability. These skills will be taught and practiced during the math block and integrated throughout the curriculum. Students will work collaboratively on projects which require the application of diverse math skills.
- Science and social studies have been set up with four themes per grade level; one for each of the four quarters. It has been decided that all science and social studies themes will be organized into theme storage bins: one for each theme, for each teacher in each grade level. The curriculum guide for each theme is being aligned with the state standards and benchmarks and will be contained in the theme storage bin. Necessary materials will be included in the storage bins. Storage bins will be constructed and replenished by volunteers. Our parent group, *Friends of OMCCS* has selected replenishing these storage bins as one of their on-going projects.
- All sections of the curriculum will use project-based learning as a method of practicing and applying skills and working collaboratively. Authentic questions for project development may come from any area of the curriculum. Larger blocks of time are built into the afternoon schedule for project development.

Approach to instruction in individual subject areas

- Scott Foresman Reading, Spelling and Math series will serve as a basis for core subject instruction. These guides are accompanied by scope and sequence charts. Each area will be enhanced by the integration of all other subjects.
- Creative and technical writing will be taught as part of the language arts block and will be integrated throughout the curriculum.
- Science and social studies have been set up with four themes per grade level; one for each of the four quarters. It has been decided that all science and social studies themes will be organized into theme storage bins: one for each theme, and one storage bin for each teacher in each grade level. The curriculum guide for each theme is being aligned with the state standards and benchmarks and will be contained in the theme storage bin. Necessary materials will be included in storage bins. Storage bins will be constructed and replenished by volunteers. Our parent group, *Friends of OMCCS*, has selected replenishing these storage bins as one of their on-going projects.
- Authentic questions for project development may come from any area of the curriculum. Larger blocks of time are built into the afternoon schedule for thematic and project-based learning.
- Music, and the fine, visual and performing arts will be intertwined throughout the curriculum, thus giving the students many ways of learning and of presenting what they have learned. The staff and students of the music department of New Mexico State University (NMSU) will serve as resources for our music program.
- Health and wellness will be interwoven throughout the curriculum. Our goal is for students to learn and practice a healthy life style and this will be modeled by and participated in by staff. Once we have added food services, the entire school will have breakfast at school and will then go for a fifteen minute walk every day as a part of instruction. The remainder of the school day will have health and wellness integrated throughout. In addition, there will be added outdoor activities for all students. All staff and students will set and monitor personal health goals on an on-going basis. It is our intention for these health habits to carry over into the family.
- Technology will be used in the educational setting to practice skills, do research, work on projects, produce reports and make presentations. Technology will be one of the individualized instructional tools for those students needing extra practice or enrichment.

Education of the whole child in a child-centered, project-based environment is the method chosen by the OMCCS founders. Commitment to this philosophy is required of all staff. Extensive staff development, planning, and materials acquisition will support this commitment. Each year in June, there is an in-depth training workshop on PBL and OMCCCS will send several key people to this training prior to the opening of school in order that they may provide training for the entire staff. Training will be ongoing as part of staff

development days. Implementation of this type of education will be evidenced in the form of curriculum design and content, instructional delivery, student interactions, student portfolios and presentations.

We believe that parents are a child's first and most important teachers and therefore, will require that all parents take an active role in their child's education. This will be planned according to the time constraints and abilities of each individual parent. The required background checks will be collected and filed. All parent involvement will be documented by sign-in sheets and signatures.

Community involvement will be in the form of guest instructors, student mentors, field trip providers, materials donors, project and presentation evaluators, and assistance providers. OMCCS will work closely with NMSU staff and students in the areas of music, and the arts. Placing student teachers and interns on our campus is being considered by the education department of NMSU.

Curriculum Enhancement

The core curriculum will be enriched and enhanced by the following areas.

The Arts

The OMCCS founders believe that schools, by emphasizing sometimes exclusively what is addressed on the criterion referenced testing, give students the false impression that this is the only important learning. The importance of the arts in education is recognized by highly respected, visionary educators who understand the many types of intelligence. Gardner believes there are a number of distinct and equally important intelligences. He includes music as one of these and clearly two of his other intelligences, spatial and bodily-kinesthetic, would embrace visual art and dance (Gardner, 1983).

According to Eisner, the current status of education is that there is of course virtue in having intentions and the ability to realize them. What is troublesome is the push towards uniformity, uniformity in aims, uniformity in content, uniformity in assessment, uniformity in expectation (Eisner, 2002). In addition, Eisner describes what he considers a more beneficial form of education where more importance is placed on exploration than on discovery, more value is assigned to surprise than to control, more attention is devoted to what is distinctive than to what is standard, more interest is related to what is metaphorical than to what is literal (Eisner, 2002).

We believe this is the type of education more likely to prepare children to excel in the future world we cannot even imagine.

We accept full responsibility for developing all the New Mexico Standards and benchmarks, yet we agree with the two experts above that we cannot limit this to what is likely to improve test scores. All children need the opportunity to learn and express their learning in the format most meaningful to them. Not only does this enable all students to

demonstrate their learning, it also enriches the connections they make with this learning making it more meaningful and accessible. Art enriches this expression and will not be seen as a standalone subject. We must provide opportunities for children to demonstrate and communicate their learning in multiple fashions. Examples of what this will look like at OMCCS include:

For younger children:

- Painting pictures that illustrate their understanding of the four seasons,
- Writing a thank-you song to perform for a guest presenter,
- Choreographing and performing a dance illustrating the life cycles of a butterfly.

For older children:

- Choreographing and performing a dance representing the history of African Americans in the U.S.
- Representing the lead up to World War II in a series of pastel drawings,
- Writing a song or rap to help remember difficult math algorithms or facts.

This intertwining of art will lead to a more meaningful education where all children can experience success.

Music – OMCCS will coordinate the services of the students from NMSU who will be working with our children part time as a part of their music education program. We are working on coordination of these services with Dr. Van Winkle from the NMSU music department.

Music classes will consist of singing, rhythm instruments, movement to music and musical background. We will use the Scott Foresman Music series as a guide with added resources from integration of subject matter from across the curriculum.

In our electives period in the afternoon, additional musical activities will be offered. We will have a choir and by the third year will have a band program.

Dance - We will offer dance classes or groups. The first year we will have a folkloric group. We will work with a local Mariachi Band-Mariachi Rayos del Sol- who have worked with the founders before and work very well with children. The director of this group will also be one of the dance instructors. We will hire an instructor who will teach our children ballet and other forms of dance.

Art - Art will be taught by the regular classroom teacher with help from an art mentor for the first two years. A variety of art mediums such as fabric art creations, paint, crayon, chalk, wood and different metals and sculptures in many forms of matter such as clay, Lego, and found objects will be explored with the students. By the third year we plan to have an art instructor. In May of the first year and each year thereafter, we will have a school wide art faire. Parents and the community will be invited to view the student art.

Additional art classes by part time instructors will be offered during the electives period.

Drama - Drama will be integrated throughout the curriculum but primarily through the language arts. Short plays, poetry, choral reading and dramatization of stories will begin in kindergarten and extend throughout the grades. A drama class will be offered during the afternoon electives period.

By the third year, we plan to be in a permanent building with facilities to better accommodate the expanding needs of our arts program.

Health and Wellness

Health and wellness will be interwoven throughout the curriculum. Our goal is for students to learn and practice a healthy life style and this will be modeled by and participated in by staff.

All staff and students will set and monitor individual health goals on an on-going basis. It is our intention for these health habits to carry over into the family.

In addition to healthy eating and snacking guidelines and practices, OMCCS will involve students in a variety of outdoor activities to include regular Physical Education (PE), organized games at recess time, jump rope teams, regular walking periods and integration of physical activity throughout the curriculum (i.e. math raps, number line games, state hopping, etc.) When a permanent facility is acquired, we will paint number lines, squares games and maps on concrete surfaces to encourage games that integrate skills acquisition with movement. Staff will help students learn to play such games both during instruction time and at recess time.

Health care professionals will be guest presenters on a monthly basis to deliver health related information to students, family and community members. OMCCS will act upon informational activities made available in conjunction with health related months such as American Dental Health Month, Heart Health Month, etc.

The school nurse will provide regular demonstrations for the students on health issues such as effective hand washing, disease prevention and personal health habits.

Technology

Technology will be used in the educational setting to practice computer skills, do research, work on projects, and make presentations. Technology will be one of the individualized instructional tools for those students needing extra practice or enrichment.

Furnishing an entire school with a new computer network can be more costly than a start up school can afford. OMCCS has found a few ways to bring technology into the classroom at a lower cost.

The first step to reducing cost for technology is to use a free operating system (OS) instead of relying upon a Microsoft or Macintosh OS. In researching free systems it was decided Ubuntu's Edubuntu running in conjunction with the Linux Terminal Server Project (LTSP) would be our OS and network of choice.

“Edubuntu's objective is to create an integrated and usable experience for educational users by enhancing Ubuntu with educational applications, tools, content, and themes” (Edubuntu, para. 1, 2007).

Ubuntu is rated the most popular version of Linux being offered today (DistroWatch.com, para. 2, 2009). Ubuntu typically has two major releases a year and supports each version for a full 18 months. Upgrades can be downloaded from the Internet for free and are easily installed.

The benefit of LTSP is all the applications are run and installed on the LTSP server, not on individual workstations. LTSP allows schools to use smaller, less expensive thin clients, which display the output of the applications on the screen and control keyboard, mouse, sound and display functions. These thin clients are configured to boot off the network, so no hard drive is actually used. It is also minimal work to swap out a malfunctioning thin client with a working unit since there is no software to install.

Any computer that can boot from the network could be used with LTSP, which would also allow OMCCS to use older personal computers (PC) if needed.

Another way we will save money using Edubuntu and LTSP is in software cost. Software like Microsoft Office 2007 is replaced with Sun Microsystems free Open Office. We also have access to many educational programs added specifically to Edubuntu by the writers. These educational programs serve students from pre-K to the 12th grade. Edubuntu also includes the program iTalc which allows teachers to monitor student's screens from their own workstation, unlock programs, power off workstations, as well as run programs from their workstation and have it appear on all the student workstations at the same time.

Equipment is the final way we will save money. Not only are the thin clients less expensive than regular PC's, but with the arrival of the netbook we have another option for workstations. Most people might find the keyboard small for their hands, but for an elementary student the keyboard is a perfect size. The size of the netbook also allows it to easily fit on smaller desks and tables found in elementary schools. By year three OMCCS plans to create two to four laptop carts to store 20 netbooks and accessories to allow classrooms to easily share computers. While on the carts the laptops would be plugged in to charge the battery. This allows the students to use them without a power cable needing to be plugged in. These netbooks would be connected to the LTSP server either via a network boot up procedure like the thin clients or with an Ubuntu Universal Serial Bus (USB) key.

Security will include individual sign on / login names and passwords. Additional group security will be added so students can only access their individual information, teachers

can access their grade books and students' information, and administration can access administrative data.

Ubuntu comes with a firewall that will be turned on to deny access to the server from outside the school. The only exceptions to this may be remote access via a secure Virtual Private Network (VPN) configuration for teachers, administrators and any Information Technology (IT) volunteers which have been approved by the OMCCS Head Administrator.

Alignment with NM Standards

The curriculum committee is using The New Mexico Content Standards, Benchmarks, and Performance Standards Reference Guide, Grades K-8, August, 2008 for the alignment process. They are using the Scott Foresman series manuals and scope and sequence charts as a resource for the language arts curriculum, and the Scott Foresman Math manuals for math curriculum.

This committee is writing the Science and Social Studies curriculum based on the state standards reference guide and incorporating project based learning, the arts and health and wellness.

All curricula will be complete and aligned with the state standards and benchmarks by November 1, 2009. The finished document will be submitted to the NMPED by November 15, 2009. All committee members will sign off on the completed document.

Strategies and Methods

The first morning block of each day will be devoted solely to language arts. The Scott Foresman Reading and Spelling series will be used as the basic text with enrichment through use of trade books, computer language arts activities, plays, musical applications, projects and presentations, and integration of other subject matter from across the curriculum. The students will be clustered for language arts by ability level rather than strictly by grade. There may be multi-age groups at this time. Reading skills and strategies will be systematically taught and practiced during this period. Individual tutoring will be provided as needed.

Creative writing will be actively taught during this period. Children will write freely in order to convey ideas on paper. Then they will be taught to edit their own writing. Editing will be done with a peer or an adult as appropriate and use of color editing as necessary. For example, students will use a green crayon to highlight capitalization or a red crayon for sentence punctuation.

Technical writing will be an important skill in completing student projects: developing project time lines, writing business letters for persuasion and requests, generating specifications for materials and creating itineraries for class trips will be part of the process.

Student writing will be displayed monthly for an *OMCCS Read the Walls* time in which parents and community are invited to read student writing throughout the school. Writing portfolios will be kept by each student to show improvement in his/her individual writing.

Each classroom will have buddies from another grade level with whom they will do a variety of activities to include but not limited to: oral reading practice, spelling help, writing together, simple book making, producing and constructing language arts projects, and the production of simple plays. The buddy time will usually be once a week but may be more often if deemed appropriate by the teachers involved. Buddy activities will be properly noted in lesson plans.

In the beginning, if there is not a full library, there will be library boxes for every classroom with a variety of appropriate books for student use. These boxes will regularly be exchanged with those from other classrooms in order to provide new reading materials for the students. All students will carry their current reading material with them most of the time so that they can read while in “wait” situations. Staff will read orally to students daily and will read independently when appropriate as a modeling activity.

The second morning block will be devoted to math. Math instruction will consist of a combination of direct instruction, practice, manipulation, descriptive oral and written presentations, and projects where appropriate. Students will work individually, with a peer, or in a group as appropriate. The teacher and volunteers will continually conference with students about their work to insure understanding. As this is the lowest scoring area in the Las Cruces area (LCPS, 2004), math will be closely monitored for understanding. Short-cycle and teacher-made tests will be administered at least twice a quarter. Student progress will be closely monitored to insure steady growth.

In the areas of science and social studies, the OMCCS founders have elected to prepare and maintain large kit storage bins for the different science and social studies themes in order that teachers will have access to a larger variety of materials as needed. Guides including the standards and benchmarks addressed will be included in the storage bins. The *Friends of OMCCS* group has agreed to provide monetary and physical assistance to maintain these kits throughout the year.

Authentic Questions for the large and small scale projects may come from these themes. One such question might be *Who settled New Mexico?* Sub-topics could be: *When? Who were they? Where did they come from? Why did they come?* A project of this magnitude could take two or more quarters to complete. The staff of OMCCS will be sent to outside training and workshops as appropriate and financially feasible in order to keep them current on the latest methods and materials.

An afternoon project block is planned in order that students will have time daily to work on group projects.

Teacher’s development of a project framework for project-based instruction

- Begin with the end in mind
- Develop a project idea
- Decide the scope of the project
- Select standards

- Incorporate simultaneous outcomes
- Work from project design criteria
- Create the optimal learning environment

Both students and teacher will collaborate to get ideas for student project

- From something in your curriculum: social studies topics lend themselves well to projects as do language arts topics
- Student generated from current events or other news items
- The web offers great ideas. For links check the BIE website, www.bie.org
- The community offers many ideas for projects
- Focus on community service

Both students and teacher will collaboratively decide the scope of the project

- Duration of projects can be as short as a week or two or as long as a semester
- Magnitude of the project will be decided by ability of the student group for which the project is planned
- Who will the audience for the project be? The more expert an audience, the higher the expectations for the project
- Your expectations and the students' abilities will set the standards for the project.

Teacher will select standards

- What do you want your students to be able to do?
- Set solid means of assessment
- Use state standards and benchmarks to set criteria for performance
- Always include at least one literacy outcome
- Students and teachers will work collaboratively on the rubric

Incorporate simultaneous outcomes

- Project Based Learning incorporates learning with working collaboratively
- Students are learning to make effective presentations
- Students are becoming skillful workers
- Basic skills and habits of mind are being developed

Project criteria – Does the teacher's project meet the following criteria?

- Does it meet the standards?
- Does it engage students?
- Does it focus on essential understanding?
- Does it encourage higher-level thinking?
- Does it teach literacy and reinforce basic skills?
- Does it allow students to succeed?

- Does it use clear, precise assessments?
- Does it require sensible use of technology?
- Does it address authentic issues?

Create the optimal learning environment

- Give your project one or more connections beyond the classroom
- Alter your classroom's look and feel
- See the whole before practicing the parts
- Study content and apply it to authentic problems
- Make school work more like real work

The teacher should look for the following components: begin with the end in mind, craft the driving question, plan the assessment, map the project, and manage the process.

Sample Project for Project-based Instruction

Visiting North America

Appropriate for grade four and above with modifications accordingly

Duration of project: Plan as a full quarter or longer depending on grade level.

Authentic Question: If you could visit any place in all of North America, where would you go?

Each group will act as a travel agency trying to sell this trip to a customer.

1. As a group, decide on the place of interest you will visit.
2. Research and write about your place of interest. Remember, you must be an expert.
3. Plan a two week trip to your place of interest. Make a poster to advertise your destination.
4. Plan how you will get there. What will it cost?
5. If you are driving, plan a route with sights along the way. If you are flying, map out your travel arrangements.
6. What will the weather be like, what clothing will you need?
7. What will you do during your stay at your destination?
8. Who will accompany you on this trip?
9. What types of souvenirs will you bring back?
10. Present your trip creatively to your class.

Process

1. Write a report

Your group will pick a destination for your trip. Together you will gather information about your destination and write a report. You must learn about the people who live there, what is the main source of their income, which language is their native language, what foods are commonly eaten by the people, what kinds of recreational activities are available there, and what is the climate like? Talk with your group members and decide who will research what. After all the group members have finished their research, you will get together and teach each other what you have learned. Take turns speaking uninterrupted by the others until you are ready for questions. The person speaking will tell everything he/she has learned about your destination. Students should question members of their group about the report to see if the group remembers what they shared. Write down important facts others share.

2. Make an outline

Each person will write a rough draft on the topic of his/her research. Students will edit each other's draft. Organize the topics each person researched so that a full report is drafted.

3. Plan your trip

Plan everything you will need and as you do, keep track of how much everything costs. Be sure to include: travel (airfare or gas), food, lodging, and other planned activities. Everyone needs to help with the math calculations. Here are websites that will help with travel: Orbits, Expedia, Kayak, or you can go directly to each airline. Compare to save money.

Next, decide all the things you want to see and do at your destination. Each person needs to research one of the activities or sights. Students should research main tourist attractions, restaurants, hotels and museums. Websites that will help you: Next Trip, Lonely Planet, Smarter Travel. You can also research the destination itself. Keep a notebook account of all the things you learn about and think are interesting about your destination.

4. Design your presentation

Your group should each design or prepare a different portion of your presentation. You may include any of the following: poster, PowerPoint presentation, brochure, pictures, or even a short video. You may use note cards to help keep your presentation organized.

Guidelines for your presentation:

Remember you are travel agents and you are trying to sell this trip to customers.

1. Prepare a 5-6 minute presentation
2. Each member of your group must participate in your presentation
3. Creatively present your trip destination
4. Outline the trip and the total cost
5. Present the highlights of the trip
6. Get everyone excited about your trip
7. Invite questions from the audience
8. Let the person who researched that question, answer it

Standards and Benchmarks addressed in this activity

A multitude of standards and benchmarks will be addressed in this project. They will include but are not limited to the following:

SS, Strand: Geography

- Benchmark II A, Gr.5, PS-1,3,4,5,6,7,8
- BM IIB, GR.5, PS-1,2
- BM, IIC, GR5, PS-2
- BM IIIB, Gr.5 PS.1,2,3
- BM IIIC, Gr.% PS-1,2
- BM IVB, GR.5, PS-1,2
- BM IIF, Gr5, PS-1

SS, Strand: Civics and Government

- BM IIIB, Gr5, PS-1,2,3
- BMIVA, Gr5, PS-1,2,3
- BMIVB,Gr5, PS-1,2

Math, Strand: Number and Operation

- BMII, Gr5, PS 1,2,3,4,5,6,7

Language Arts, Strand I Reading and listening comprehension

- BM 1A, Gr5, PS-1,2,4
- BM IB, Gr5, PS-1,2,3
- BM IC, Gr5, PS-2
- BMID, Gr5, PS-1,2,3,4

Language Art, Strand II– Speaking and Writing Skills

- BMIIA, Gr5, PS-2,3
- BMIIIB, Gr5, PS-1,2,3,4,5,6,7
- BMIIC, Gr5, PS-1,2,3,4
- BMIIIA, Gr5, PS-2

By the time a project is complete and presented to the intended audience, all of the above standards and benchmarks will have been addressed to a lesser or greater degree. Social studies skills will be used to explore and travel through North America. The students will have learned about scenic places, recreational places, historical places, and national landmarks and parks. They will have explored customs and holidays, foods and natural resources, possibly their ancestry, forms of travel, and the cost of everything from daily personal needs to the cost of being a tourist. They will have had to work in a group to accomplish the completed project. They will have had to effectively use their reading, comprehension, research, writing and editing skills again and again. In essence, they will have practiced every skill they have learned.

Rubrics will be used to evaluate the work of the group. The students will have these rubrics before they begin so they will know what is expected. Groups will be closely monitored to insure that all members participate.

B. EDUCATIONAL PROGRAM

Length of School Day and School Year

The proposed length of the OMCCS school day is seven hours and 15 minutes; the number of instructional hours in the OMCCS school day is six hours and 15 minutes. Please see Appendix I for a proposed school day at OMCCS.

The proposed length of the OMCCS school year is 181 instructional days following a balanced year calendar; the total number of instructional hours during the OMCCS school year will be 995.5 hours. Please see Appendix J for a proposed balanced year calendar.

Grade Levels, Class Size and Projected Enrollment

The grade levels OMCCS proposes to serve are K through 5th grade upon opening, phasing in a new grade level each successive year when possible until all grades pre-K through the 8th grade level are represented. The rationale for this plan is to allow our elementary students to navigate the middle school years in a familiar and safe environment.

The total projected student enrollment upon opening is 200 students.

C. STUDENT PERFORMANCE EXPECTATIONS

Student Goals

1. At the end of the first year, 80% of OMCCS students will demonstrate a gain of one year's academic growth as determined by entry level and exit level testing and will continue to obtain a minimum of one year's academic progress each successive year.
2. Students will actively participate in a standards-focused, project-based curriculum enabling them to see the interrelationships of all learning and academic disciplines. Students will produce a rubric assessed portfolio record of planning, conducting and evaluating one school-wide thematic community and/or school improvement project each year.
3. Students will improve health and wellness by increased physical activity provided by an active, supervised morning and afternoon recess/outdoor activity period; regular PE time and by different subject matter being set to movement and music. They will also participate in learning about and practicing healthy eating habits. Students will set individual health related goals and chart their weekly progress from the beginning until the end of school.
4. All students will participate in the arts program. There will be music, dance and drama performances by different groups throughout the year. Student art will be continuously displayed throughout the school culminating in a school-wide art fair during the month of May. Students will keep a portfolio of their favorite work.
5. Students will develop technology skills appropriate for their respective grade/ability level. Student portfolios, which will follow them from grade to grade, will demonstrate proficiency of each year's technology performance standards.

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

Formative assessments / Short cycle testing

- All students K through 5 will be assessed with use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). 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 show gains.

- The Developmental Reading Assessment (DRA) will be administered to students scoring *at risk* to obtain diagnostic information to guide instruction.
- 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. Writing presentations will be posted monthly for the *OMCCS Read the Walls* event when parents and community members are invited to come and read student writing exhibitions.
- The pre and post tests provided by Scott Foresman Math will be used 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. Any competencies not addressed in the text pre and post tests will be assessed in the teacher-made tests.
- Teacher created assessments will be used for science and social studies units and projects completed. Assessment is 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

- Summative assessment will be the NMSBA required of all schools. The subsections of the tests will be reviewed student by student to identify individual needs. Additionally, teachers will review the scores of their departing class as a whole to identify where additional instructional focus is necessary. Teachers will also look at the class coming to them to determine areas where the entire class needs extra emphasis.

E. SPECIAL POPULATIONS

Special Education Procedures

OMCCS 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. OMCCS will have a certified Special Education Director/Teacher on staff to ensure that services listed in the students' IEP are delivered.

OMCCS will identify and screen students suspected of needing special education services according to the Americans with Disabilities Act (ADA) of 1990, the Individuals with Disabilities Act (IDEA) of 2004 and The Rehabilitation Act of 1973, Section 504. OMCCS will use the three tier plan provided in The State of New Mexico Student

Assistance Team Manual (New Mexico Public Education Department [NMPED], 2004).

The Three-Tiered Design Model

This model has three distinct tiers of interventions that account for all students within a learning system. Each tier encompasses a layer of intervention or instruction that responds to student needs. As a student has more intense learning or behavioral needs, he/she may progress to the next tier that provides more intense intervention.

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. The majority, 80-90%, of school-aged students will respond successfully to quality instruction in the regular education classroom at this level. If a teacher notices that a student is struggling to learn, is working above level or is having behavioral difficulties, he/she will try classroom based interventions. If the student does not respond positively to these interventions, he/she may be referred to Tier II.

Tier II- Child Study Process

Tier II is designed to provide secondary intervention through early identification and assistance for a small percentage, 5-10%, of students who are performing above or below standards in academics and/or behavior. Interventions for these students either are provided as targeted individual interventions in one or more areas such as through a Student Assistance Team (SAT) Intervention Plan designed by the SAT or through a specialized school program that includes small group instruction. Tier II interventions are provided in addition to the quality instruction provided in Tier I. The interventions are designed to prevent or alleviate challenges a student may be facing. These interventions may be short-term or they may 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

Students referred to Tier III require a multidisciplinary evaluation to determine their need for services at this level. Tier III serves a very small percentage of students (1-5%) who demonstrate a need for an individualized program to accommodate their learning or behavioral 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. The goal of Tier III is for the student to be successfully involved in and progress in the general education curriculum, and achieve the goals in his/her IEP (NMPED Technical Assistance Manual: SAT, 2004).

Modifications in the regular education classroom will include but are not limited to:

General Accommodations (no change in curriculum)

- Extra time on assignments and tests
- Preferred seating close to center of instruction
- Shortened assignments
- Repeated instructions
- Have instructions and/or material read to student
- Provide a copy of notes
- Work with a trusted peer
- 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

General Modifications (change of Curriculum)

- Shortened assignments that leave out certain benchmarks
- Shortened tests that leave out certain benchmarks
- Tests or assignments with easier vocabulary
- Alternate assignments that cover the same material, but are below grade level
- Use of calculator, number line, multiplication chart, or place value chart on assignments where computation is assessed (E. Visness, personal communication, April 4, 2009)

ELL, ESL, Bilingual and LEP Student Services

Dual Language Program

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).

OMCCS will offer a dual language program beginning with kindergarten the second school year. Thereafter, we will continue adding one dual language classroom per school year. If the need for more dual language classrooms should arise, then OMCCS will expand the program, per grade level, as needed.

OMCCS is currently studying several dual language models with the most promising being where one grade level teacher is responsible for the English instruction and another teacher is responsible for the Spanish instruction. This model allows for two classes of children to

participate when there is only one certified bilingual teacher available (C. Risner, personal communication, June 4, 2009). This model allows time for each language to be divided, roughly, equally. Instruction will be delivered one day in English and one day in Spanish in order to allow for student success in their native language. The only exception will be in grades Kindergarten through first where literacy will be taught in the student's primary language in order to take advantage of the oral language that has already been developed.

Until OMCCS can offer a quality dual language program, meeting the needs of our ELL will be critical. To meet this need, at least one bilingual certified teacher or one certified in Teaching English to Students of Other Languages (TESOL) must be hired the first year. This teacher will be in charge of providing the English language development of the students.

At this time OMCCS does not know whether our student population will reflect the English/Spanish balance required for a successful dual language program, however we plan on aggressively advertising to attract bilingual/TESOL certified educators who demonstrate the child-centered characteristics we will be looking for during the hiring process.

Ancillary Services

The first and second year, OMCCS will contract for a Speech Language Pathologist (SLP) and diagnostician service to serve us 25% of the time. By the third year, we will have grown enough that we will need their services 50% of the time. This 50% arrangement will continue through the fifth year.

Counseling services will be contracted on an as needed basis.

A full time student health coordinator with a background in student counseling will be hired.

VI. FINANCIAL PLAN

A. BUDGET

Budget Narrative

Planning Year

Funding will be necessary for:

1. Professional development and travel for the governing board to meet the requirements of the NMPED
2. Contracted services of existing charter school employees to help prepare board, head administrator and other staff
3. Contracted services or salary for Head Administrator beginning in April of 2010
4. Enrollment in the Cooperative Educational Services (CES) enabling us to enjoy the best prices without soliciting bids.
5. Funds to continue membership in the New Mexico Coalition of Charter Schools (NMCCS)
6. Travel and training for the employees, as they are hired, as required to prepare for the opening of the school
7. Books and Digital Video Discs (DVDs) for study groups and in-house staff development at this period and the first year of the school
8. File cabinet to organize the work of the planning time
9. Post office box to receive mail
10. Storage shed rental for donations before site is rented
11. Advertising for positions and enrollment
12. Four lap-top computers, one for the board president, one for the secretary, one for the treasurer and one for the OMCCS Head Administrator to use in preparation

We also acknowledge that it is possible that there are needs of which we are not aware.

First Year

Projected student number

OMCCS plans to open with 200 students. We arrived at this number as we believed we could meet the individual needs of this many students while we are creating a new school. Starting too large might force us to compromise the full attention we plan to provide every child. We believe that getting 200 students to enroll will not be difficult based on the interest we have seen when handing out informational brochures and the waiting lists at each of our secondary charter schools. We plan to be the first elementary charter school in the geographic area served by the LCPS.

In the unlikely event that 200 students do not enroll, we will search for mini grants, such as those from Price's Dairy, as well as fundraise to insure that the resulting shortfall does not compromise our program. We plan to start with a lean budget to be prepared for this event. The fundraising and grant management will meet the financial reporting requirements and compliance by the

NMPED.

Special Needs Students

While we studied the district special education average, we believe that OMCCS is likely to have fewer special needs students. We believe that children in schools with very involved IEPs such as those in low incidence classrooms are less likely to transfer to a new school as the school they currently attend has addressed their particular needs.

OMCCS plans to use inclusion in every possible situation while recognizing that full inclusion is not in the best interest of all students. Hiring two full-time special education teachers as well as the special education lead will permit us to craft and execute appropriate IEPs. The large number of Educational Assistants (EAs), while not identified as special education EAs, will assist in the inclusion. Appropriate textbooks, supplies and software will be purchased from these line items to have the learning materials required for students with IEPs.

Balance of expenditures

As with all budgeting, this one represents a balancing act largely between including the staff we will require to address individual student needs and tools required for learning. The priority of the budget throughout the five years will be instruction. This balancing becomes easier as the school and its revenue grows.

Transportation

For at least the first two years, OMCCS will not provide transportation to and from school. We do not rule out the possibility that OMCCS will require transportation in the future, but, as of yet, OMCCS has not identified its location. Once the site is selected and we have the experience of serving our students, we will be able to make an informed decision regarding the necessity of transportation.

We do not believe, however, that the lack of transportation will be detrimental to the initial success of OMCCS. Observations from a cross section of Las Cruces Public Schools indicate that at least 80% of the students' families drop them off and pick them up daily. Furthermore, the LCPS District requires the parents of all students transferring to a school other than their home school to provide transportation to the school of choice and, thus far, this has not presented a barrier to school choice (C. Risner, personal communication, May 10, 2009). A side benefit of not providing transportation could be more children walking to school with parents or older siblings contributing to our goal of growing healthy children. If our situation necessitates the need for transportation, we will file an amendment with the NMPED.

Food Service

While 60% of the students in the Las Cruces Public Schools receive free or reduced price meals, without having identified our location, we cannot answer questions that would be pertinent to food service including:

- Will we have a kitchen that can prepare meals for this many children under food handling guidelines?
- Are we in a location where another food service facility would be able to deliver student meals while maintaining proper sanitary conditions?
- Are there special diets for any of the children that must be accommodated?

Our preference would be to serve hot lunches to the children as one of our goals is improving student health; this would allow us to model nutritious lunches that are child friendly.

If we do not have the facilities, however, we will ask the children to bring their lunches. Parent meetings will include guidelines for packing healthy lunches and staff will help children microwave any food requiring heating. In the event that a family does not have the resources to provide lunches for their child, they will be directed to local agencies which can assist them. The possibility of having sack lunches delivered to students in these circumstances is also being explored.

Salaries/Contracted services

The salaries budgeted for the administrator \$84,618, teachers \$48,133 and EAs \$20,574.75 are an average of the salaries these individuals receive at the other charter schools in Las Cruces and are higher than the local district average. Only one charter school had a nurse so that salary formed the basis for our estimate \$51,984. Secretary salaries varied significantly from charter school to charter school so the lower figure \$20,550 was used for the general secretary and the higher figure \$32,591 for the administrative assistant.

The Chief Financial Officer (CFO) will be hired under contracted services with the administrative assistant being in charge of the general bookkeeping; the amount for these contracted services \$7,000 is based on figures we obtained for local accountants to serve in this capacity. This person, of course, will go through the required state training. The diagnostic and SLP services were figured at .25 of the salary currently received by a diagnostician and SLP who is in the middle of the pay scale and are represented as contracted services. A custodian will be paid for 20 hours of contracted services per week amounting to \$11,500 based on the average custodial pay for the local district. We plan to have children assume more responsibility for the building making the 20 hours adequate for maintenance.

For this first year, additional funds are allocated for extra-hours services for teachers and office staff. Getting the school started will require more time than we believe is addressed by the local charter school teacher pay average. Also, we plan to schedule as much staff professional learning community time as possible around teaching time to reduce the need for substitutes so teachers will need to be compensated for this time. Time spent with a substitute is not as

productive as time spent with the teacher, especially when the substitute comes from outside the school community (C. Risner, personnel communication, June 1, 2009). We plan to use our educational assistants as substitutes when the need arises.

First year staff will include

- 11 classroom teachers: two each at grade level K-3, one each for fourth and fifth, we anticipate older children will be less likely to move from the school they have attended for years, and one of whom is special education. Ten classroom teachers will enable us to keep classroom teacher ratios at approximately 1:20.
- 1 special education lead, who will teach as schedule permits
- 5 EAs, 1 for each kinder class, and 1 each for grades 1, 2, 3
- 1 general secretary
- 1 administrative assistant
- 1 student wellness coordinator, a Registered Nurse (RN) with a counseling background
- 1 head administrator
- 1 CFO, paid for as contracted services
- 1 part-time custodian, paid for as contracted services

Staff Development

While a great deal of money was set aside for teachers to meet in learning communities as we become a untied staff to serve the children, no money for teacher travel and training was budgeted. Extensive professional development will take place in the planning year immediately after they are hired.

Purchased Professional and Technical Services

\$1,000 was budgeted for this line item all five years to enable OMCCS to be members of NMCCS as well as CES.

Software

While we will not have identified specific programs for specific children's needs early in the year, the teacher coach will work with staff to identify programs proven to be responsive to student needs.

Reimbursement Funds

Reimbursement funds for a school that has no cash balance poses a challenge. Therefore, other operational expenses will be kept to a minimum until the reimbursement arrives in February. Items will only be purchased from operational funds if they are needed at that particular time. If it appears that we will have difficulty meeting payroll as we get into December and January, the school will fundraise for supplies and materials, safeguarding the operational funds for payroll. Payroll will always be met.

Capital Outlay Funds

Using the estimate provided to us at the charter school budget training, \$700, 200 students should generate \$140,000. Based on rent paid by other charter schools, and the potential sites we have visited, we anticipate this expense to be approximately \$96,000 and our total property expenditures to come to \$151,000.

Funding from Grants

Two experienced, successful grant writers have offered their services to the school. They are completely in support of this endeavor but prefer not to serve on the board. We plan to pursue numerous grants with the initial emphasis being on technology and playground equipment. As these funds are not guaranteed, we did not include them in our budgeting.

Discussion of Year Two

We plan to grow by twenty students this year. While we believe that this number will leave us with a waiting list, we still expect to rent at this time and are uncertain about the physical space we will have available. This growth will necessitate one more classroom teacher, probably at the fourth grade level as our third graders move up. We will also hire another special education teacher to insure the students are receiving the support they need to be successful in inclusion. We can also hire a teacher coach to insure instruction is using the high yield strategies. We were able to significantly cut the supply assets less than \$5,000 as most of our basic purchases will have been made. The supply assets over \$5000 was eliminated this year as that was included last year primarily for the purchase of a copier. This year we also reduced the amount allowed for staff extra hours as they will no longer need to meet so frequently. The expenditures projected for rental allowance are \$3,000 less than our allowance so we deducted this from our revenue as we are of the understanding that this money cannot be used elsewhere.

Discussion of Year Three

OMCCS plans to be in its own building by the third year with money formerly used to pay rent going towards mortgage payments. The school can now grow by 40 students a year as we will not be limited by physical space. We will grow by two teachers. A sixth grade classroom teacher will be added at this time as we will be ready to begin moving up to our goal of eighth grade. The other new teacher will be assigned to fifth grade so that we will have two teachers at each elementary grade level. While we were allowed \$182,000 for rental assistance this year, we will only use \$163,083, which is \$18,917 less than the revenues brought in; that amount was deducted from the revenues to arrive at how much money would be available for that year. We do not know what payments will be and if they are more than the rent, this \$18,917 will be used towards payments rather than dropped from our incoming rental assistance money. Two additional EAs will come on board to allow us to give the students individual attention. The custodian who previously was paid for 20 hours a week contracted services will now become a full-time staff member at the average custodian salary for the district. We can now add a part time music teacher represented by the additional \$20,000 under the professional contracted services. We will require more time from the SLP and diagnostician so their contracted time has

been increased to half time. We expect our supply assets of less than \$500 to be higher this year as the new building will necessitate more equipment.

Discussion of Year Four

The growth of forty students will necessitate the hiring of two additional teachers to keep the student teacher classroom ratios at approximately 1:20. We will assign one teacher to the seventh grade and one will be assigned to the grade level in greatest need. The difference between what we will be allotted for property and what we will spend was \$46,744.50 so that amount was deducted from our revenues. We do not know what payments will be and if they are more than the rent, this \$46,744.50 will be used towards payments rather than dropped from our incoming rental assistance money.

Discussion of Year Five

Once again, forty more students will require two more classroom teachers. One teacher will be assigned to the eighth grade completing our move towards serving through the eighth grade. The other will be a special education teacher as we believe that this population will be growing proportionately with our student body. Another EA will join us to allow us to continue to address individual student needs. We will also be able to add student travel as we believe the complexity of the projects will require more and more travel. Software will see an increase in anticipation of a host of newly identified needs as projects become more complex and additional student needs of this larger group are identified. We will not use \$74,744.50 of our rental allotment so this amount was deducted from our revenues. We do not know what payments will be and if they are more than the rent, this \$74,744.50 will be used towards payments rather than dropped from our incoming rental assistance money.

B. FISCAL MANAGEMENT

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 OMCCS Head Administrator will authorize a PO to be generated. If the OMCCS Head Administrator is the requesting employee, a request must still be generated for record keeping purposes.
- The administrative assistant 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 assistant will verify the receipt against the returned purchase order
- The check will be written and signed by two of the four following people: CFO, AFO, Governance Council (GC) 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. OMCCS will join the CES 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 assistant 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 general 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 OMCCS Head Administrator or designee to insure that all doors and windows are locked nightly and any alarm system is activated.

VII. GOVERNANCE/MANAGEMENT PLAN

A. GOVERNANCE STRUCTURE

The GC is the governing body of OMCCS. Its responsibilities include, but are not limited to:

- ensuring adherence to all federal, state, and local laws in the operation of the school
- formulating and maintaining policies that support the school charter
- assuring that the school's budget and resources reflect the needs of the school
- hiring and evaluating yearly the OMCCS Head Administrator
- aiding the school's commitment to educational excellence and student well being

The GC shall advertise the position of OMCCS Head Administrator and its requirements in local public newspapers, professional papers, and on the OMCCS website. The GC will review applications, conduct interviews, and select the candidate who best fulfills the goals of OMCCS.

The GC will ensure active parental and community involvement through ensuring that its voting and non-voting members represent our diverse community. GC committees will include parents, community and university representatives.

The GC shall not be involved in the day-to-day details of running the school or in dealing with specific personnel issues or individual student needs. The GC shall not attempt to micromanage the school. The GC delegates the responsibility of running OMCCS to the school's Head Administrator.

The OMCCS Head Administrator shall be responsible for all aspects of the schools operation and programs, including the day-to-day management and implementation of the school's charter and GC's policies. The OMCCS Head Administrator will work actively with the parent/community advisory committee for the betterment of the school. The teachers and staff of OMCCS will report directly to the OMCCS Head Administrator. The OMCCS Head Administrator will be responsible for the hiring and evaluating of all teachers and staff. Where appropriate the OMCCS Head Administrator will delegate some responsibilities to lead teachers, teachers, and other staff.

The OMCCS Head Administrator will be responsible for the formation of an academic oversight committee whose purpose will be to ensure the educational programs are accomplishing the goals of the charter, its curriculum and meeting state standards as required by law. The OMCCS Head Administrator will present a monthly status report at the GC's monthly public meeting.

The OMCCS Head Administrator will work closely with the lead teacher, teachers, and instruction assistants to improve curriculum and instruction, to foster teamwork for the whole staff, to solicit teacher requests for learning materials and equipment, to encourage teachers' self-evaluation and recommendations for necessary staff training and development.

The administrative assistant will be responsible for reconciling all invoices with received

inventory. She will record all validated invoices received, petty cash transactions, and other financial records on the OMCCS computer financial program. She will ensure that all financial receipts, records, the key to the locked files and logbook containing the signatures of authorized personnel accessing the OMCCS financial records are safeguarded from loss or destruction.

The Assistant Financial Officer (AFO) will be a part time employee. He/She will be responsible for reviewing all financial records and ensuring that all the necessary receipts are available and stored according to regulations. She will work with the OMCCS Head Administrator and administrative assistant to provide a weekly financial report concerning monies received and expenditures to be paid by the chief financial officer. The AFO will review all monthly bank statements. The AFO will deliver the bank statement, weekly financial report, and all information required by the CFO to the CFO on a weekly basis. The AFO will provide information to the GC Treasurer and CFO whenever requested. The AFO will work with the CFO and the GC Treasurer to provide accurate monthly financial reports to the GC. The AFO will work with the CFO and the GC Treasurer to insure that all financial records are in order and available to the outside auditor as required by Section 12-6-3, NMSA 1978. The AFO will be one of the four OMCCS signatories designated on the OMCCS checking account.

The CFO will be aware of and follow the financial standards pursuant to NMAC 6.20.2. The CFO will verify the receipt of all funds to which OMCCS may be entitled by law or which may come into its possession for public school purposes. The CFO shall follow all state and federal regulations for payroll, maintain strict internal controls and implement close supervision in accordance with the Generally Accepted Accounting Principles. The CFO shall be responsible for submitting all financial reports required by the state on a timely basis. The CFO will supervise the development of the indirect cost application to the NMPED. The CFO will provide a monthly financial report to the GC Treasurer. The CFO in conjunction with the AFO will insure that all financial records are in order and available for the yearly outside auditor. The CFO will be one of the four OMCCS signatories designated on the OMCCS checking account.

The GC Treasurer shall be responsible for oversight of all OMCCS financial matters. The GC Treasurer shall present the OMCCS monthly financial report to the GC. The treasurer in collaboration with the OMCCS Head Administrator, the AFO and the CFO shall develop and annually review a long term project budget and review present procurement requests to the GC and represent the school through all phases of the annual audit.

B. DESCRIPTION OF THE GOVERNING BODY

I. NUMBER OF GOVERNANCE COUNCIL MEMBERS

The GC will serve as the governing body of OMCCS Las Cruces. The GC will be established with no less than five (5) and no more than nine (9) voting members always with the total being an odd number; each position shall be assigned a number. Non-voting members shall consist of the OMCCS Head Administrator, a community representative, a parent representative, and a staff representative. Non-voting members will attend all council meetings as well as serving on the various council committees. Non-voting members will

have the same rights of voting members with the exception of voting.

II. GOVERNANCE COUNCIL MEMBERSHIP

A. Procedure for Electing Directors

1. **Election of Council Members.** GC 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 GC 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 2010). Non-voting members shall also be numbered and serve the same rotation schedule.
All council members shall be eligible to serve successive terms.
3. **Nomination of GC Members.** The GC members shall be nominated as follow:
 - a. **Nominees GC 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 GC meeting at which the position will be voted on by the GC (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 GC, by no later than ten (10) working days before the date of the regular board meeting at which the vote of the GC shall be made.
4. **Compensation.** GC 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 GC 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 GC, except when such absence is due to exigent

- circumstances;
 - Violation of the member's duty of loyalty;
 - Violation of the GC's Code of Ethics; or
 - Any other grounds the GC deems appropriate.
6. **Vacancies.** A vacancy on the GC shall be filled by the GC 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 GC are required to attend all scheduled meetings of the GC 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 GC who will be unable to attend a GC meeting will notify the president of the GC 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.

III. POWERS AND AUTHORITY OF THE GOVERNANCE COUNCIL

A. Authority of the Governance Council

1. **General.** The GC 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 GC is the policy-making body for the school. The OMCCS GC will exercise leadership primarily through the formulation and adoption of policies.
2. **Delegation to the OMCCS Head Administrator.** The GC 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 OMCCS Head Administrator and designated staff, and they shall be held responsible for the effective implementation of GC policies. The OMCCS Head Administrator shall be held responsible for keeping the GC informed of all matters within its purview so that the GC can fulfill the above described functions of a governing body. The OMCCS 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 GC policies. The teachers and staff of OMCCS will report to the OMCCS Head Administrator.
3. **Individual Member's Authority.** A member of the GC is a public officer, but has no power or authority individually. The charter vests power in the GC, and not in the members, either individually or otherwise and these powers must be exercised

by the GC at a public meeting in regular or special called meetings, with action duly recorded in its minutes.

4. **Binding Authority.** The GC 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 GC. Any such exception shall be recorded as an action item of the GC and recorded in the minutes.
5. **Advanced Notice.** The GC recognizes the importance of timely communication among its members and between the Governing Council and the OMCCS Head Administrator. The OMCCS 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 GC are prescribed by the OMCCS Charter and the New Mexico Public School Code 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 GC. The GC of OMCCS shall have the following powers and duties:

1. Those powers as set forth in the OMCCS 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 OMCCS Head Administrator;
3. Delegate administrative and supervisory functions of the OMCCS 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 OMCCS 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 GC 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 office may be removed by 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 GC shall preside at all meetings and shall appoint committees with approval of the GC. He/She shall have the right, as other members of the GC, to make or second motions, to discuss questions, and to vote. The chairperson of the GC may not act for or on behalf of the GC without prior specific authority from a majority of the GC 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 GC. The chairperson shall sign legal documents as required by law and perform such other duties as may be prescribed by the GC. It is the chairperson's responsibility to ensure that GC members uphold their

commitments/responsibilities to the school. The chairperson will compile in collaboration with the OMCCS Head Administrator the topics for business to be placed on the agenda. Any member of the GC (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 OMCCS Finance Committee. He/She shall attend the NMPED Spring Budget Workshop and/or any other necessary financial regulatory training recommended by the OMCCS Head Administrator or the business manager.

H. Secretary

The secretary shall keep the minutes of the GC meetings, subject to the direction of the chairperson, assure that all notices are given in accordance with the provisions of the charter, GC 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 GC. 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 GC'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 GC 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 GC and if provided for in the charter school's approved budget.

K. Delegation

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

A. Proposed Committees

- 1. Academic Oversight Committee.** The OMCCS 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 Committee.** OMCCS' Finance Committee has a vital role in keeping the GC 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 GC who shall serve as the chair, the OMCCS Financial Officer, and at least one other member who is a non-OMCCS 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 OMCCS Head Administrator.
 - Also in collaboration with the OMCCS 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 GC as necessary.
 - Represent the school throughout all phases of the annual audit.
 - Review business manager's required reports and make recommendations to the GC regarding the reports as necessary.

3. **Council Development Committee.** The GC development committee is commissioned by and responsible to the GC to assume the primary responsibility for matters pertaining to GC recruitment, nominations, orientation, training, and evaluation in accordance with the GC policies and practices approved by the GC.
4. **Committee Selection and Membership.**
 - a. **Election and Team.** Members of each committee may be chosen from time to time by the GC and shall serve for such period of time as the GC shall from time to time to determine. The specific composition of the Finance 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 GC's committees shall be as prescribed by the GC and shall comply with the Open Meetings Act if the purpose of such meeting it 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 GC 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 GC 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 GC action creating and approving the existence of any such committee.

VI. MEETINGS OF THE GOVERNANCE COUNCIL

All meetings of the OMCCS GC shall be held in accordance with the New Mexico Open Meetings Act, NMSA 1978 §§10-15-1, *et seq.*

A. Meetings

The GC shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the OMCCS GC. The resolution shall describe appropriate notice and methods for posting agendas for regular, special and emergency meetings of the GC.

B. Special Meetings

Special meetings of the GC may be called at the discretion of the GC. Such meetings

shall be held at such time and place consistent with the GC'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 GC may be attended by any of the GC 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 GC who speaks during the meeting. Such attendance shall constitute presence by the GC member as is in person at such meeting and for purposes of determining a quorum. Any action taken by the GC at such meeting shall constitute a valid action of the GC.

D. Notice

The GC shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of the GC 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 GC annual resolution. Except in cases of emergency the GC 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 GC, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

F. Minutes

The GC 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 GC.

VII. CONFIDENTIAL MATTERS OF THE GOVERNANCE COUNCIL

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

- matters relating to the employment or dismissal of, or charges against, specific OMCCS personnel;
- matters relating to litigation or proposed litigation in which the GC 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 OMCCS 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 GC further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to the OMCCS and that the GC members must respect confidentiality of information that is privileged under applicable law. It is the policy of the GC 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.

VIII. MANNER OF ACTION

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 GC.

B. Manner of Acting

No action of the GC 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.*

IX. CONFLICTS OF INTEREST AND CODE OF ETHICS

A. General Statement

It shall be the duty of each GC member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the GC member has a personal or financial interest, including an interest by a member of the GC's immediate family, or where the GC'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 GC.

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 OMCCS Conflict of Interest Policy adopted by the GC.

D. Code of Ethics

Each council member agrees to abide by the OMCCS Code of Ethics adopted by the GC.

X. 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 GC. Two signatures from the following four authorized signatories shall be required on each check. The authorized signatories shall be: GC Chairperson, GC Treasurer, CFO, and AFO.

B. Books and Records

The GC shall keep accurate and complete books and records of the actions of the GC, which records shall be open to inspection by the members of the GC 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 GC shall approve all contracts, including OMCCS Head Administrator and other employee contracts. The GC will adhere to all New Mexico State laws regarding procurement processes and procedures as notated in the OMCCS Procurement Process Policies.

XI. NMPED Concerns Relating to OMCCS

The chairperson of the OMCCS GC or the OMCCS Head Administrator shall be the contact person for any concern raised by the NMPED relating to OMCCS. The parties will attempt to resolve any issue between them in the manner required by NM statutes.

GC Members

Beatrice Jenkins

Beatrice Jenkins is the co-founder of OMCCS and a retired teacher with 36 years experience. Beatrice taught in Farmington, Bernalillo, Albuquerque and Las Cruces. She taught Head Start, grades K, 1, 2, 3, 5, and Special Education. She is a graduate of The University of Albuquerque with post graduate work at the University of New Mexico (UNM) and NMSU. She holds a Baccalaureate of Science (BS) degree in Elementary education with endorsements in Early Childhood Education, Art and English and a minor in Special Education. Other work history includes: school supply business owner, day care center owner and operator, eight years as an instructor of doll making, and six years as a real estate agent. She is the mother of eight and the grandmother of 12. She is currently the owner of Pecan Valley Dollworks. Her community service includes: two years as a Youth Group teacher, 14 years as a Cheerleading sponsor, and six years as a coordinator and seamstress for a children's folklorico group. Bea can be reached at: bea_jenkins@msn.com

Mary B. Loveland

Mary B. Loveland is the co-founder of OMCCS and a retired teacher with twenty years experience. During that time she was a member of various professional committees such as: reading textbook adoption committees, district reading assessment development committee, district social study writing curriculum committee and district reading benchmark and skills writing committee. Prior to teaching she helped found and served as chairperson of Volunteers in Public Schools (VIPS). Under her leadership the organization had over one hundred volunteers aiding teachers in elementary school classrooms weekly. Since retirement, Mary has worked as a volunteer tutor in several Las Cruces Public Schools. She currently owns a jewelry and imported handicraft business. Mary can be reached at: MBLoveland@aol.com

Cynthia Clark

Cynthia Clark graduated in 1982 with a Baccalaureate of Arts (BA) in Government from the College of St. Benedict/St. John's University in St. Joseph, Minnesota. She worked for 2 years as a mental health counselor before returning to school to pursue a law degree. She 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. She is presently the co-owner of two local businesses and the mother of four. Three children attend Las Cruces High School (LCHS) and the other is a Midshipman at the United States Naval Academy.

Cynthia's community service includes: Vice President of the Blue Star Mothers of America / Dona Ana Moms, Coordinator for the Dona Ana Moms Quilt Project, Committee member for the Burgertime Golf Tournament, and board member Las Cruces Junior Cotillion. 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. She is an active supporter for her children's activities – LCHS Soccer, LCHS Track and Field, Las Cruces Swimming and Diving, and US Naval Academy Sprint Football. Cynthia can be reached at: clhclark@msn.com

Anna Marie Hooley, MSN, APN-BC

Anna is a native of New Mexico and is happily married with two children. Anna graduated from High school with a vocational license in practical nursing in 1985. In 1987 she received an Associate's Degree as a Registered Nurse (RN). Anna received her Bachelor's Degree in Nursing from the University of New Mexico in 1994 and her Master's Degree in Nursing in 1997. From 1985 until 1997 Anna practiced nursing in New Mexico. Anna is National Board certified as a Family Nurse Practitioner and has actively practiced medicine in New Mexico since 1997.

Anna worked in pediatrics as a primary care nurse practitioner with Dr. Roberto Talamantes, 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 of the CA Skin and Body Clinic in Las Cruces. She is currently serving as the medical director of the clinic and its sole medical practitioner. She performs all of the medical and laser services.

Her community service includes: 2 years as a classroom volunteer four mornings a week, and 3 years as an assistant soccer coach. 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 NMSU. He also has a master's degree in communication studies and a bachelor's degree in political science. He has four children and has been married to his wife Joann for 14 years. He worked in the telecommunications industry in Sacramento, California, first as a technical sales representative and then as a consultant. 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 can be reached at: Kenneth.hacker@gmail.com

Kevin Boulton, RN, BSN, CLNC

Kevin is a native of New Mexico and the father of four year old Molly with whom he shares drum lessons. He is very involved in every aspect of her education and development. Kevin received his Associate of Science in Nursing from Central New Mexico (CNM) in 1997. He was employed by Mt. Edgumbe Hospital in Sitka, Alaska for 16 months. He then attended NMSU where he graduated with a Baccalaureate of Science in Nursing in December, 2000. Kevin has worked since January, 2001, in the ICU/CCU at Memorial Medical Center in Las Cruces. He practiced nursing for one year interim between February, 2004, and February, 2005, in the ICU/Tele at the Heart Hospital of New Mexico.

Kevin's professional goal is to transition within one year from the hospital setting to full time self-employment as a legal nurse consultant, providing nursing and medical insight to attorneys of cases involving the healthcare system. He obtained the Certified Legal Nurse Consultant[™] certification in April, 2009. Kevin has established his own business, Themis Legal Nurse Consulting, LLC. Kevin can be reached at: ahab7@mac.com

Scott A Yurcic

Scott A. Yurcic was born on December 19, 1962 in Albuquerque, New Mexico. He graduated from Sandia High School in May 1980. He later moved to Las Cruces and attended NMSU graduating with an Associate Degree in Economics and Criminal Science in 1990.

In early 1990, Scott 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 LUTCF
- President, Vice President and Treasurer of the Las Cruces Sertoma Club
- Director of the New Mexico Farmers Employees & Agents Political Action Committee (FEA-PAC)

Scott has been a Youth Coach with the High Noon Soccer League since 2002. He is also a 4th Degree Black Belt Martial Arts Instructor and has been teaching since 1997.

Scott and his wife Laurie have been married for 24 years and have two children. They reside in Las Cruces in the north valley. They attend Holy Cross Church where they were married. Scott can be reached at: syurcic@farmersagent.com

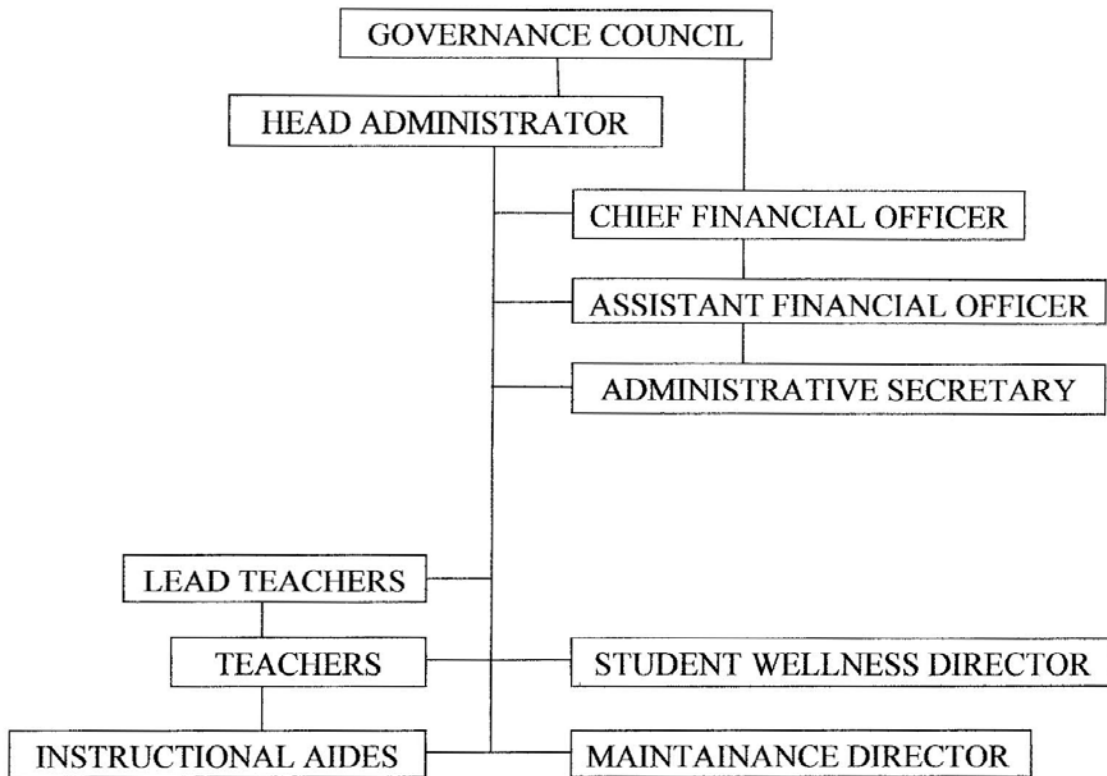
OMCCS Board Members								
								The bylaws state that there shall be no fewer than 5 members and no more than 9.
								Organizational Management
								Financial Management
								Education Law & Other Legal Expertise
								Fundraising Experience
								Facilities Planning
								Public Relations
								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

C. PARTNERSHIPS

OMCCS will not have any partnerships for the first year. We are going to establish a relationship with the music department of NMSU as consultants as part of our arts program. When we are settled in a new facility with adequate space we will form a partnership with the NMSU Music Department as at that point they will become an integral part of our school mission.

D. SCHOOL ORGANIZATIONAL STRUCTURE

OMCCS ORGANIZATIONAL CHART



Years 1-5 Staffing Plan

First year staff will include

- 11 classroom teachers: two each at grade level K-3, one each for fourth and fifth, we anticipate older children will be less likely to move from the school they have attended for years, and one of whom is special education. Ten classroom teachers will enable us to keep classroom teacher ratios at approximately 1:20.
- 1 special education lead, who will teach as schedule permits
- 5 EAs, 1 for each kinder class, and 1 each for grades 1, 2, 3
- 1 general secretary
- 1 administrative assistant
- 1 student wellness coordinator, a Registered Nurse (RN) with a counseling background
- 1 head administrator
- 1 CFO, paid for as contracted services
- 1 part-time custodian, paid for as contracted services

Staffing for Year Two

We plan to grow by twenty students this year. While we believe that this number will leave us with a waiting list, we still expect to rent at this time and are uncertain about the physical space we will have available. This growth will necessitate one more classroom teacher, probably at the fourth grade level as our third graders move up. We will also hire another special education teacher to insure the students are receiving the support they need to be successful in inclusion. We will also add a teacher coach to insure instruction is using the high yield strategies.

Staffing for Year Three

OMCCS plans to be in its own building by the third year with money formerly used to pay rent going towards mortgage payments. The school can now grow by 40 students a year as we will not be limited by physical space. We will grow by two teachers. A sixth grade classroom teacher will be added at this time as we will be ready to begin moving up to our goal of eighth grade. The other new teacher will be assigned to fifth grade so that we will have two teachers at each elementary grade level. Two additional EAs will come on board to allow us to give the students individual attention. The custodian who previously was paid for 20 hours a week contracted services will now become a full-time staff member at the average custodian salary for the district. We can now add a part time music teacher represented by the additional \$20,000 under the professional contracted services. We will require more time from the SLP and diagnostician so their contracted time has been increased to half time.

Staffing for Year Four

The growth of forty students will necessitate the hiring of two additional teachers to keep the student teacher classroom ratios at approximately 1:20. We will assign one teacher to the seventh grade and one will be assigned to the grade level in greatest need.

Staffing for Year Five

Once again, forty more students will require two more classroom teachers. One teacher will be assigned to the eighth grade completing our move towards serving through the eighth grade. The other will be a special education teacher as we believe that this population will be growing proportionately with our student body. Another EA will join us to allow us to continue to address individual student needs.

E. EMPLOYEE RELATIONS

OMCCS will not unlawfully discriminate against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, disability, marital status or place of residence.

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. 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.

The work year for employees will consist of 187 days, 181 of which are to be used for instruction, two for classroom and school preparation and six for staff development distributed throughout the calendar year to create a balanced calendar. See Appendix J for a proposed 2010/2011 Balanced Year Calendar. Workdays shall consist of an eight hour day. Every effort will be made to schedule parent conferences and staff meetings 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. As teaching at OMCCS requires more hours than those required by the local school district, job shares will be accommodated whenever possible.

Hiring

The OMCCS 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 OMCCS 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 one is not already available.

The OMCCS Head Administrator will be hired by January 10, 2010 and will be contracted on April 1 to begin staffing and preparing for the opening of OMCCS on July 21st, 2010. The position of OMCCS 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 positions will be advertised by April 1, 2010 in the local newspaper and

posted on the OMCCS website. The OMCCS 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 oncoming staff and in the hiring discussion.

While employees will interview for specific positions, the OMCCS 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.

Employees will be placed in positions for which they have the proper certification. In an extreme situation, the school may request a waiver of the state for no more than three years while the employee makes continuous progress towards the lacking 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.

Evaluation of OMCCS Head Administrator

The OMCCS Head Administrator will be evaluated annually by the GC using the High, Objective, Uniform State Standard of Evaluation (HOUSS) evaluation process and forms developed by the NMPED. This is to include the HOUSS 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

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 with the OMCCS 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 OMCCS Head Administrator will pre conference, observe and post conference with all teachers and EAs 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 OMCCS Head Administrator and the employee. The OMCCS Head Administrator will maintain documentation of all conferences and assistance given to any employee on a growth plan.

If the unacceptable behavior continues, the OMCCS 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 OMCCS 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 OMCCS Head Administrator will additionally complete a summative evaluation for all Level II and Level III employees every three years.

Decisions regarding rehire will be finalized at the regular April meeting of the GC. If the OMCCS Head Administrator believes that the employee should not be re-hired and the employee disagrees, the OMCCS 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 GC of the OMCCS will conference with the administration 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 OMCCS Head Administrator will review the 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.

Decisions regarding rehire will be finalized at the regular May meeting of the GC.

Safety and Support

Staff members are free to join any 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 OMCCS Head Administrator and an employee.

The Governing Board and OMCCS Head Administrator will support employees in their efforts to maintain discipline. The OMCCS Head Administrator is required to respond promptly to employee requests for assistance with discipline problems.

All staff members are required to adhere to the following safety precautions:

- Avoid using overloaded outlets
- Use and store flammable items according to label instructions
- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Use the provided stepladders to reach anything beyond one's arm
- Do not stand on tables or chairs
- Wear appropriate protective equipment as necessary
- Avoid activities that can cause further injury to an existing physical limitation

Leaves

All employees must notify the OMCCS 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 OMCCS Head Administrator will receive additional sick leave days in proportion to any additional days in his/her contract. For sick leave that follows an obvious pattern or exceeds three days, the OMCCS Head Administrator may ask for doctor's verification.

The OMCCS GC 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 OMCCS 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 OMCCS Head Administrator will review each bereavement request with the employee and determine the reasonable length of leave not exceeding five days. If longer bereavement leave is requested, the GC must approve. If the employee disagrees with the OMCCS 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. 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 OMCCS agrees to 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.

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 OMCCS Head Administrator to be present. All material in an employee's file must be signed and dated.

Insurance

The OMCCS GC 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 OMCCS 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 directed to tell the offending party to stop. If the person does not stop, he/she is to go to the OMCCS Head Administrator. If the situation involves the OMCCS Head Administrator, the employee may take the problem to the chairperson of the GC. 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 OMCCS unless they have been granted a waiver by the GC. 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

OMCCS 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 OMCCS to tutor, they must personally make the arrangements. OMCCS 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.

Proposed Salary Schedules

See Appendix A.

Job Outlines

Administrative Secretary

Preparation of books for CFO review
Assisting CFO with preparation for annual review
Assistance with payroll
Direct deposit
Maintenance of income/outgoing spreadsheets
Write checks

General Secretary

Receptionist
Student records
Leave forms
Substitute scheduling
Supply inventory/ordering
Memos/correspondence

Special Education Lead/Coach

- .5 special education teacher
- .5 curriculum coach
- .5 Sped administration to include:
 - Overseeing sped students schedules
 - Organizing IEPs
 - Insuring compliance w/ test and IEP dates
 - Scheduling diagnostician services
- Coaching includes:
 - Ordering instructional materials
 - Observing teachers
 - Curriculum alignment
 - Testing coordinator
 - Staff licensure
 - EPSS

Educational Assistant

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

Student Wellness

First Aid
Grants
Mediation
Referring to agencies
Reporting abuse
Sexual harassment/education
Runs small groups dealing with emotions/interactions

Teacher

Plan for instruction
Assess proficiency
Deliver effective instruction
Supervising duties as needed
Parent conferences
School Events

Head Administrator

Teacher observation/evaluation
Grant writing/fundraising
Board meetings
Faulty communication / mapping / planning
Parent conferences / concerns
Student discipline
Communication from school

Chief Financial Officer

CPA trained to serve as CFO for a charter school.

Write checks
Prepare for audits and annual report

Assistant Financial Officer

Prepare school records for CFO
Write checks

Job Descriptions

OMCCS Head Administrator Position

General Goal

The OMCCS Head Administrator, being selected by the GC, shall be a leader who is driven by the OMCCS vision of high academic achievement within a diverse student population. The OMCCS Head Administrator will utilize his/her skills to affirm the goals and intent of the schools 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 OMCCS Head Administrator

The OMCCS Head Administrator shall be responsible to the GC 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 at least twice 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, 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
- Other duties and responsibilities may be assigned by the GC 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 OMCCS 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 OMCCS Head Administrator and/or GC
- Prepares the annual school system 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 OMCCS Head Administrator, the GC, 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 GC 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 Payables
- 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

Assistant Financial Officer **(4 hours per week for 40 weeks)**

- Prepare school records for CFO

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 OMCCS 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 OMCCS Head Administrator and/or GC
- Keeps an accurate record of all receipts and expenditures, and provide such information to the CFO, Head Administrator and the GC
- 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 CGO and other agencies
- 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
- Performs other functions as the OMCCS Head Administrator may indicate

General Secretary

Job Description and Goals for General Secretary

The general secretary shall organize the operation of the school's main administrative offices. Specific responsibilities include the following:

- 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 and school visitors
- Provides secretarial services for the OMCCS Head Administrator and other staff as able
- Ensures accurate and appropriate correspondences with parents, administration and staff
- Contacts parents 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
- Assumes other reasonable and equitable job related duties as assigned by the OMCCS Head Administrator

Student Wellness Director

Job Description and Goals

The school nurse 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 infections 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 OMCCS Head Administrator for approval
- Assesses the needs for counselor materials, supplies and equipment and provides this information to the OMCCS 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 conferences, personal data forms, tests and other materials for referral purposes)
 - Identifying and referring students and parents to other resources when the student needs further assistance
- Helps parents understand the school and their children by
 - Providing parents 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 OMCCS Head Administrator

Teacher Coach / Teacher

The teacher coach/teacher works closely with the OMCCS Head Administrator to improve curriculum and instruction. Specific responsibilities are as follows:

- Provide coaching services in addition to teaching in a ratio established by the OMCCS Head Administrator and him/her in accordance with student need
- Assists the OMCCS Head Administrator with student scheduling
- Orders instructional materials
- Reviews staff licensure
- Coordinates testing
- Coordinates curriculum alignment
- Oversees development and implementation of Educational Plan for Student Success (EPSS)
- Provides coaching to teachers / Conduct professional learning communities (PLCs)
- Organizes staff development as necessary

Special Education Lead/Teacher

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

- Provide special education services in addition to teaching in a ratio established by the OMCCS Head Administrator and him/her in accordance with student need
- Provides technical assistance to special education teachers upon request of the OMCCS 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
- Assumes other reasonable and equitable job-related duties assigned by the OMCCS 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 parents (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
- Assumes other reasonable and equitable job-related duties assigned by the OMCCS Head Administrator.

Lead Instructional Aide/Instructional Aide

The lead instructional aide serves as a substitute as necessary and fulfills the duties of an instructional aide when not substituting

Instructional Aide

Job Description and Goals

The instructional aide shall assist the teacher in achieving identified instructional objectives and to 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
- Assumes other reasonable and equitable job-related duties assigned by the OMCCS Head Administrator.

Head Custodian

Job Description and Goals

The director of maintenance 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 OMCCS 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 OMCCS Head Administrator.

Assistant Head Administrator

Job Description and Goals

The assistant head administrator will serve as an instructional and administrative leader of the school, to work with staff, students and community to ensure a high quality educational program, and to formulate and accomplish the school mission. This position will not be available when OMCCS opens. The OMCCS Head Administrator will inform the GC when the position should be filled. Specific responsibilities include the following:

- Assists in interpreting and enforcing local, state and federal policies, regulations and laws
- Assists in designing and implementing emergency plans for the school in all needed areas as assigned by the OMCCS Head Administrator
- Assists in ensuring a safe and secure environment
- Assists the OMCCS Head Administrator in the personnel function
- Assists the OMCCS Head Administrator in securing, maintaining and managing material resources.
- Assists with scheduling and assigning students for instruction
- Assists with extracurricular activities at the level assigned
- Assists with the supervision of classroom instruction
- Assists with the distribution and accounting of textbooks and instructional supplies
- Assists with curriculum development and other related matters
- Coordinates short-cycle assessments, state and federally mandated testing, and other testing as required by the GC or other agencies
- Prepares such reports as assigned
- Assists with inspection of the physical plant and grounds and reports maintenance/custodial needs
- Is on call when necessary to handle emergency situations
- Coordinates and assists staff efforts in maintaining student discipline and deals with special problems as necessary
- Works in cooperation with the staff and guidance department for the social adjustment and welfare of students
- Contacts parents as requested by the OMCCS Head Administrator
- Assists in the coordination and supervision of extracurricular activities
- Shares leadership in the development of school staff development and the improvement of the learning environment
- Assists in supervision of students before school and after school
- Assumes overall responsibility for the school in the absence of the OMCCS Head Administrator
- Assumes other reasonable and equitable job-related duties assigned by the OMCCS Head Administrator.

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Enrollment Procedure

- 1) Initial Information Distribution: February - June, 2009
 - Web site developed
 - United States Postal Service (USPS) acquired
 - Informational Booth at the Las Cruces Farmers' Market for four consecutive months – Parent contact list for updates
 - Newspaper event notices
 - Brochure drafted and printed
- 2) Continuation of Information Distribution. August - December, 2009
 - Monthly Information Booth at the Las Cruces Farmers' Market to increase the number of parents on our contact list for updates.
- 3) Early enrollment: January – March, 2010
 - Early enrollment will begin January, 2010 and finish at the end of March, 2010.
- 4) Recruitment: April – May, 2010
 - Recruitment may include outreach at local businesses, pre-schools, the library, book stores and the Las Cruces Farmers' Market.
- 5) Final Enrollment: April – May, 2010
 - Enrollment will close at the end of May. If necessary, a lottery will be held at the beginning of June.

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

- 6) Late Enrollment: June - July, 2010
 - Recruitment strategies will include
 - Additional community outreach
 - Open House at our new school
 - Newspaper and radio advertisement

Admission Procedures

OMCCS has no admission requirements.

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

During the first year, students will be selected by lottery. OMCCS 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.

Discipline Policy

The major goal of discipline at OMCCS 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, OMCCS 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.

G. FACILITIES

A facility that will support our educational plan will be located in Las Cruces, NM and accommodate space for 10 classrooms, administrative offices, a library, a cafeteria, and other areas as required. It would also have ample outdoor space for a playground.

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	2	2080 SF
Grade 1 – 5	680 SF (32 SF + 2 SF storage) x 20 students	8	5440 SF
Library	1000 SF plus workspace/storage	1	1000 SF
Kitchen	1000 SF	1	1000 SF
Cafeteria	1500 SF 15 SF x 100 students Can be used as part of the indoor PE area	1	1500 SF
Administration	450 SF 150 SF + 1.5 SF x 200 students	1	450 SF
Nurse	200 SF 1 SF x 200 students	1	200 SF
PE	2400 SF indoor 200 SF storage 150 SF office space	1	2750 SF
Janitorial	100 SF .5 SF x 200 students	1	100 SF
TOTALS:	14,520 SF w/ cafeteria separate 13,020 SF w/ cafeteria part of PE area		

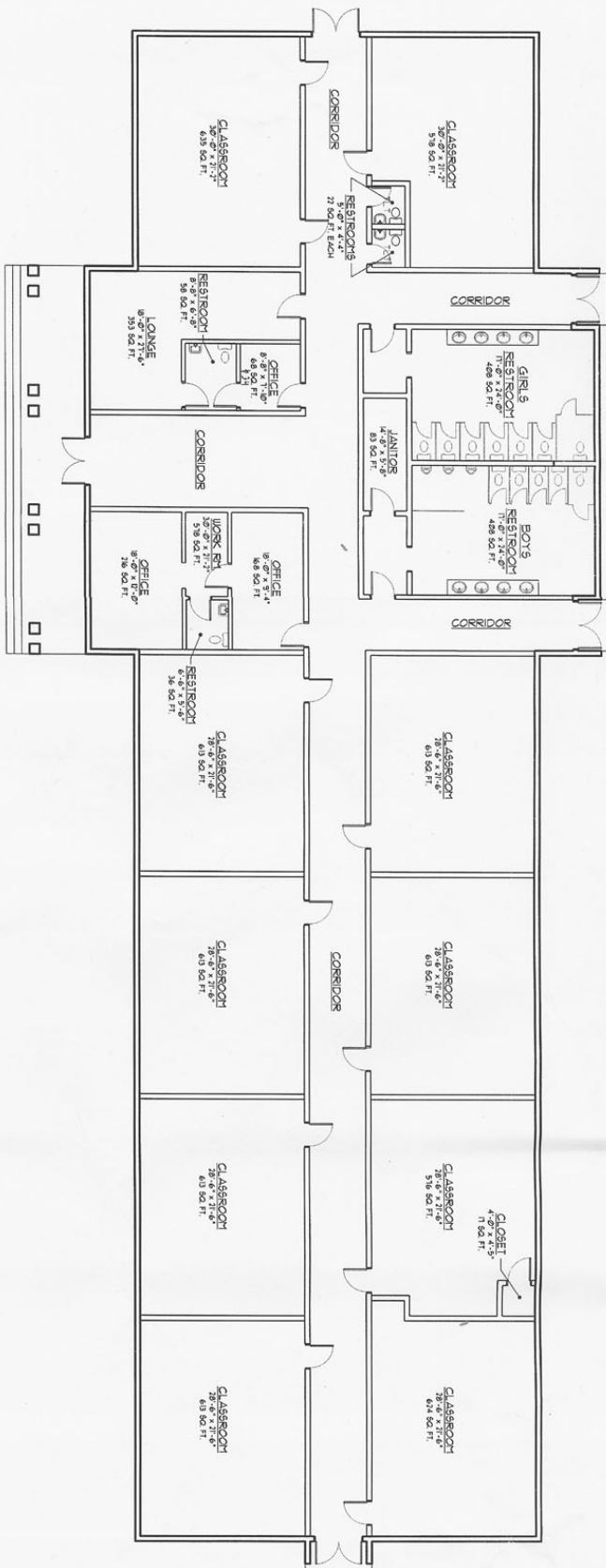
The next table shows space requirements by the fifth year.

Grade	Minimum Requirement 20 students/class	Number of Rooms	Total Space Needed
Pre-K	1040 SF (50 SF + 2SF storage) x 20 students	1	1040 SF
Kindergarten	1040 SF (50 SF + 2 SF storage) x 20 students	2	2080 SF
Grade 1 – 5	680 SF (32 SF + 2 SF storage) x 20 students	8	5440 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	2400 SF 15 SF x 160 students Can be used as part of the indoor PE area	1	2400 SF
Administration	630 SF 150 SF + 1.5 SF x 320 students	1	630 SF
Nurse	320 SF 1 SF x 320 students	1	320 SF
PE	2400 SF indoor 200 SF storage 150 SF office space	1	2750 SF
Janitorial	160 SF .5 SF x 320 students	1	160 SF
TOTALS:	20,360 SF with cafeteria separate from PE area 17,960 SF with cafeteria part of PE area		

Former Private School

A proposed temporary school location is being worked on by the OMCCS GC. The building is a former private school with 10 classrooms with a complete size of 11,184 square feet for the main school building including 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.

OMCCS would rent the proposed location for two years. The planning year and first year for OMCCS would be used to look for property to purchase/construct or our building. OMCCS will utilize a commercial real estate agent to assist in our search for the appropriate facility/land. The new facility would need to accommodate our plan to increase the school population and grades served through our five year plan.



SCHOOL FLOOR PLAN

640235 FLOOR AREA 1184 SQ. FT.



Bingo Hall on Idaho

The bingo hall on Idaho was a rather good possibility as a site for our school. It is a newer strip mall that is now being used as a bingo hall and as a church. We worked with realtor Grady Oxford on this site. He said we could lease to own this building for two years and then decide to purchase or to relocate. Because of an existing condition of ownership, the building cannot be sold for two years. We do not have a floor plan of the building but will give a description.

The building has approx. 12,000 sq. ft. and is divided into four large rooms which have been divided in different ways by the leasers over the past several years. The building has changed occupants frequently since construction, sometimes remaining vacant for several months. At present, only one unit is vacant. Two are rented as a bingo hall and one is rented as a church. The four rooms which would have to be divided are very large and quite deep. There are restrooms in each large room but not nearly enough for our needs so more would have to be added. There are no kitchen facilities. The lot with the building and the adjoining lot are one parcel and would provide plenty of parking and playground area. There are no trees or other plant life but we would work on that with the children.

This building would accommodate about 150 - 175 students by the time walls were built and restrooms and offices were added. There would be room for some expansion. This building does not meet all of our needs but remains a possibility at this time.

The traffic patterns here are quite congested during rush hour traffic times. The main street is Idaho and is near the intersection of Idaho and El Paseo. On the east end of the lot there is another side street where a drop-off and pick-up lane could be constructed.

Old Hospital / City Offices

We went to see the old hospital which is now being used as city offices. A new city office building is under construction with January, 2010, as the planned completion date. The layout of the building is as a hospital with many small rooms which make good offices but would not be adequate for classrooms without extensive renovations. The heating and cooling systems are very old and inadequate. The building is two stories and has a barely operable antique elevator that the gentleman said could not be repaired because parts are no longer available for it.

It has ample parking with another adjoining parking area that could be made into an adequate playground. There is even a pull through lane large enough for a school bus.

There is a complete basement that houses the boilers for the original heating system and other old systems. They now have baseboard electric heaters. Finally, when asked about asbestos we learned there is much of it in the building.

Since looking into this location we have learned that when vacated, the building will be demolished.

First Evangelical Free Church, 1435 S. Pecos St., Las Cruces, NM

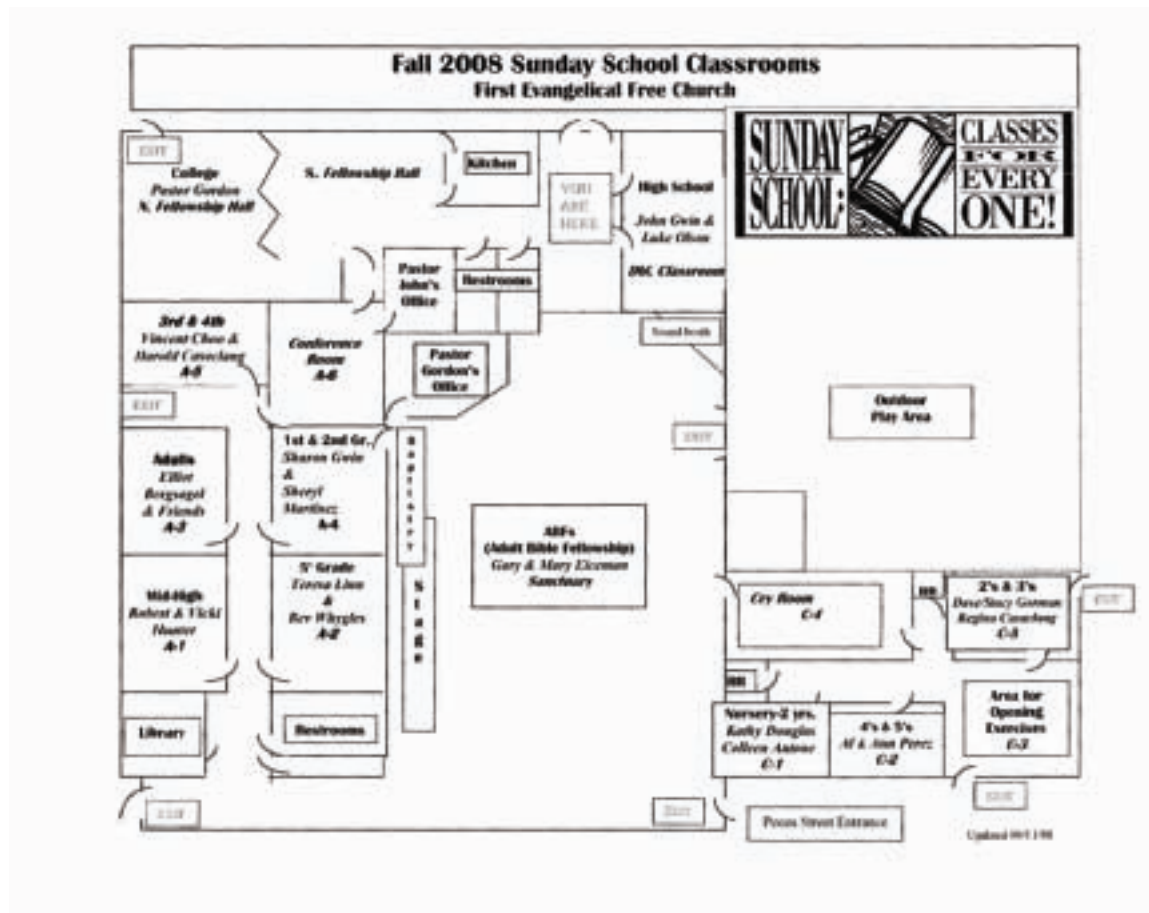
We visited this church on Pecos Street and found that it had possibilities but even more drawbacks. There were 14 classrooms of sorts but most were rather small and would need to be opened to join other smaller rooms to make adequate classrooms. The kitchen would have to be remodeled as would the existing restrooms and more restrooms would have to be added. The overall renovations would be

extensive. The building could not be rented as they need the proceeds from the sale of the building to build their new church so the cost of the renovations would be the responsibility of the purchaser and in addition to the sale price.

There is plenty of outdoor play area and parking space but there would be no room for expansion. The current area would only accommodate about 100 to 120 students.

The traffic pattern would be tolerable with a long pull-through area. It is one block from a main street and school bus access would be difficult as the pull-through area is narrow.

It was decided that this was not a wise choice as a site for our school. The following is a floor plan of this location.



Other Buildings Considered

There are three other buildings we inquired about as possibilities for our school site. We inquired about the Toys R Us building, the Pat Goff building and the Sportsmans Warehouse building. All were prohibitive because of one condition or another.

Toys R Us has ample parking but no play area and would need very extensive renovations. The cost per square foot is expensive. The building has no windows except in the front.

The Pat Goff building does not have enough usable space, would need extensive renovations and has plenty of parking but no play area. It is also cost prohibitive.

Sportsmans Warehouse is very large with ample parking and play area but with no windows except in the front. It would need expensive renovations. The realtor said he thought the plan was for the original store to reopen in a year.

All three of these buildings are in prime retail areas which are not ideal for a school. All three are in the rental cost of \$12 to \$20 per square foot because of their prime retail areas.

H. OTHER STUDENT SERVICES

Transportation

We do not intend to provide transportation as our students will come from all over Las Cruces and the surrounding areas. If transportation is necessary for Special Education Students, we will coordinate services with the LCPS and First Student Bus Company.

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:

With 60% of the students in the LCPS receiving free or reduced price meals, we must answer questions that would be pertinent to food service including:

- Will we have a kitchen in which meals for this many children can be prepared under food handling guidelines?
- Are we in a location where another food service facility would be able to deliver student meals while maintaining proper sanitary conditions?
- Are there special diets for any of the children that must be accommodated?
- How will the school pay the food until reimbursement becomes available?

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.

Counseling

Additional counseling services will be contracted as necessary. We will be able to share a counselor with one or more other schools. There are several agencies, such as Families and Youth Incorporated (FYI), in Las Cruces to whom we can refer students with more specific needs and these agencies provide the services free of charge.

Health Services

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

VIII. REQUIREMENTS

A. LEGAL LIABILITY AND INSURANCE COVERAGE

OMCCS 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

The only waiver we foresee requesting is the one for size of facility. We are not certain that a site with the required space will be available at all or for the money we will have for rent. Though it is likely we will occupy a smaller building than a public school serving the same number of students would, all emergency exits and alarm requirements will be strictly adhered to.

IX. APPENDICES

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Appendix A

OMCCS Proposed Personnel Policies

OMCCS will not unlawfully discriminate against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, disability, marital status or place of residence.

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. 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.

The work year for employees will consist of 187 days, 181 of which are to be used for instruction, two for classroom and school preparation and six for staff development distributed throughout the calendar year to create a balanced calendar. See Appendix J for a proposed 2010/2011 Balanced Year Calendar. Workdays shall consist of an eight hour day. Every effort will be made to schedule parent conferences and staff meetings 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. As teaching at OMCCS requires more hours than those required by the local school district, job shares will be accommodated whenever possible.

Hiring

The OMCCS 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 OMCCS 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 one is not already available.

The OMCCS Head Administrator will be hired by January 10, 2010 and will be contracted on April 1 to begin staffing and preparing for the opening of OMCCS on July 21st, 2010. The position of OMCCS 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 positions will be advertised by April 1, 2010 in the local newspaper and posted on the OMCCS website. The OMCCS 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 oncoming staff and in the hiring discussion.

While employees will interview for specific positions, the OMCCS 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.

Employees will be placed in positions for which they have the proper certification. In an extreme situation, the school may request a waiver of the state for no more than three years while the employee makes continuous progress towards the lacking 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.

Evaluation of OMCCS Head Administrator

The OMCCS Head Administrator will be evaluated annually by the GC using the High, Objective, Uniform State Standard of Evaluation (HOUSSE) evaluation 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

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 with the OMCCS 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 OMCCS Head Administrator will pre conference, observe and post conference with all teachers and EAs 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 OMCCS Head Administrator and the employee. The OMCCS Head Administrator will maintain documentation of all conferences and assistance given to any employee on a growth plan.

If the unacceptable behavior continues, the OMCCS 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 OMCCS 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 OMCCS Head Administrator will

additionally complete a summative evaluation for all Level II and Level III employees every three years.

Decisions regarding rehire will be finalized at the regular April meeting of the GC. If the OMCCS Head Administrator believes that the employee should not be re-hired and the employee disagrees, the OMCCS 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 GC of the OMCCS will listen to the administration 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 OMCCS Head Administrator will review the 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.

Decisions regarding rehire will be finalized at the regular May meeting of the GC.

Safety and Support

Staff members are free to join any 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 OMCCS Head Administrator and an employee.

The Governing Board and OMCCS Head Administrator will support employees in their efforts to maintain discipline. The OMCCS Head Administrator is required to respond promptly to employee requests for assistance with discipline problems.

All staff members are required to adhere to the following safety precautions:

- Avoid using overloaded outlets
- Use and store flammable items according to label instructions
- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Use the provided stepladder to reach anything beyond one's arm
- Do not stand on tables or chairs
- Wear appropriate protective equipment as necessary
- Avoid activities that can cause further injury to an existing physical limitation

Leaves

All employees must notify the OMCCS 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 OMCCS Head Administrator will receive additional sick leave days in proportion to any additional days in his/her contract. For sick leave that follows an obvious pattern or exceeds three days, the OMCCS Head Administrator may ask for doctor's verification.

The OMCCS GC 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 OMCCS 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 OMCCS Head Administrator will review each bereavement request with the employee and determine the reasonable length of leave not exceeding five days. If longer bereavement leave is requested, the GC must approve. If the employee disagrees with the OMCCS 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. 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 OMCCS agrees to 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.

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 OMCCS Head Administrator to be present. All material in an employee's file must be signed and dated.

Insurance

The OMCCS GC 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 OMCCS 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 wither of these is directed to tell the offending party to stop. If the person does not stop, he/she goes to the OMCCS Head Administrator. If the situation involved the OMCCS Head Administrator, the employee may take the problem to the president of the governing board. 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 OMCCS unless they have been granted a waiver by the GC. No employee of the district will receive any commission or profit from the solicitation or sale of investment securities or insurance to any other employee.

Tutoring by Employees

OMCCS 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 OMCCS to tutor, they must personally make the arrangements. OMCCS 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.

Salary Schedules

Teachers

Level 1

Step	Range 1 BA	Range 2 BA+15	Range 3 MA or BA +45	Range 4 MA + 15	RANGE 5 EDS or MA + 45
0	34,500	35,338	36,368	37,429	38,886
1	35,003	35,853	36,899	37,975	39,454
2	35,513	36,376	37,437	38,530	40,031
3	36,031	36,907	37,984	39,093	40,616
4	36,556	37,446	38,539	39,664	41,210
5	37,089	37,993	39,102	40,244	41,813
6	37,630	38,548	39,674	40,833	42,425
7	38,179	39,111	40,254	41,430	43,046
8	38,737	39,683	40,843	42,036	43,677

Teachers
Level 2

Step	Range 1 BA	Range 2 BA+15	Range 3 MA or BA +45	Range 4 MA + 15	RANGE 5 EDS or MA + 45
0	41,170	41,220	41,330	41,430	41,525
1	41,670	41,720	41,830	41,930	42,025
2	42,201	42,202	42,203	42,204	42,205
3	43,035	43,036	43,037	43,039	43,040
4	43,066	43,067	43,069	43,070	43,071
5	44,984	44,985	45,196	45,197	45,198
6	45,015	45,016	45,227	45,228	45,229
7	45,046	45,047	44,258	45,259	45,260
8	45,077	45,078	45,289	45,290	45,291
9	45,108	45,109	45,320	45,321	45,323
10	45,139	45,140	45,351	45,353	45,354
11	45,170	45,171	45,383	45,384	45,385
12	45,201	45,202	45,414	45,415	45,416
13	45,232	45,233	45,445	45,446	45,447
14	45,263	45,265	45,476	45,477	45,478
15	45,295	45,296	45,507	45,508	45,509
16	45,326	45,327	45,538	45,539	45,752
17	45,357	45,358	45,569	45,570	47,180
18	45,388	45,389	45,600	46,406	48,200
19	45,419	45,420	46,073	47,853	49,242
20	45,450	45,533	47,510	48,887	50,305
21	46,331	46,516	48,535	49,942	51,391
22		47,965	49,582	51,019	52,501
23		48,998	50,650	52,120	53,632
24		50,054	51,743	53,243	54,788
25		51,132	52,857	54,390	55,969
26		52,233	53,995	55,561	57,175
27		53,356	55,283	56,887	58,539
28		56,431	58,775	60,508	62,294

Teachers
Level 3

Step	Range 1 BA	Range 2 BA+15	Range 3 MA or BA +45	Range 4 MA + 15	RANGE 5 EDS or MA + 45
0	51,273	51,274	51,275	51,276	51,277
1	51,274	51,275	51,276	51,277	51,278
2	51,275	51,276	51,277	51,278	51,279
3	51,276	51,277	51,278	51,279	51,280
4	51,277	51,278	51,279	51,280	51,281
5	51,278	51,279	51,280	51,281	51,282
6	52,273	52,274	52,275	52,276	52,277
7	52,289	52,290	52,291	52,292	52,293
8	52,305	52,306	52,307	52,308	52,309
9	52,321	52,322	52,323	52,324	52,325
10	52,337	52,338	52,339	52,340	52,341
11	52,353	52,354	52,355	52,356	52,357
12	52,368	52,370	52,371	52,372	52,373
13	52,383	52,386	52,387	52,388	52,389
14	52,398	52,401	52,403	52,404	52,405
15	52,413	52,418	52,419	52,420	52,421
16	52,428	52,434	52,435	52,436	52,437
17	52,443	52,450	52,541	52,452	52,453
18	52,458	52,466	52,467	52,468	52,469
19	52,473	52,482	52,483	52,484	52,485
20	52,488	52,498	52,499	52,500	52,501
21	52,503	52,514	52,515	52,516	52,517
22		52,530	52,531	52,532	52,938
23		52,546	52,547	52,548	54,071
24		52,562	52,563	53,661	55,230
25		52,578	53,253	54,810	56,412
26		52,849	54,393	55,983	57,621
27			55,685	57,314	58,991
28			59,909	61,676	63,496

Educational Assistant Salary Schedule

Step	Range 1 0-39	Range 2 40-59	Range 3 60+	Range 4 AA/90+	Range 5 BA
0	10.64	10.64	10.73	10.84	11.03
1	10.80	10.80	11.00	11.17	11.17
2	11.12	11.12	11.32	11.39	11.39
3	11.22	11.22	11.65	11.75	12.71
4	12.17	12.41	12.79	13.28	14.36
5	12.48	12.73	13.12	13.62	14.73
6	12.80	13.06	13.45	13.97	15.10
7	13.13	13.39	13.80	14.33	15.49
8	13.47	13.74	14.15	14.69	15.89
9	13.82	14.09	14.52	15.07	16.30
10	14.17	14.45	14.89	15.46	16.71
11	14.53	14.82	15.27	15.85	17.14
12	14.91	15.20	15.66	16.26	17.58
13	15.29	15.59	16.06	16.68	18.03
14	15.68	15.99	16.48	17.10	18.49
15	16.08	16.40	16.90	17.54	18.97
16	16.49	16.82	17.33	17.99	19.45
17	16.92	17.25	17.78	18.45	19.95
18	17.35	17.69	18.23	18.93	20.47
19	17.80	18.15	18.70	19.41	20.99
20	18.25	18.61	19.18	19.91	21.53
21	18.72	19.09	19.67	20.42	22.08

Nurse Salary Schedule

Step	Range 1 BA	Range 2 BA+15	Range 3 Ma/BA+45	Range 4 MA + 15	Range 5 EDS/MA + 45
0	36,200	37,080	37,982	38,907	40,044
1	36,570	37,459	38,370	39,305	40,454
2	36,943	37,842	39,284	39,707	40,868
3	37,320	38,229	39,686	40,113	41,287
4	37,701	38,620	40,092	41,086	41,710
5	38,086	39,015	40,502	41,507	42,454
6	38,475	39,414	40,917	41,932	42,889
7	38,868	39,817	41,336	42,362	43,329
8	39,266	40,225	41,760	42,796	43,773
9	39,668	40,637	42,188	43,235	44,222
10	40,074	41,053	42,620	43,678	44,676
11	40,484	41,474	43,057	44,126	45,135
12	40,899	41,899	43,499	44,579	45,598
13	41,318	42,328	43,945	45,037	46,066
14	41,741	42,762	44,396	45,499	46,539
15	42,169	43,201	44,852	45,966	47,017
16	42,601	43,644	45,312	46,438	47,500
17	43,038	44,092	45,777	46,915	47,988
18	43,479	44,544	46,247	47,397	48,481
19	43,925	45,001	46,772	47,884	48,980
20	45,681	47,022	48,403	49,824	51,290
21	47,144	48,020	49,430	50,882	52,379
22		49,039	50,479	51,964	53,493
23		50,080	51,553	53,069	54,632
24		51,144	52,648	54,198	55,794
25		52,232	53,768	55,351	56,981
26		53,343	55,041	56,662	58,332
27		54,477	56,343	58,003	59,713
28		57,426	59,532	61,288	63,097

Clerical Salary Schedule

Step	Range 1*	Range 2	Range 3	Range 4
0	8.33	9.13	9.93	10.78
1	8.50	9.31	10.13	10.94
2	8.67	9.50	10.33	11.16
3	8.84	9.69	10.54	11.38
4	9.02	9.88	10.75	11.61
5	9.29	10.18	11.07	11.96
6	9.48	10.38	11.29	12.20
7	9.67	10.59	11.52	12.44
8	9.86	10.80	11.75	12.69
9	10.06	11.02	11.99	12.94
10	10.41	11.41	12.41	13.39
11	10.62	11.64	12.66	13.66
12	10.83	11.87	12.91	13.93
13	11.05	12.11	13.17	14.21
14	11.27	12.35	13.43	14.49
15	11.72	12.84	13.97	15.07
16	11.95	13.10	14.25	15.37
17	12.19	13.36	14.54	15.68
18	12.43	13.63	14.83	15.99
19	12.68	13.90	15.13	16.31
20	13.25	14.53	15.81	17.04
21	13.52	14.82	16.13	17.38
22	13.79	15.12	16.45	17.73
23	14.07	15.42	16.78	18.08
24	14.35	15.73	17.12	18.44
25	14.92	16.36	17.80	19.18

* Range levels are determined by additional course work or added responsibility.

Custodial Salary Schedule

Step	Lead Custodian Per hour
0	8.55
1	8.72
2	8.89
3	9.07
4	9.25
5	9.48
6	9.67
7	9.86
8	10.06
9	10.26
10	10.62
11	10.83
12	11.05
13	11.27
14	11.50
15	11.96
16	12.20
17	12.44
18	12.69
19	12.94
20	13.46
21	13.73
22	14.00
23	14.28
24	14.57
25	15.08

Charter School OMCCS Head Administrator Salary Schedule

Year's administrative experience	200-299 students	300-399 students	400-499 students	500-599 students
0-1	75,000	76,000	77,000	78,000
2-3	76,000	77,000	78,000	79,000
4-5	77,000	78,000	79,000	80,000
6-7	78,000	79,000	80,000	81,000
8-9	79,000	80,000	81,000	82,000
10-11	80,000	81,000	82,000	83,000
12-13	81,000	82,000	83,000	84,000
14-15	82,000	83,000	84,000	85,000
16-17	83,000	84,000	85,000	86,000
18-19	84,000	85,000	86,000	87,000
20-21	85,000	86,000	87,000	88,000
22-23	86,000	87,000	88,000	89,000
24-25	87,000	88,000	89,000	90,000

Appendix B

OMCCS Proposed Student Discipline Policy

The major goal of discipline at OMCCS 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, OMCCS 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 like for you go 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 conversations 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.

Appendix C

Charter School Name		OMCCS			Charter School Number	
			C & C-GIFTED	D & D-GIFTED		GRADE TOTAL
	3Y DD	4Y DD			*BASIC	
Kindergarten Program						
ECE/KN						0.00
NEW FDK -						0.00
FDK	40.00				40.00	80.00
Basic Program						
Grade 1	40.00		2.00	1.00	40.00	43.00
Grade 2	40.00		2.00	1.00	40.00	43.00
Grade 3	40.00		2.00	2.00	40.00	44.00
Grade 4	20.00		1.00	2.00	20.00	23.00
Grade 5	20.00		1.00	1.00	20.00	22.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	200.00	0.00	8.00	7.00	200.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES					ECE FTE	80.00
					TOTAL GRADES 1-12	175.00
					SUBTOTAL MEM	255.00
Is this a Charter School?						
Is this for the 40th Day?					TOTAL MEM	255.00
		ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten						
ECE, FDK-New, and FDK		40.00	1.44	57.600	Kindergarten Units	57.600
Basic Program (Grade Total)						
Grade 01		40.00	1.20	48.000		
Grade 02		40.00	1.18	47.200		
Grade 03		40.00	1.18	47.200		
Grade 04		20.00	1.045	20.900		
Grade 05		20.00	1.045	20.900		
Grade 06		0.00	1.045	0.000		
Grade 07 *		0.00	1.25	0.000		
Grade 08 *		0.00	1.25	0.000		
Grade 09 *		0.00	1.25	0.000		
Grade 10 *		0.00	1.25	0.000		
Grade 11 *		0.00	1.25	0.000		
Grade 12 *		0.00	1.25	0.000		
*Includes Vocational Weighting						
					Basic Program Units	184.200

Special Education		MEM	Factor			
	C & C-Gifted	11.00	1.00	11.000		
	D & D-Gifted	10.00	2.00	20.000		
	3 Yr. DD	0.00	2.00	0.000		
	4 Yr. DD	0.00	2.00	0.000		
	A/B MEM (Reg/Gifted)	40.00	0.70	28.000	Special Ed. Un	59.000
	Adjusted Ancillary FTE		25.00	Ancillary FTE Units	0.000	
				Total Special Education Units		59.000
Elementary Fine Arts Program						
	MEM		Factor			
			0.0500	Fine Arts Program Units		0.000
Bilingual Program						
HOURS	MEM	FTE	Factor			
1		0.00				
2		0.00				
3		0.00				
Total Bilingual	0.00	0.00	0.500		Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)						
Elementary P.E. Program						
	MEM		Factor			
	0.00		0.060	Elementary P.E. Units		0.000
				TOTAL MEMBERSHIP PROGRAM UNITS		300.800
				T & E Index (Oct 2006)		1.079
National Board Certified Teachers					ADJUSTED PROGRAM UNITS	324.563
	FTE:		Factor			
	0.00		1.500	National Board Certified Teachers Units:		0.000
Size Adjustment Units					District Size Adjustment Units	35.812
		UNITS			Charter Schools not eligible for District Size	(35.812)
	Elementary/Mid/Jr. High	0.000			School Size Adjustment Units	0.000
	Senior High	0.000				
	District Size	35.812			Rural Isolation Units	0.000
					New District Adjustment Units	0.000
At-Risk Units	At-risk index	MEM				
2007-2008:		255.00			At Risk Units	0.000
Charter Schools Student Activities					Growth Units	0.000
(Districts Only)	MEM		Factor			
			0.100	Charter Schools Student Activities Units		0.000
				(Charters not eligible for CS Student Activities)		0.000
Home School Student Activities						
(Districts Only)	MEM		Factor			
			0.100	Home School Student Activities Units		0.000
				(Charters not eligible for Home School Student Activities)		0.000
				TOTAL PROGRAM UNITS		324.563

		Save Harmless Units	0.000
GROWTH & SAVE HARMLESS CALCULATION DATA			
2006-07 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)		GRAND TOTAL UNITS	324.563
2007-08 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)		x Unit Value	\$ 3,674.26
2007-2008 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)		PROGRAM COST	\$ 1,192,528.85
2007-08 Projected MEM (Growth):		Non-categorical Revenue Credits:	
		Tax Levy (41110, 41113, 41114)	
		Federal Impact Aid (44103)	
		Federal Forest Reserve (44204)	
		Total Non-Cat Rev Credits	\$0.00
Save-Harmless Data		Less: 75% of Non-Categorical Revenue Credits	
2007-2008 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)			\$ -
Growth Data		Other Credits/Adjustments:	
2007-08 Operating Budget Calculation #DIV/0!		Cash Balance Credit	\$ -
Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE		Energy Efficiency	
40th Day Calculation #DIV/0!		Other Misc Credits	
Takes Prior Year 40th-Day and compares to Current Year 40th-Day		Total Other Credits	\$ -
		Less: Other Credits/Adjustments	
			\$ -
			(\$23,850.58)*
		STATE EQUALIZATION GUARANTEE \$1,168,678.27	
SIZE ADJUSTMENT UNITS:		PED 910B-6	
1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH			
List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.			
$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$			
SCHOOL NAME	CODE	GRADES	MEM
			UNITS
			0.000
			0.000
			0.000
			0.000
			0.000
			0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS			0.000

Appendix D

Revenues

School Name:		OMCCS			Date:	6/2/2009		
FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 11000-Operational Revenue								
		Revenue From Local Sources						
11000	0000	41701	Fees Activities					
11000	0000	41702	Fees Educational					
11000	0000	41705	Fees Users					
11000	0000	41706	Fees Summer School					
11000	0000	41920	Contributions and Donations From Private Sources					
		Revenue From State Sources						
11000	0000	43101	State Equalization Guarantee	\$1,133,711.15	1,265,420.29	1,487,094.27	1,606,333.56	1,841,601.87
11000		TOTAL: OPERATIONAL		\$1,133,711.15	\$1,265,420.29	\$1,487,094.27	\$1,606,333.56	\$1,841,601.87
FUND 13000-Transportation Revenue								
		Revenue From State Sources						
13000	0000	43206	Transportation Distribution					
FUND 14000-Instructional Materials Revenue								
		Revenue From State Sources						
14000	0000	43207	Instructional Materials Credit (50%)	\$7,558.00	8,313.80	9,825.40	11,337.00	12,848.60
FUND 21000-Food Services Revenue								
		Revenue From State Sources						
21000	0000	41603	Fees Adults/Food Services					
21000	0000	41604	Fees Students/Food Services					
21000	0000	41605	Fees Other/Food Services					
		Revenue From Federal Sources						
21000	0000	44500	Restricted Grants Federal Flowthrough					
21000		TOTAL: Food Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

FUND 23000-Non-Instructional Support Revenue								
		Revenue From Local Sources						
23000	0000	41701	Fees Activities					
23000	0000	41705	Fees Users					
23000	0000	41920	Contributions and Donations From Private Sources					
23000		TOTAL: Non-Instructional Support		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUND 31xxx-Capital Outlay								
31200	0000	43209	PSCOC Awards	\$140,000.00	154,000.00	182,000.00	210,000.00	238,000.00
31400	0000	43210	Special Capital Outlay State					
31xxx		TOTAL: Capital Outlay		\$140,000.00	\$154,000.00	\$182,000.00	\$210,000.00	\$238,000.00
FUND 24xxx, 25xxx, 26xxx, 27xxx, 28xxx, 29xxx-Other Federal, State, Local and Private Grants								
(PLEASE COMPLETE THE "OTHER GRANT REVENUE" WORKSHEET FOR ANY REVENUE LISTED BELOW)								
		Revenue From Federal Sources						
24xxx	0000	44500	Restricted Grants Federal Flowthrough					
25xxx	0000	44301	Other Restricted Grants-Federal Direct					
		Revenue From Local Sources						
26xxx	0000	41921	Instruction-Categorical					
26xxx	0000	41922	Instructional Support-Categorical					
26xxx	0000	41923	Administration-Categorical					
		Revenue From State Sources						
27xxx	0000	43202	State Flowthrough Grants					
28xxx	0000	43203	State Direct Grants					
		Revenue From Local Sources						
29xxx	0000	41921	Instruction-Categorical					
29xxx	0000	41922	Instructional Support-Categorical					
29xxx	0000	41923	Administration-Categorical					
2xxxx		TOTAL: Other Grant Revenue		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Expenditures

School Name:				Date: 6/2/2009										
FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-1000 - Instruction													
		Personnel Services - Compensation												
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$192,532.68		\$240,686.00		\$336,932.00		\$433,198.00		\$529,462.12	
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$48,113.00		\$96,266.00		\$96,266.00		\$96,266.00		\$144,359.00	
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.	\$288,798.00		\$288,798.00		\$288,798.00		\$288,798.00		\$288,798.00	
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave										
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613	Salaries Expense: Separation Pay										
11000	1000	51100	1618	Salaries Expense: Athletics										
11000	1000	51100	1621	Salaries Expense: Summer School/After School										
11000	1000	51100	1624	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12	\$102,873.75		\$102,873.75		\$144,023.25		\$144,023.25		\$164,598.00	
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
				Total: Personnel Services Compensation	\$632,317.43	0.00	\$728,623.75	0.00	\$866,019.25	0.00	\$962,285.25	0.00	\$1,127,217.12	0.00

				Personnel Services - Employee Benefits							
11000	1000	52111	0000	Educational Retirement	\$73,664.98		\$90,349.35		\$113,881.53		\$156,683.18
11000	1000	52112	0000	ERA - Retiree Health	\$8,220.13		\$9,472.11		\$11,258.25		\$14,653.82
11000	1000	52210	0000	FICA Payments	\$39,203.68		\$45,174.67		\$53,693.19		\$69,887.46
11000	1000	52220	0000	Medicare Payments	\$9,168.60		\$10,565.04		\$12,557.28		\$16,344.65
11000	1000	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00
11000	1000	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00
11000	1000	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00
11000	1000	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00
11000	1000	52315	0000	Disability							
11000	1000	52316	0000	Other Insurance							
11000	1000	52500	0000	Unemployment Compensation							
11000	1000	52710	0000	Workers Compensation Premium							
11000	1000	52720	0000	Workers Compensation Employer's Fee							
11000	1000	52730	0000	Workers Compensation (Self Insured)							
11000	1000	52911	0000	Cafeteria Plan Fees							
11000	1000	52912	0000	Employee Assistance Programs							
11000	1000	52913	0000	Workers Compensation Employee Fees							
11000	1000	52914	0000	Deferred Sick Leave Reserve							
				Total: Personnel Services Employee Benefits	\$130,257.39		\$155,561.17		\$191,390.25		\$257,569.11
				Purchased Professional and Technical Services							
11000	1000	53414	0000	Other Professional Services	\$10,000.00		\$3,000.00		\$2,000.00		\$2,000.00
11000	1000	53711	0000	Other Charges							
				Total: Purchased Professional and Tech Services	\$10,000.00		\$3,000.00		\$2,000.00		\$2,000.00
				Other Purchased Services							
11000	1000	55813	0000	Employee Travel - Non-Teachers							
11000	1000	55814	0000	Employee Training - Non-Teachers							
11000	1000	55817	0000	Student Travel							\$10,000.00
11000	1000	55818	0000	Other Travel - Non-Employees							
11000	1000	55819	0000	Employee Travel - Teachers			\$1,500.00		\$1,500.00		\$1,500.00
11000	1000	55820	0000	Employee Training - Teachers			\$3,000.00		\$3,000.00		\$3,000.00
11000	1000	55914	0000	Contracts - Interagency							
11000	1000	55915	0000	Other Contract Services					\$20,000.00		\$20,000.00
				Total: Other Purchased Services	\$0.00		\$4,500.00		\$24,500.00		\$34,500.00

		Supplies											
11000	1000	56112	0000	Other Textbooks	\$13,000.00		\$10,000.00		\$9,581.57		\$10,000.00		\$10,000.00
11000	1000	56113	0000	Software	\$4,000.00		\$7,000.00		\$7,000.00		\$7,000.00		\$17,013.00
11000	1000	56118	0000	General Supplies and Materials	\$14,948.27		\$15,194.91		\$13,000.00		\$15,690.46		\$15,000.00
				Total: Supplies	\$31,948.27		\$32,194.91		\$29,581.57		\$32,690.46		\$42,013.00
		Property											
11000	1000	57331	0000	Fixed Assets (more than \$5,000)	\$10,000.00								
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$25,000.00		\$10,000.00		\$15,000.00		\$8,000.00		\$15,000.00
				Total: Property	\$35,000.00		\$10,000.00		\$15,000.00		\$8,000.00		\$15,000.00
11000	1000			TOTAL: INSTRUCTION	\$839,523.09	0.00	\$933,879.83	0.00	\$1,128,491.07	0.00	\$1,249,357.89	0.00	\$1,478,299.23
	Function-2100 - Support Services - Students												
		Personnel Services - Compensation											
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist			\$48,113.00		\$48,133.00		\$48,133.00		\$48,133.00
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers									
11000	2100	51100	1215	Salaries Expense: Registered Nurse	\$51,984.00		\$51,984.00		\$51,984.00		\$51,984.00		\$51,984.00
11000	2100	51100	1216	Salaries Expense: Health Assistants									
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2100	51100	1218	Salaries Expense: School/Student Support									
11000	2100	51100	1311	Salaries Expense: Diagnostician									
11000	2100	51100	1312	Salaries Expense: Speech Therapist									
11000	2100	51100	1313	Salaries Expense: Occupational Therapist									
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist									
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors									
11000	2100	51100	1316	Salaries Expense: Audiologists									
11000	2100	51100	1317	Salaries Expense: Interpreters									
11000	2100	51100	1318	Salaries Expense: Specialists									
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants									
11000	2100	51100	1511	Salaries Expense: Data Processing									
				Total: Personnel Services - Compensation	\$51,984.00	0.00	\$100,097.00	0.00	\$100,117.00	0.00	\$100,117.00	0.00	\$100,117.00

				Personnel Services - Employee Benefits								
11000	2100	52111	0000	Educational Retirement	\$6,056.14		\$12,412.03		\$13,165.39		\$13,916.26	
11000	2100	52112	0000	ERA - Retiree Health	\$675.79		\$1,301.26		\$1,301.52		\$1,301.52	
11000	2100	52210	0000	FICA Payments	\$3,223.01		\$6,206.01		\$6,207.25		\$6,207.25	
11000	2100	52220	0000	Medicare Payments	\$753.77		\$1,451.41		\$1,451.70		\$1,451.70	
11000	2100	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	52315	0000	Disability								
11000	2100	52316	0000	Other Insurance								
11000	2100	52500	0000	Unemployment Compensation								
11000	2100	52710	0000	Workers Compensation Premium								
11000	2100	52720	0000	Workers Compensation Employer's Fee								
11000	2100	52730	0000	Workers Compensation (Self Insured)								
11000	2100	52911	0000	Cafeteria Plan Fees								
11000	2100	52912	0000	Employee Assistance Programs								
11000	2100	52913	0000	Workers Compensation Employee Fees								
11000	2100	52914	0000	Deferred Sick Leave Reserve								
				Total: Personnel Services - Employee Benefits	\$10,708.70		\$21,370.71		\$22,125.86		\$22,876.73	
				Purchased Professional and Technical Services								
11000	2100	53211	0000	Diagnostics - Contracted	\$13,319.00		\$13,319.00		\$26,638.00		\$26,638.00	
11000	2100	53212	0000	Speech Therapists - Contracted	\$14,447.00		\$14,447.00		\$28,894.00		\$28,894.00	
11000	2100	53213	0000	Occupational Therapists - Contracted								
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted								
11000	2100	53215	0000	Psychologists/Counselors - Contracted								
11000	2100	53215	0000	Psychologists/Counselors - Contracted								
11000	2100	53216	0000	Audiologists - Contracted								
11000	2100	53217	0000	Interpreters - Contracted								
11000	2100	53218	0000	Specialists - Contracted								
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted								
11000	2100	53414	0000	Other Professional Services								
				Total: Purchased Professional and Tech Services	\$27,766.00		\$27,766.00		\$55,532.00		\$55,532.00	

				Purchased Professional and Technical Services									
11000	2100	53414	0000	Other Professional Services	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2100	53711	0000	Other Charges									
				Total: Support Services - Students	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
				Other Purchased Services									
11000	2100	55200	0000	Property/Liability Insurance									
11000	2100	55813	0000	Employee Travel - Non-Teachers			\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2100	55814	0000	Employee Training - Non-Teachers	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2100	55818	0000	Other Travel - Non-Employees									
11000	2100	55914	0000	Contracts - Interagency									
11000	2100	55915	0000	Other Contract Services									
				Total: Other Purchased Services	\$1,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00
				Supplies									
11000	2100	56113	0000	Software									
11000	2100	56118	0000	General Supplies and Materials									
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property									
11000	2100	57331	0000	Fixed Assets (more than \$5,000)									
11000	2100	57332	0000	Supply Assets (\$5,000 or less)									
				Total: Property	\$0.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$92,458.70	0.00	\$153,233.71	0.00	\$181,774.86	0.00	\$182,525.73	0.00	\$182,525.73
				Function-2200 - Support Services - Instruction									
				Personnel Services - Compensation									
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist									
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist									
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants									
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$20,550.00		\$20,550.00		\$20,550.00		\$20,550.00		\$20,550.00
11000	2200	51100	1511	Salaries Expense: Data Processing									
				Total: Support Services - Instruction	\$20,550.00	0.00	\$20,550.00	0.00	\$20,550.00	0.00	\$20,550.00	0.00	\$20,550.00

				Personnel Services - Employee Benefits								
11000	2200	52111	0000	Educational Retirement	\$2,394.08		\$2,548.20		\$2,702.33		\$2,856.45	\$2,849.50
11000	2200	52112	0000	ERA - Retiree Health	\$267.15		\$267.15		\$267.15		\$267.15	\$266.50
11000	2200	52210	0000	FICA Payments	\$1,274.10		\$1,274.10		\$1,274.10		\$1,274.10	\$1,271.00
11000	2200	52220	0000	Medicare Payments	\$297.98		\$297.98		\$297.98		\$297.98	\$297.25
11000	2200	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2200	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2200	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2200	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2200	52315	0000	Disability								
11000	2200	52316	0000	Other Insurance								
11000	2200	52500	0000	Unemployment Compensation								
11000	2200	52710	0000	Workers Compensation Premium								
11000	2200	52720	0000	Workers Compensation Employer's Fee								
11000	2200	52730	0000	Workers Compensation (Self Insured)								
11000	2200	52911	0000	Cafeteria Plan Fees								
11000	2200	52912	0000	Employee Assistance Programs								
11000	2200	52913	0000	Workers Compensation Employee Fees								
11000	2200	52914	0000	Deferred Sick Leave Reserve								
				Total: Personnel Services - Employee Benefits	\$4,233.30		\$4,387.43		\$4,541.55		\$4,695.68	\$4,684.25
				Purchased Professional and Technical Services								
11000	2200	53414	0000	Other Professional Services	\$7,000.00							
11000	2200	53711	0000	Other Charges								
				Total: Purchased Professional and Tech Services	\$7,000.00		\$0.00		\$0.00		\$0.00	\$0.00
				Other Purchased Services								
11000	2200	55813	0000	Employee Travel - Non-Teachers								
11000	2200	55814	0000	Employee Training - Non-Teachers								
11000	2200	55818	0000	Other Travel - Non-Employees								
11000	2200	55914	0000	Contracts - Interagency								
11000	2200	55915	0000	Other Contract Services								
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
				Supplies								
11000	2200	56113	0000	Software								
11000	2200	56114	0000	Library And Audio-Visual								
11000	2200	56118	0000	General Supplies and Materials								
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

		Property											
11000	2200	57331	0000	Fixed Assets (more than \$5,000)									
11000	2200	57332	0000	Supply Assets (\$5,000 or less)	\$5,000.00								
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00
11000	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$31,783.30	0.00	\$24,937.43	0.00	\$25,091.55	0.00	\$25,245.68	0.00	\$25,184.25 0.00
		Function-2300 - General Administration											
		Personnel Services - Compensation											
11000	2300	51100	1113	Salaries Expense: Administrative Associates									
11000	2300	51100	1114	Salaries Expense: Administrative Assistants									
11000	2300	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2300	51100	1511	Salaries Expense: Data Processing									
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00 0.00
		Personnel Services - Employee Benefits											
11000	2300	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300	52315	0000	Disability									
11000	2300	52316	0000	Other Insurance									
11000	2300	52500	0000	Unemployment Compensation									
11000	2300	52710	0000	Workers Compensation Premium									
11000	2300	52720	0000	Workers Compensation Employer's Fee									
11000	2300	52730	0000	Workers Compensation (Self Insured)									
11000	2300	52911	0000	Cafeteria Plan Fees									
11000	2300	52912	0000	Employee Assistance Programs									
11000	2300	52913	0000	Workers Compensation Employee Fees									
11000	2300	52914	0000	Deferred Sick Leave Reserve									
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Professional and Technical Services											
11000	2300	53411	0000	Auditing	\$700.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2300	53412	0000	Bond/Board Elections									
11000	2300	53413	0000	Legal	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2300	53414	0000	Other Professional Services									
11000	2300	53711	0000	Other Charges									
				Total: Purchased Professional and Tech Services	\$1,700.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00

				Other Purchased Services									
11000	2300	55400	0000	Advertising									
11000	2300	55811	0000	Board Travel	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
11000	2300	55812	0000	Board Training									
11000	2300	55813	0000	Employee Travel - Non-Teachers									
11000	2300	55814	0000	Employee Training - Non-Teachers									
11000	2300	55818	0000	Other Travel - Non-Employees									
11000	2300	55914	0000	Contracts - Interagency									
11000	2300	55915	0000	Other Contract Services									
				Total: Other Purchased Services	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00
				Supplies									
11000	2300	56113	0000	Software									
11000	2300	56115	0000	Board Expenses									
11000	2300	56118	0000	General Supplies and Materials									
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property									
11000	2300	57331	0000	Fixed Assets (more than \$5,000)									
11000	2300	57332	0000	Supply Assets (\$5,000 or less)									
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$2,700.00	0.00	\$3,000.00	0.00	\$3,000.00	0.00	\$3,000.00	0.00	\$3,000.00 0.00
				Function-2400 - School Administration									
				Personnel Services - Compensation									
11000	2400	51100	1112	Salaries Expense: Principal	\$84,618.00		\$84,618.00		\$84,618.00		\$84,618.00		\$84,618.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist									
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2400	51100	1511	Salaries Expense: Data Processing									
				Total: Personnel Services - Compensation	\$84,618.00	0.00	\$84,618.00	0.00	\$84,618.00	0.00	\$84,618.00	0.00	\$84,618.00 0.00

				Personnel Services - Employee Benefits								
11000	2400	52111	0000	Educational Retirement	\$9,858.00		\$10,492.63		\$11,127.27		\$11,761.90	
11000	2400	52112	0000	ERA - Retiree Health	\$1,100.03		\$1,100.03		\$1,100.03		\$1,100.03	
11000	2400	52210	0000	FICA Payments	\$5,246.32		\$5,246.32		\$5,246.32		\$5,246.32	
11000	2400	52220	0000	Medicare Payments	\$1,226.96		\$1,226.96		\$1,226.96		\$1,226.96	
11000	2400	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400	52315	0000	Disability								
11000	2400	52316	0000	Other Insurance								
11000	2400	52500	0000	Unemployment Compensation								
11000	2400	52710	0000	Workers Compensation Premium								
11000	2400	52720	0000	Workers Compensation Employer's Fee								
11000	2400	52730	0000	Workers Compensation (Self Insured)								
11000	2400	52911	0000	Cafeteria Plan Fees								
11000	2400	52912	0000	Employee Assistance Programs								
11000	2400	52913	0000	Workers Compensation Employee Fees								
11000	2400	52914	0000	Deferred Sick Leave Reserve								
				Total: Personnel Services - Employee Benefits	\$17,431.31		\$18,065.94		\$18,700.58		\$19,335.21	
				Purchased Professional and Technical Services								
11000	2400	53414	0000	Other Professional Services								
11000	2400	53711	0000	Other Charges								
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services								
11000	2400	55813	0000	Employee Travel - Non-Teachers	\$500.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2400	55814	0000	Employee Training - Non-Teachers	\$500.00		\$2,000.00		\$1,000.00		\$1,000.00	
11000	2400	55914	0000	Contracts - Interagency								
11000	2400	55915	0000	Other Contract Services								
				Total: Other Purchased Services	\$1,000.00		\$3,000.00		\$2,000.00		\$2,000.00	
				Supplies								
11000	2400	56113	0000	Software	\$1,000.00		\$1,000.00				\$1,000.00	
11000	2400	56118	0000	General Supplies and Materials	\$2,000.00		\$2,000.00				\$2,000.00	
				Total: Supplies	\$3,000.00		\$3,000.00		\$0.00		\$3,000.00	

		Property											
11000	2400	57331	0000	Fixed Assets (more than \$5,000)									
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	\$5,000.00		\$2,000.00		\$5,000.00			\$2,000.00	
				Total: Property	\$10,000.00		\$2,000.00		\$5,000.00		\$0.00	\$2,000.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$116,049.31	0.00	\$110,683.94	0.00	\$110,318.58	0.00	\$108,953.21	0.00	\$116,953.21 0.00
		Function-2500 - Central Services											
		Personnel Services - Compensation											
11000	2500	51100	1113	Salaries Expense: Administrative Associates									
11000	2500	51100	1114	Salaries Expense: Administrative Assistants	\$32,591.00		\$32,591.00		\$32,591.00		\$32,591.00		\$32,591.00
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager									
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2500	51100	1220	Salaries Expense: Business Office Support									
11000	2500	51100	1511	Salaries Expense: Data Processing									
				Total: Personnel Services - Compensation	\$32,591.00	0.00	\$32,591.00	0.00	\$32,591.00	0.00	\$32,591.00	0.00	\$32,591.00 0.00
		Personnel Services - Employee Benefits											
11000	2500	52111	0000	Educational Retirement	\$3,796.85		\$4,041.28		\$4,285.72		\$4,530.15		\$4,530.15
11000	2500	52112	0000	ERA - Retiree Health	\$423.68		\$423.68		\$423.68		\$423.68		\$423.68
11000	2500	52210	0000	FICA Payments	\$2,020.64		\$2,020.64		\$2,020.64		\$2,020.64		\$2,020.64
11000	2500	52220	0000	Medicare Payments	\$472.57		\$472.57		\$472.57		\$472.57		\$472.57
11000	2500	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2500	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2500	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2500	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2500	52315	0000	Disability									
11000	2500	52316	0000	Other Insurance									
11000	2500	52500	0000	Unemployment Compensation									
11000	2500	52710	0000	Workers Compensation Premium									
11000	2500	52720	0000	Workers Compensation Employer's Fee									
11000	2500	52730	0000	Workers Compensation (Self Insured)									
11000	2500	52911	0000	Cafeteria Plan Fees									
11000	2500	52912	0000	Employee Assistance Programs									
11000	2500	52913	0000	Workers Compensation Employee Fees									
11000	2500	52914	0000	Deferred Sick Leave Reserve									
				Total: Personnel Services - Employee Benefits	\$6,713.75		\$6,958.18		\$7,202.61		\$7,447.04		\$7,447.04

				Purchased Professional and Technical Services									
11000	2500	53414	0000	Other Professional Services (CFO, Assis FO)	\$7,700.00		\$7,700.00		\$7,700.00		\$7,700.00		\$7,700.00
11000	2500	53711	0000	Other Charges									
				Total: Purchased Professional and Technical Services	\$7,700.00		\$7,700.00		\$7,700.00		\$7,700.00		\$7,700.00
				Other Purchased Services									
11000	2500	55400	0000	Advertising									
11000	2500	55813	0000	Employee Travel - Non-Teachers (CFO)	\$250.00		\$250.00		\$250.00		\$250.00		\$250.00
11000	2500	55814	0000	Employee Training - Non-Teachers (CFO)	\$500.00		\$500.00		\$500.00		\$500.00		\$500.00
11000	2500	55914	0000	Contracts - Interagency									
11000	2500	55915	0000	Other Contract Services									
				Total: Other Purchased Services	\$750.00		\$750.00		\$750.00		\$750.00		\$750.00
				Supplies									
11000	2500	56113	0000	Software									
11000	2500	56118	0000	General Supplies and Materials									
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property									
11000	2500	57331	0000	Fixed Assets (more than \$5,000)									
11000	2500	57332	0000	Supply Assets (\$5,000 or less)									
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2500			TOTAL: CENTRAL SERVICES	\$47,754.75	0.00	\$47,999.18	0.00	\$48,243.61	0.00	\$48,488.04	0.00	\$48,488.04 0.00
				Function-2600 - Operation and Maintenance of Plant									
				Personnel Services - Compensation									
11000	2600	51100	1113	Salaries Expense: Administrative Associates									
11000	2600	51100	1114	Salaries Expense: Administrative Assistants									
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2600	51100	1219	Salaries Expense: Duty Personnel									
11000	2600	51100	1614	Salaries Expense: Maintenance									
11000	2600	51100	1615	Salaries Expense: Custodial				\$23,000.00		\$23,000.00		\$23,000.00	
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards									
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$23,000.00	0.00	\$23,000.00	0.00	\$23,000.00 0.00

				Personnel Services - Employee Benefits								
11000	2600	52111	0000	Educational Retirement	\$0.00		\$0.00		\$3,024.50		\$3,197.00	\$3,197.00
11000	2600	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$299.00		\$299.00	\$299.00
11000	2600	52210	0000	FICA Payments	\$0.00		\$0.00		\$1,426.00		\$1,426.00	\$1,426.00
11000	2600	52220	0000	Medicare Payments	\$0.00		\$0.00		\$333.50		\$333.50	\$333.50
11000	2600	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52315	0000	Disability								
11000	2600	52316	0000	Other Insurance								
11000	2600	52500	0000	Unemployment Compensation								
11000	2600	52710	0000	Workers Compensation Premium								
11000	2600	52720	0000	Workers Compensation Employer's Fee								
11000	2600	52730	0000	Workers Compensation (Self Insured)								
11000	2600	52911	0000	Cafeteria Plan Fees								
11000	2600	52912	0000	Employee Assistance Programs								
11000	2600	52913	0000	Workers Compensation Employee Fees								
11000	2600	52914	0000	Deferred Sick Leave Reserve								
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$5,083.00		\$5,255.50	\$5,255.50
				Purchased Professional and Technical Services								
11000	2600	53711	0000	Other Charges								
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
				Purchased Property Services								
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment								
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds								
11000	2600	54313	0000	Maintenance & Repair - Vehicles								
11000	2600	54411	0000	Electricity	\$10,000.00		\$10,000.00		\$12,000.00		\$12,000.00	\$12,000.00
11000	2600	54412	0000	Natural Gas (Buildings)	\$9,000.00		\$9,000.00		\$12,000.00		\$12,000.00	\$12,000.00
11000	2600	54413	0000	Propane/Butane (Buildings)								
11000	2600	54414	0000	Other Energy (Buildings)								
11000	2600	54415	0000	Water/Sewage	\$5,000.00		\$5,000.00		\$6,000.00		\$6,000.00	\$6,000.00
11000	2600	54416	0000	Communication Services	\$6,000.00		\$6,000.00		\$9,000.00		\$9,000.00	\$9,000.00
11000	2600	54610	0000	Rental - Land and Buildings	\$96,000.00		\$96,000.00					
11000	2600	54620	0000	Rental - Equipment and Vehicles								
11000	2600	54630	0000	Rental - Computers and Related Equipment								
				Total: Purchased Property Services	\$126,000.00		\$126,000.00		\$39,000.00		\$39,000.00	\$39,000.00

				Other Purchased Services									
11000	2600	55200	0000	Property/Liability Insurance	\$25,000.00		\$25,000.00						
11000	2600	55813	0000	Employee Travel - Non-Teachers									
11000	2600	55814	0000	Employee Training - Non-Teachers									
11000	2600	55914	0000	Contracts - Interagency									
11000	2600	55915	0000	Other Contract Services									
				Total: Other Purchased Services	\$25,000.00		\$25,000.00		\$0.00		\$0.00		\$0.00
				Supplies									
11000	2600	56113	0000	Software									
11000	2600	56118	0000	General Supplies and Materials									
11000	2600	56210	0000	Natural Gas (Vehicles)									
11000	2600	56211	0000	Gasoline									
11000	2600	56212	0000	Diesel Fuel									
11000	2600	56213	0000	Propane (Vehicles)									
11000	2600	56214	0000	Lubricants/Anti-Freeze									
11000	2600	56215	0000	Tires/Tubes									
11000	2600	56216	0000	Maintenance Supplies/Parts									
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property									
11000	2600	57331	0000	Fixed Assets (more than \$5,000)				\$96,000.00		\$96,000.00		\$96,000.00	
11000	2600	57332	0000	Supply Assets (\$5,000 or less)									
				Total: Property	\$0.00		\$0.00	\$96,000.00		\$96,000.00		\$96,000.00	
11000	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$151,000.00	0.00	\$151,000.00	0.00	\$163,083.00	0.00	\$163,255.50	0.00	\$163,255.50 0.00
				Function-2700 - Student Transportation									
				Personnel Services - Compensation									
11000	2700	51100	1113	Salaries Expense: Administrative Associates									
11000	2700	51100	1114	Salaries Expense: Administrative Assistants									
11000	2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants									
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00 0.00

				Personnel Services - Employee Benefits									
11000	2700	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700	52315	0000	Disability									
11000	2700	52316	0000	Other Insurance									
11000	2700	52500	0000	Unemployment Compensation									
11000	2700	52710	0000	Workers Compensation Premium									
11000	2700	52720	0000	Workers Compensation Employer's Fee									
11000	2700	52730	0000	Workers Compensation (Self Insured)									
11000	2700	52911	0000	Cafeteria Plan Fees									
11000	2700	52912	0000	Employee Assistance Programs									
11000	2700	52913	0000	Workers Compensation Employee Fees									
11000	2700	52914	0000	Deferred Sick Leave Reserve									
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Purchased Professional and Technical Services									
11000	2700	53711	0000	Other Charges									
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Purchased Property Services									
11000	2700	55111	0000	Transportation Per-Capita Feeders									
11000	2700	55112	0000	Transportation Contractors									
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2700			TOTAL: STUDENT TRANSPORTATION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11000	2000			TOTAL: SUPPORT SERVICES	\$441,746.06	0.00	\$490,854.26	0.00	\$531,511.60	0.00	\$531,468.17	0.00	\$539,406.74
				Function-3100 - Food Service Operations									
				Personnel Services - Compensation									
11000	3100	51100	1113	Salaries Expense: Administrative Associates									
11000	3100	51100	1114	Salaries Expense: Administrative Assistants									
11000	3100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	3100	51100	1617	Salaries Expense: Food Service									
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

				Personnel Services - Employee Benefits									
11000	3100	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3100	52315	0000	Disability									
11000	3100	52316	0000	Other Insurance									
11000	3100	52500	0000	Unemployment Compensation									
11000	3100	52710	0000	Workers Compensation Premium									
11000	3100	52720	0000	Workers Compensation Employer's Fee									
11000	3100	52730	0000	Workers Compensation (Self Insured)									
11000	3100	52911	0000	Cafeteria Plan Fees									
11000	3100	52912	0000	Employee Assistance Programs									
11000	3100	52913	0000	Workers Compensation Employee Fees									
11000	3100	52914	0000	Deferred Sick Leave Reserve									
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Function-3100 - Food Service Operations									
				Purchased Professional and Technical Services									
11000	3100	53411	0000	Auditing									
11000	3100	53413	0000	Legal									
11000	3100	53414	0000	Other Professional Services									
11000	3100	53711	0000	Other Charges									
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

				Purchased Property Services										
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds										
11000	3100	54313	0000	Maintenance & Repair - Vehicles										
11000	3100	54411	0000	Electricity										
11000	3100	54412	0000	Natural Gas (Buildings)										
11000	3100	54413	0000	Propane/Butane (Buildings)										
11000	3100	54414	0000	Other Energy (Buildings)										
11000	3100	54415	0000	Water/Sewage										
11000	3100	54416	0000	Communication Services										
11000	3100	54610	0000	Rental - Land and Buildings										
11000	3100	54620	0000	Rental - Equipment and Vehicles										
11000	3100	54630	0000	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services										
11000	3100	55813	0000	Employee Travel - Non-Teachers										
11000	3100	55814	0000	Employee Training - Non-Teachers										
11000	3100	55914	0000	Contracts - Interagency										
11000	3100	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies										
11000	3100	56113	0000	Software										
11000	3100	56116	0000	Food										
11000	3100	56117	0000	Non-Food										
11000	3100	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property										
11000	3100	57331	0000	Fixed Assets (more than \$5,000)										
11000	3100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100			TOTAL: FOOD SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

	Function-3300 - Community Services Operations												
		Personnel Services - Compensation											
11000	3300	51100	1619	Salaries Expense: Adult Education									
11000	3300	51100	1620	Salaries Expense: Recreation									
11000	3300	51100	1621	Salaries Expense: Summer School/After School									
11000	3300	51100	1622	Salaries Expense: Bus Drivers									
11000	3300	51100	1625	Salaries Expense: Extended Services to Students									
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Personnel Services - Employee Benefits											
11000	3300	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300	52315	0000	Disability									
11000	3300	52316	0000	Other Insurance									
11000	3300	52500	0000	Unemployment Compensation									
11000	3300	52710	0000	Workers Compensation Premium									
11000	3300	52720	0000	Workers Compensation Employer's Fee									
11000	3300	52730	0000	Workers Compensation (Self Insured)									
11000	3300	52911	0000	Cafeteria Plan Fees									
11000	3300	52912	0000	Employee Assistance Programs									
11000	3300	52913	0000	Workers Compensation Employee Fees									
11000	3300	52914	0000	Deferred Sick Leave Reserve									
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Other Purchased Services											
11000	3300	55200	0000	Property/Liability Insurance									
11000	3300	55813	0000	Employee Travel - Non-Teachers									
11000	3300	55814	0000	Employee Training - Non-Teachers									
11000	3300	55817	0000	Student Travel									
11000	3300	55818	0000	Other Travel - Non-Employees									
11000	3300	55914	0000	Contracts - Interagency									
11000	3300	55915	0000	Other Contract Services									
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

		Supplies											
11000	3300	56118	0000	General Supplies and Materials									
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11000	3000			TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11000				TOTAL: OPERATIONAL FUND	\$1,281,269.15	0.00	\$1,424,734.09	0.00	\$1,660,002.67	0.00	\$1,780,826.06	0.00	\$2,017,705.97

Appendix E

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Appendix F

Acronym List

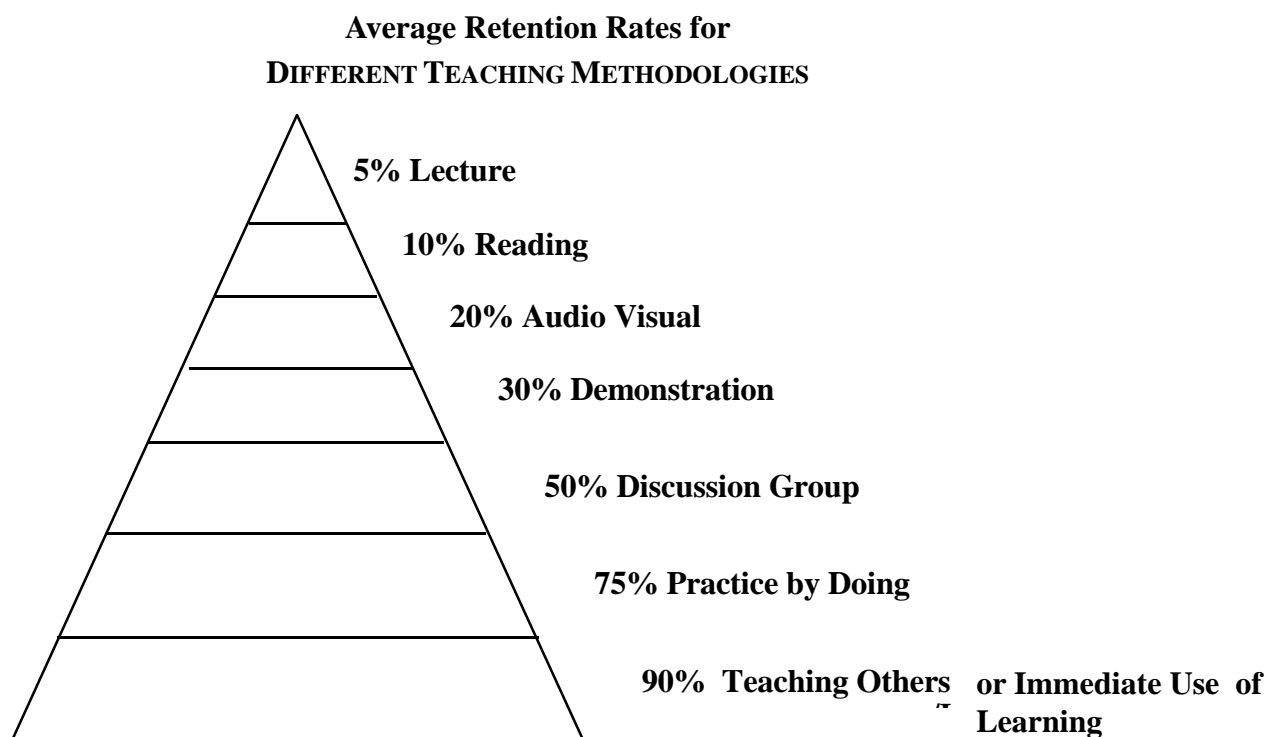
ADA -	Americans with Disabilities Act
ADS -	Accountability Data Systems
AFO -	Assistant Financial Officer
AM -	After Median
APN-BC -	Advanced Practice Nurse – Board Certified
BA -	Baccalaureate of Arts
BAR -	Budget Adjustment Requests
BIE -	Buck Institute for Education
BS -	Baccalaureate of Science
BSN -	Baccalaureate of Science and Nursing
CCU -	Critical Care Unit
CES -	Cooperative Educational Services
CFO -	Chief Financial Officer
CLNC -	Certified Legal Nursing Consultant
CNM -	Central New Mexico
DIBELS -	Dynamic Indicators of Basic Early Literacy Skills
DRA -	Developmental Reading Assessment
DVD -	Digital Video Disc
EA -	Educational Assistant
ELD -	English Language Development
ELL -	English Language Learner
EPSS -	Educational Plan for Student Success
ERA -	Educational Retirement Account
FBI -	Federal Bureau of Investigations
FCC -	Federal Communications Commission
FEA-PAC -	Farmers Employees & Agents Political Action Committee
FMLA -	Family Medical Leave Act
FYI -	Families and Youth, Inc.
GC -	Governance Council
HOUSSE -	High, Objective, Uniform State Standard of Evaluation
ICU -	Intensive Care Unit
IDEA -	Individuals with Disabilities Act
IEP -	Individual Education Plan
IT -	Information Technology
K -	Kindergarten
LCPS -	Las Cruces Public Schools
LEP -	Limited English Proficiency
LLC -	Limited Liability Corporation
LTSP -	Linux Terminal Server Project
LUTCF -	Life Underwriter Training Council Fellow

MSN - Master of Science and Nursing
 NM - New Mexico
 NMAC - New Mexico Administrative Code
 NMELPA - New Mexico English Language Proficiency Assessment
 NMPED - New Mexico Public Education Department
 NMSA - New Mexico Statutes Annotated
 NMSBA - New Mexico Standards Based Assessment
 NMCCS - New Mexico Coalition of Charter Schools
 NMSU - New Mexico State University
 OMCCS - Organ Mountain Community Charter School
 OS - Operating System
 PBL - Project Based Learning
 PC - Personal Computer
 PE - Physical Education
 PHD - Doctorate of Philosophy
 PLC - Professional Learning Community
 PO - Purchase Order
 RN - Registered Nurse
 SAT - Student Assistance Team
 SF - Square feet
 SLP - Speech Language Pathologist
 TESOL - Teaching English to Students of Other Languages
 UNM - University of New Mexico
 US - United States
 USB - Universal Serial Bus
 USCB - United States Census Bureau
 USPS - United States Postal Service
 VIPS - Volunteers in Public Schools
 VPN - Virtual Private Network

Appendix G

The Learning Pyramid

“Lecture continues to be the most prevalent teaching mode in secondary and higher education, despite overwhelming evidence that it produces the lowest degree of retention for most learners.”
David A. Sousa, *How the Brain Learns*.



National Training Lab, Bethel, Maine

The pyramid shows the average percentage of retention of material after 24 hours when a particular teaching methodology is the one primarily used.

“Moving down the pyramid, students become more involved in the learning process, and retention increases. The method at the bottom of the pyramid involves having the students teach others or use the new learning immediately. ... We have known for a long time that the best way to learn something is to prepare to teach it. In other words, whoever explains, learns.” (Sousa, *How the Brain Learns*)

While most of us use a variety of teaching strategies over the course of a semester, we often rely on ourselves as the font of wisdom to “cover” content quickly. I’d enjoy working with you if you’d like to explore ways to incorporate more instruction using methods toward the base of the pyramid.

Sandra Krist, Literacy Coac

Appendix H

Scott Foresman Scope and Sequence



Scope and Sequence

Reading

Concepts About Print	Pre-K	K	1	2	3	4	5	6
Hold book right side up, turn pages correctly, move from front to back of book	•	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•	•					
Identify information that different parts of a book provides (title, author, illustrator)	•	•	•	•				
Know uppercase and lowercase letter names and match them	•	•	•					
Know the order of the alphabet	•	•	•					
Demonstrate one-to-one correspondence between oral words and printed words		•	•					
Identify and distinguish between letters, words, and sentences	•	•	•					
Recognize distinguishing features of a paragraph		•	•					
Recognize environmental print		•	•	•				
Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)	•	•	•					
Recognize first name in print	•	•	•					
Phonological and Phonemic Awareness	Pre-K	K	1	2	3	4	5	6
Phonological Awareness								
Identify and produce rhyming words in response to an oral prompt	•	•	•					
Distinguish rhyming pairs of words from nonrhyming pairs	•	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed		•	•					
Count each syllable in a spoken word		•	•					
Segment and blend syllables in spoken words			•					
Segment and blend onset and rime in one-syllable words		•	•					
Recognize and produce words beginning with the same sound	•	•	•					
Phonemic Awareness								
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•	•				
Blend sounds orally to make words or syllables		•	•	•				
Segment a word or syllable into sounds		•	•	•				
Count sounds in spoken words or syllables and syllables in words		•	•	•				
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•	•	•				
Distinguish long- and short-vowel sounds in orally stated single-syllable words				•				
Decoding and Word Recognition	Pre-K	K	1	2	3	4	5	6
Read simple one-syllable and high-frequency (sight) words		• T	• T	• T	•			
Phonics								
Understand and apply the <i>alphabetic principle</i> that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•	•					
Know sound-letter relationships and match sounds to letters		• T	• T	•				
Generate sounds from letters and blend those sounds to decode		•	• T	• T	• T			
Consonants, consonant blends, and consonant digraphs		•	• T	• T	• T			
Short and long vowels		•	• T	• T	• T			
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns			• T	• T	• T			
Phonograms/word families		•	•	•				

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Decoding and Word Recognition <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Word Structure								
Decode multisyllabic words with common word parts and spelling patterns		•	• T	• T	• T	• T	• T	• T
Base words and inflected endings; plurals			• T	• T	• T	• T	• T	• T
Contractions and compound words			• T	• T	• T	• T	• T	• T
Prefixes and suffixes			• T	• T	• T	• T	• T	• T
Greek and Latin roots						•	•	•
Apply knowledge of syllabication rules to decode words			• T	• T	• T	• T	• T	• T
Recognize common abbreviations			•	•	•			
Decoding Strategies								
Blending strategy: Apply knowledge of sound-letter relationships to decode unfamiliar words		•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•	•
Use context along with sound-letter relationships and word structure to decode		•	•	•	•	•	•	•
Self-monitor accuracy of decoding and self-correct			•	•	•	•	•	•
Fluency								
Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing			• T	• T	• T	• T	• T	• T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading		•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade			•	•	•	•	•	•
Read regularly and with comprehension in independent-level material		•	•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•	•
Vocabulary and Concept Development								
Recognize and understand selection vocabulary		•	•	• T	• T	• T	• T	• T
Understand content-area vocabulary and specialized, technical, or topical words			•	•	•	•	•	•
Word Learning Strategies								
Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud	•	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words			•	• T	• T	• T	• T	• T
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs			•	• T	• T	• T	• T	• T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	• T	• T	• T	• T
Use picture clues to help determine word meanings	•	•	•	•	•	•	•	•
Use new words in a variety of contexts	•	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary			•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning						•	•	•
Extend Concepts and Word Knowledge								
Academic language	•	•	•	•	•	•	•	•
Classify and categorize	•	•	•	•	•	•	•	•
Abbreviations			•	•	•	•	•	•
Antonyms and synonyms			•	• T	• T	• T	• T	• T
Prefixes and suffixes			•	•	•	•	•	• T

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Vocabulary and Concept Development <i>continued</i>									
	Pre-K	K	1	2	3	4	5	6	
Homographs and homophones			•	•T	•T	•T	•T	•T	
Multiple-meaning words			•	•T	•T	•T	•T	•T	
Related words and derivations					•	•	•	•	
Compound words			•	•	•	•	•	•	
Figurative language and idioms			•	•	•	•	•	•	
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•					
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•	•	•					
Time and order words	•	•	•	•	•	•	•	•	
Word origins: etymologies/word histories; words from other languages, regions, or cultures					•	•	•	•	
Adages and sayings							•	•	
Analogies						•	•	•	
Reading Comprehension									
	Pre-K	K	1	2	3	4	5	6	
Comprehension Strategies									
Predict and set purpose to guide reading	•	•	•	•	•	•	•	•	
Use background knowledge before, during and after reading	•	•	•	•	•	•	•	•	
Monitor and clarify by using fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan		•	•	•	•	•	•	•	
Inferring		•	•	•	•	•	•	•	
Questioning before during and after reading	•	•	•	•	•	•	•	•	
Visualize—use mental imagery			•	•	•	•	•	•	
Summarize text		•	•	•	•	•	•	•	
Recall and retell stories	•	•	•	•	•	•	•	•	
Important ideas (nonfiction) that provide clues to an author's meaning			•	•	•	•	•	•	
Text structure (nonfiction—such as cause/effect, chronological, compare/contrast, description)	•		•	•	•	•	•	•	
Story structure (fiction—such as plot, problem/solution)	•		•	•	•	•	•	•	
Create and use graphic and semantic organizers, including outlines, notes, summaries			•	•	•	•	•	•	
Use strategies flexibly and in combination			•	•	•	•	•	•	
Comprehension Skills									
Author's purpose			•T	•T	•T	•T	•T	•T	
Author's viewpoint/bias							•T	•T	
Categorize and classify	•	•	•	•					
Cause and effect		•	•T	•T	•T	•T	•T	•T	
Compare and contrast		•	•T	•T	•T	•T	•T	•T	
Draw conclusions and make inferences		•	•T	•T	•T	•T	•T	•T	
Facts and details		•	•T	•T	•	•	•	•T	
Fact and opinion (statements of fact and opinion)			•T	•T	•T	•T	•T	•T	
Follow directions/steps in a process	•	•	•	•	•	•	•	•	
Generalize					•T	•T	•T	•	

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Reading Comprehension <i>continued</i>		Pre-K	K	1	2	3	4	5	6
Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)			•	•	•	•	•T	•T	•T
Main idea and supporting details			•T	•T	•T	•T	•T	•T	•T
Paraphrase					•	•	•	•	•
Persuasive devices and propaganda						•	•	•	•
Realism/fantasy	•		•T	•T					
Sequence of events	•		•T	•T	•T	•T	•T	•T	•T
Higher Order Thinking Skills									
Analyze					•	•	•	•	•
Analyze text with various organizational patterns						•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text				•	•	•	•	•	•
Evaluate and critique ideas and text				•	•	•	•	•	•
Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge			•	•T	•T	•T	•T	•T	•T
Make judgments about ideas and texts				•	•	•	•	•	•
Hypothesize						•	•	•	•
Make connections (text to self, text to text, text to world)	•		•	•	•	•	•	•	•
Organize and synthesize ideas and information				•	•	•	•	•	•T
Literary Response and Analysis		Pre-K	K	1	2	3	4	5	6
Genre and Its Characteristics									
Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)	•		•	•	•	•	•	•	•
Recognize characteristics of a variety of genre	•		•	•	•	•	•	•	•
Distinguish common forms of literature			•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, traditional tales			•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, newspaper articles			•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, blank verse	•		•	•	•	•	•	•	•
Literary Elements and Story Structure									
Character	•		•T	•T	•T	•T	•T	•T	•T
Recognize and describe traits, actions, feelings, and motives of characters			•	•	•	•	•	•	•
Analyze characters' relationships, changes, and points of view			•	•	•	•	•	•	•
Analyze characters' conflicts					•	•	•	•	•
Analyze the effect of character on plot and conflict						•	•	•	•
Plot and Plot Structure	•		•T	•T	•T	•T	•T	•T	•T
Beginning, middle, end	•		•	•	•	•			
Goal and outcome or problem and solution/resolution			•	•	•	•	•	•	•
Rising action, climax, and falling action/denouement; setbacks							•	•	•
Setting	•		•T	•T	•T	•T	•T	•T	•T
Relate setting to problem/solution			•	•	•	•	•	•	•
Explain ways setting contributes to mood							•	•	•
Theme					•T	•T	•T	•T	•T

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Literary Response and Analysis <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Use Literary Elements and Story Structure	•	•	•	•	•	•	•	•
Analyze and evaluate author's use of setting, plot, character, and compare among authors				•	•	•	•	•
Identify similarities and differences of characters, events, and settings within or across selections/cultures		•	•	•	•	•	•	•
Literary Devices								
Dialect						•	•	•
Dialogue and narration	•		•	•	•	•	•	•
Identify the speaker or narrator in a selection		•	•	•	•	•	•	•
Exaggeration/hyperbole				•	•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang				•	•	•	•	•
Flashback						•	•	•
Foreshadowing				•	•	•	•	•
Formal and informal language				•	•	•	•	•
Humor				•	•	•	•	•
Imagery and sensory words			•	•	•	•	•	•
Mood				•	•	•	•	•
Personification						•	•	•
Point of view (first-person, third-person, omniscient)					•	•	•	•
Puns and word play					•	•	•	•
Sound devices and poetic elements	•	•	•	•	•	•	•	•
Aliteration, assonance, onomatopoeia	•	•	•	•	•	•	•	•
Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•	•
Word choice		•	•	•	•	•	•	•
Symbolism							•	•
Tone						•	•	•
Author's and Illustrator's Craft								
Distinguish the roles of author and illustrator	•	•	•	•				
Recognize/analyze author's and illustrator's craft or style			•	•	•	•	•	•
Evaluate author's use of various techniques to influence readers' perspectives						•	•	•
Literary Response								
Recollect, talk, and write about books	•	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)	•	•	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•	•	•
Write about what is read		•	•	•	•	•	•	•
Use evidence from the text to support opinions, interpretations, or conclusions		•	•	•	•	•	•	•
Support ideas through reference to other texts and personal knowledge				•	•	•	•	•
Locate materials on related topic, theme, or idea				•	•	•	•	•
Make connections: text to self, text to text, text to world			•	•	•	•	•	•
Offer observations, react, speculate in response to text				•	•	•	•	•

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Literary Response and Analysis <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Literary Appreciation/Motivation								
Show an interest in books and reading; engage voluntarily in social interaction about books	•	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•	•
Read a variety of grade-level-appropriate narrative and expository texts		•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes		•	•	•	•	•	•	•
Read independently		•	•	•	•	•	•	•
Establish familiarity with a topic		•	•	•	•	•	•	•
Cultural Awareness								
Comprehend basic plots of classic tales from around the world			•	•	•	•	•	•
Compare and contrast tales from different cultures			•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	•	•
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures		•	•	•	•	•	•	•
Recognize themes that cross cultures and bind them together in their common humanness		•	•	•	•	•	•	•

Language Arts

Writing	Pre-K	K	1	2	3	4	5	6
Concepts About Print for Writing								
Write uppercase and lowercase letters		•	•					
Print own name and other important words	•	•	•					
Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning	•	•	•					
Write consonant-vowel-consonant words		•	•					
Dictate messages or stories for others to write	•	•	•					
Create own written texts for others to read; write left to right on a line and top to bottom on a page	•	•	•					
Participate in shared and interactive writing	•	•	•					
Traits of Writing								
Focus/Ideas								
State a clear purpose and maintain focus; sharpen ideas		•	•	•	•	•	•	•
Use sensory details and concrete examples; elaborate			•	•	•	•	•	•
Delete extraneous information			•	•	•	•	•	•
Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness						•	•	•
Organization								
Use graphic organizers to group ideas	•	•	•	•	•	•	•	•
Write coherent paragraphs that develop a central idea and have topic sentences and facts and details		•	•	•	•	•	•	•
Use transitions to connect sentences and paragraphs and establish coherence		•	•	•	•	•	•	•

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Writing continued	Pre-K	K	1	2	3	4	5	6
Select an organizational structure, such as comparison and contrast, categories, spatial order, climactic order, based on purpose, audience, length							•	•
Organize ideas in a logical progression, such as chronological order or order of importance	•	•	•	•	•	•	•	•
Write introductory, supporting, and concluding paragraphs					•	•	•	•
Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts					•	•	•	•
Write a multi-paragraph paper				•	•	•	•	•
Voice			•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style			•	•	•	•	•	•
Maintain consistent voice and point of view						•	•	•
Use voice appropriate to audience, message, and purpose						•	•	•
Word Choice		•	•	•	•T	•T	•T	•T
Use clear, precise, appropriate language		•	•	•	•	•	•	•
Use figurative language and vivid words			•	•	•	•	•	•
Use sensory details, imagery, characterization			•	•	•	•	•	•
Select effective vocabulary using word walls, dictionary, or thesaurus		•	•	•	•	•	•	•
Sentences		•	•	•	•T	•T	•T	•T
Combine, elaborate, and vary sentences	•	•	•	•	•T	•T	•T	•T
Write topic sentence, supporting sentences with facts and details, and concluding sentence			•	•	•	•	•	•
Use correct word order		•	•	•	•	•	•	•
Conventions		•	•	•	•T	•T	•T	•T
Use correct spelling and grammar; capitalize and punctuate correctly		•	•	•	•	•	•	•
Correct sentence fragments and run-ons			•	•	•	•	•	•
Use correct paragraph indentation			•	•	•	•	•	•
The Writing Process								
Prewrite using various strategies	•	•	•	•	•	•	•	•
Develop first drafts of single- and multiple-paragraph compositions		•	•	•	•	•	•	•
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration		•	•	•	•	•	•	•
Edit and proofread for correct conventions (spelling, grammar, usage, and mechanics)		•	•	•	•	•	•	•
Publish own work	•	•	•	•	•	•	•	•
Writing Genres								
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	•T	•T	•T	•T	•T	•T
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)		•	•	•T	•T	•T	•T	•T
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	•T	•T	•T	•T	•T	•T
Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)		•	•	•T	•T	•T	•T	•T
Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)		•	•	•	•	•	•	•

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Writing continued	Pre-K	K	1	2	3	4	5	6
Responses to literature			•	•	•	•	•	•
Writing Habits and Practices								
Write on a daily basis	•	•	•	•	•	•	•	•
Use writing as a tool for learning		•	•	•	•	•	•	•
Write independently for extended periods of time			•	•	•	•	•	•
Penmanship								
Gain increasing control of penmanship, including pencil grip, paper position, posture, stroke	•	•	•	•				
Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing		•	•	•	•	•	•	•
Write lowercase and uppercase letters	•	•	•	•	•	•	•	•
Manuscript	•	•	•	•	•	•	•	•
Cursive				•	•	•	•	•
Write numerals	•	•	•					
Written and Oral English Language Conventions	Pre-K	K	1	2	3	4	5	6
Grammar and Usage in Speaking and Writing								
Sentences								
Correct word order in written sentences		•	•	•				
Types (declarative, interrogative, exclamatory, imperative)	•	•	•T	•T	•T	•T	•T	•T
Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	•T	•T	•T	•T	•T
Parts (subjects/predicates: complete, simple, compound; phrases; clauses)			•	•T	•T	•T	•T	•T
Fragments and run-on sentences		•	•	•	•	•	•	•
Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases			•	•	•	•	•	•
Transitions and conjunctions to connect ideas; independent and dependent clauses			•	•	•	•	•	•
Varied sentence types and sentence openings to present effective style						•	•	•
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles		•	•	•T	•T	•T	•T	•T
Contractions			•	•T	•T	•T	•T	•T
Usage								
Subject-verb agreement		•	•	•T	•T	•T	•T	•T
Pronoun agreement/referents			•	•	•T	•T	•T	•T
Misplaced modifiers							•	•
Misused words					•		•	•
Negatives; avoid double negatives					•	•	•	•
Mechanics in Writing								
Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)	•	•	•T	•T	•T	•T	•T	•T
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)		•	•T	•T	•T	•T	•T	•T

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Written and Oral English Language Conventions <i>continued</i>									
	Pre-K	K	1	2	3	4	5	6	
Spelling									
Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet	•	•	• T	•	•	•	•	•	
Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings		•	• T	• T	• T	• T	• T	• T	
Vowels: short, long, <i>r</i> -controlled, digraphs, diphthongs, less-common vowel patterns, schwa		•	• T	• T	• T	• T	• T	• T	
Use knowledge of word structure to spell			•	•	•	•	•	•	
Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words			•	• T	• T	• T	• T	• T	
Greek and Latin roots, syllable patterns, multisyllabic words			•	•	•	•	•	•	
Spell high-frequency, irregular words			• T	• T	•	•	•	•	
Spell frequently misspelled words correctly, including homophones or homonyms			•	•	•	•	•	•	
Use meaning relationships to spell					•	•	•	•	
Listening and Speaking									
	Pre-K	K	1	2	3	4	5	6	
Listening Skills and Strategies									
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•	•	
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	•	•	•	•	•	•	•	•	
Listen for a purpose									
For enjoyment and appreciation	•	•	•	•	•	•	•	•	
To expand vocabulary and concepts	•	•	•	•	•	•	•	•	
To obtain information and ideas	•	•	•	•	•	•	•	•	
To follow oral directions	•	•	•	•	•	•	•	•	
To answer questions and solve problems	•	•	•	•	•	•	•	•	
To participate in group discussions	•	•	•	•	•	•	•	•	
To identify and analyze the musical elements of literary language	•	•	•	•	•	•	•	•	
To gain knowledge of one's own culture, the culture of others, and the common elements of cultures	•	•	•	•	•	•	•	•	
To respond to persuasive messages with questions or affirmations						•	•	•	
Determine purpose of listening			•	•	•	•	•	•	
Recognize formal and informal language			•	•	•	•	•	•	
Connect prior experiences to those of a speaker	•	•	•	•	•	•	•	•	
Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences		•	•	•	•	•	•	•	
Paraphrase, retell, or summarize information that has been shared orally			•	•	•	•	•	•	
Evaluate a speaker's delivery; identify tone, mood, and emotion				•	•	•	•	•	
Interpret and critique a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions					•	•	•	•	
Speaking Skills and Strategies									
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention	•	•	•	•	•	•	•	•	
Use proper intonation, volume, pitch, modulation, and phrasing		•	•	•	•	•	•	•	
Speak with a command of standard English conventions	•	•	•	•	•	•	•	•	
Use appropriate language for formal and informal settings	•	•	•	•	•	•	•	•	

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Listening and Speaking <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Use visual aids to clarify oral presentations	•	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion			•	•	•	•	•	•
Support opinions with detailed evidence and with visual or media displays					•	•	•	•
Emphasize key points to assist listener						•	•	•
Speak for a purpose								
To ask and answer questions	•	•	•	•	•	•	•	•
To give directions and instructions	•	•	•	•	•	•	•	•
To retell, paraphrase, or explain information	•	•	•	•	•	•	•	•
To communicate needs and share ideas and experiences	•	•	•	•	•	•	•	•
To describe people, places, things, locations, events, and actions		•	•	•	•			•
To participate in conversations and discussions	•	•	•	•	•	•	•	•
To express an opinion	•	•	•	•	•	•	•	•
To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•	•	•	•
To deliver oral responses to literature	•	•	•	•	•	•	•	•
To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•	•
Support spoken ideas with details and examples			•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•	•
Viewing/Media	Pre-K	K	1	2	3	4	5	6
Interact with and respond to a variety of media for a range of purposes	•	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•	•
Analyze media						•	•	•
Evaluate media			•	•	•	•	•	•
Recognize bias and propaganda in media message					•	•	•	•
Recognize purpose and persuasion in media messages			•	•	•	•	•	•

Research Skills

Understand and Use Graphic Sources	Pre-K	K	1	2	3	4	5	6
Advertisement			•	•	•	•	•	•
Chart/table	•	•	•	•	•	•	•	•
Diagram/scale drawing			•	•	•	•	•	•
Graph (bar, circle, line, picture)		•	•	•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•	•
Poster/announcement	•	•	•	•	•	•	•	•
Schedule						•	•	•
Sign	•	•	•	•		•	•	•
Time line				•	•	•	•	•

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Understand and Use Reference Sources	Pre-K	K	1	2	3	4	5	6
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	•	•
Use alphabetical order			•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)	•	•	•	•	•	•	•	•
Almanac						•	•	•
Atlas				•	•	•	•	•
Card catalog/library database				•	•	•	•	•
Picture Dictionary		•	•	•				•
Dictionary/glossary				•	•	•	•	•
Encyclopedia			•	•	•	•	•	•
Magazine/periodical			•	•	•	•	•	•
Newspaper and newsletter			•	•	•	•	•	•
<i>Readers' Guide to Periodical Literature</i>						•	•	•
Technology (on- and offline electronic media)		•	•	•	•	•	•	•
Thesaurus				•	•	•	•	•
Study Skills and Strategies	Pre-K	K	1	2	3	4	5	6
Adjust reading rate			•	•	•	•	•	•
Clarify directions	•	•	•	•	•	•	•	•
Outline				•	•	•	•	•
Skim and scan			•	•	•	•	•	•
SQP3R						•	•	•
Summarize		•	•	•	•	•	•	•
Take notes, paraphrase, and synthesize			•	•	•	•	•	•
Use graphic and semantic organizers to organize information		•	•	•	•	•	•	•
Test-Taking Skills and Strategies	Pre-K	K	1	2	3	4	5	6
Understand the question, the vocabulary of tests, and key words			•	•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•	•
Write across texts				•	•	•	•	•
Complete the sentence				•	•	•	•	•
Technology/New Literacies	Pre-K	K	1	2	3	4	5	6
Non-Computer Electronic Media								
Audiotapes/CDs, videotapes/DVDs	•	•	•	•	•	•	•	•
Computer Programs/Services: Basic Operations and Concepts								
Use accurate computer terminology	•	•	•	•	•	•	•	•
Create, name, locate, open, save, delete, and organize files		•	•	•	•	•	•	•
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•	•
Use basic keyboarding skills		•	•	•	•	•	•	•
Responsible Use of Technology Systems and Software								
Work cooperatively and collaboratively with others; follow acceptable-use policies	•	•	•	•	•	•	•	•
Recognize hazards of Internet searches					•	•	•	•
Respect intellectual property					•	•	•	•

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Technology/New Literacies <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Information and Communication Technologies:								
Information Acquisition								
Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches				•	•	•	•	•
Use visual and nontextual features of online resources	•	•	•	•	•	•	•	•
Internet inquiry				•	•	•	•	•
Identify questions				•	•	•	•	•
Locate, select, and collect information				•	•	•	•	•
Analyze information				•	•	•	•	•
Evaluate electronic information sources for accuracy, relevance, bias					•	•	•	•
Understand bias/subjectivity of electronic content (about this site, author search, date created)					•	•	•	•
Synthesize information					•	•	•	•
Communicate findings				•	•	•	•	•
Use fix-up strategies (such as clicking <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; redoing a search; trimming the URL)					•	•	•	•
Communication								
Collaborate, publish, present, and interact with others		•	•	•	•	•	•	•
Use online resources (e-mail, bulletin boards, newsgroups)			•	•	•	•	•	•
Use a variety of multimedia formats			•	•	•	•	•	•
Problem Solving								
Use technology resources for solving problems and making informed decisions					•	•	•	•
Determine when technology is useful			•	•	•	•	•	•
The Research Process								
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research		•	•	•	•	•	•	•
Choose and evaluate appropriate reference sources		•	•	•	•	•	•	•
Locate and collect information including using organizational features of electronic text	•	•	•	•	•	•	•	•
Take notes/record findings		•	•	•	•	•	•	•
Combine and compare information			•	•	•	•	•	•
Evaluate, interpret, and draw conclusions about key information		•	•	•	•	•	•	•
Paraphrase and summarize information		•	•	•	•	•	•	•
Make an outline			•	•	•	•	•	•
Organize content systematically		•	•	•	•	•	•	•
Communicate information		•	•	•	•	•	•	•
Write and present a report		•	•	•	•	•	•	•
Include citations					•	•	•	•
Respect intellectual property/avoid plagiarism						•	•	•
Select and organize visual aids		•	•	•	•	•	•	•

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NUMBER AND OPERATIONS

	Pre-K	K	1	2	3	4	5	6
Whole Number Concepts								
One-to-one correspondence								
Relating sets of objects to numerals								
Using ordinal numbers for position								
Counting, reading, writing, renaming								
Numbers to 10								
Numbers to 100								
Numbers to 1,000								
Numbers to 1,000,000								
Numbers in millions								
Billions and trillions								
Concrete/pictorial and number-line models								
Comparing and ordering								
Forms of numbers (standard form, expanded form)								
Place value								
Place-value relationships and patterns								
Skip counting								
Rounding								
Money								
Counting and showing amounts								
Penny, nickel, dime								
Quarter, half dollar, dollar								
Value of collection of coins								
Comparing amounts								
Making change								
Using dollar sign and decimal point								
Rounding to nearest dollar								
Fraction Concepts								
Showing concrete/pictorial models for part of a whole								
Describing part of a whole or set								
Reading and writing fractions								
Rounding/estimating								
Comparing and ordering using models								
Comparing using common denominators								
Models for equivalent fractions								
Lowest terms/simplest form								
Mixed numbers, fractions greater than 1								
Fractions on a number line								
Related to decimals								
Rational numbers								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

NUMBER AND OPERATIONS

	Pre-K	K	1	2	3	4	5	6
Decimal Concepts								
Meaning								
Decimal notation for money								
Concrete/pictorial models								
Tenths and hundredths								
Thousandths								
Equivalent decimals and place value								
Fractions as decimals								
Related to measurement (metric system)								
Decimals on a number line								
Comparing and ordering								
Rounding								
Scientific notation								
Integer Concepts and Operations								
Meaning								
Comparing and ordering								
Adding and subtracting								
Multiplying and dividing								
Ordered pairs with integers								
Equations with integers								
Integer patterns								
Estimation and Mental Math Strategies								
Deciding when to estimate								
Rounding to nearest 10								
Rounding to nearest 100								
Rounding to nearest 1,000								
Substituting compatible numbers								
Determining reasonableness of results								
Counting on or back								
Using 10s or 100s to add or subtract								
Breaking apart numbers								
Using patterns to multiply by 10 or 100								
Using multiplication and division patterns								
Using the distributive property								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

NUMBER AND OPERATIONS

	Pre-K	K	1	2	3	4	5	6
Whole-Number Addition								
Addition stories/meanings								
Related to subtraction								
Basic facts and fact strategies								
Fact families								
Properties								
Using concrete/pictorial models								
Addition number sentences								
Adding on a 100 chart								
Adding 2-digit numbers								
Adding 3-digit numbers								
Adding numbers with 4 or more digits								
Adding money								
Three or more addends								
Choosing whether to add or subtract								
Addition expressions and equations								
Estimation and mental math								
Problem solving								
Whole-Number Subtraction								
Subtraction stories/meanings								
Related to addition								
Basic facts and fact strategies								
Properties								
Using concrete/pictorial models								
Subtraction number sentences								
Subtracting on 100 chart								
Subtracting 2-digit numbers								
Subtracting 3-digit numbers								
Subtracting 4-digit numbers								
Subtracting money								
Choosing whether to add or subtract								
Subtraction expressions and equations								
Inverse operations								
Estimation and mental math								
Problem solving								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

NUMBER AND OPERATIONS

	Pre-K	K	1	2	3	4	5	6
Whole-Number Multiplication								
Multiplication stories/meanings								
Related to joining equal groups								
Related to addition or skip counting								
Related to arrays or area models								
Related to comparison ("times as many")								
Basic facts and fact strategies								
Fact families								
Multiplication table (fact table)								
Three factors								
Properties								
Using concrete/pictorial models								
Multiplication number sentences								
By a 1-digit number								
By a 2-digit number								
Multiplying money								
By multiples of 10 and 100								
Partial products								
By a multi-digit number								
Multiplication expressions and equations								
Missing factors								
Common factors								
Greatest common factor (GCF)								
Least common multiple (LCM)								
Prime and composite numbers								
Estimation and mental math								
Problem solving								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

NUMBER AND OPERATIONS

	Pre-K	K	1	2	3	4	5	6
Whole-Number Division								
Division stories/meanings								
Related to subtraction								
Related to making equal groups								
Basic facts								
Fact families								
1 and 0 in division								
Using concrete/pictorial models								
Division number sentences								
2-digit dividends								
By a 1-digit divisor								
Dividing money								
By multiples of 10 and 100								
By a 2-digit divisor								
3-digit dividends								
Interpreting remainders								
Division expressions and equations								
Factors and divisibility								
Estimation and mental math								
Problem solving								
Fraction Operations								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting, like denominators								
Adding and subtracting, unlike denominators								
Adding and subtracting mixed numbers								
Finding a fraction of a whole number								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing fractions								
Multiplying and dividing mixed numbers								
Least common denominators								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

NUMBER AND OPERATIONS

	Pre-K	K	1	2	3	4	5	6
Decimal Operations								
Adding and subtracting money								
Multiplying and dividing money								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting decimals								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing decimals								
Multiplying and dividing by 10, 100, and 1,000								
Scientific notation								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								
Ratios, Proportions, and Percents								
Meaning of ratio								
Meaning of percent								
Relating fractions, decimals, percents								
Finding percent of a number								
Finding percents less than 1 or greater than 100								
Rates and unit rates								
Proportions								
Similar figures and scale drawings								
Distance, rate, and time								
Estimating percent								
Tips, taxes, discounts, and interest								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

ALGEBRA

	Pre-K	K	1	2	3	4	5	6
Patterns and Relationships								
Sorting and classifying objects								
Patterns with objects/geometric figures								
Skip counting								
Repeating patterns								
Patterns in place value								
Number patterns/sequences								
Describing patterns in lists, tables, charts, and diagrams								
Making generalizations and predictions								
Writing/evaluating numerical expressions								
Writing/evaluating expressions with parentheses								
Evaluating expressions with variables by substitution								
Writing number pairs for a situation								
Extending patterns in tables								
Writing equations for number pair patterns								
Addition properties								
Multiplication properties								
Distributive property								
Patterns in related addition and subtraction sentences								
Patterns in related multiplication and division sentences								
Ordered pairs								
Functions								
Prime and composite numbers								
Number Sentences, Equations, and Inequalities								
Modeling problem situations with objects								
Completing number sentences								
Writing number stories for number sentences								
Finding missing addends, subtrahends, minuends								
Finding missing factors								
Equations that use letters as variables								
Expressing relationships using equations								
Expressing relationships using inequalities								
Solving inequalities								
Solving equations using tables, graphs, and models								
Solving one-step equations								
Solving two-step equations								
Graphing linear equations or functions								
Solving problems using formulas								



Early Experience

Introduce

Develop

Master and Apply

MEASUREMENT

	Pre-K	K	1	2	3	4	5	6
Time and Temperature								
Sequencing events								
Compare and order by duration								
Calendar								
Nearest hour/half hour								
Minutes before/after the hour								
Elapsed time								
Estimating time								
Equivalent times								
Changing or converting units								
Comparing situations by temperature								
Reading a thermometer								
Temperature change								
Length and Perimeter								
Compare attributes of objects								
Comparing and ordering using direct comparison								
Measuring with non-standard units								
Relate size of units to number of units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Changing or converting units								
Measuring perimeter								
Perimeter formulas								
Circumference								
Relating customary and metric measures								
Precision								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

MEASUREMENT

	Pre-K	K	1	2	3	4	5	6
Area								
Measuring with square units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Area of squares and other rectangles								
Area of parallelograms and triangles								
Area of irregular shapes								
Area formulas								
Area of circles								
Surface area								
Length/perimeter/area relationships								
Weight/Mass								
Comparing and ordering using direct comparison								
Measuring with non-standard units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Changing or converting units								
Capacity/Volume								
Comparing and ordering using direct comparison								
Measuring capacity with non-standard units								
Estimating and measuring volume with cubic units								
Estimating and measuring capacity with customary units								
Estimating and measuring capacity with metric units								
Changing or converting units								
Volume of a rectangular prism formula								
Volume of a triangular prisms and cylinders								
Volume of irregular solids								



Early Experience

Introduce

Develop

Master and Apply

GEOMETRY

	Pre-K	K	1	2	3	4	5	6
Plane and Solid Figures								
Spatial reasoning: over, under, above, below								
Sorting shapes by attributes								
Geometric models for real-world situations								
Circles, rectangles, squares, triangles								
Other polygons								
Spheres, rectangular solids, cylinders, cones								
Other solids								
Describing shapes								
Drawing figures from descriptions								
Relating plane and solid figures								
Views of solid figures								
Combining shapes								
Subdividing shapes								
Faces, edges, vertices								
Classifying polygons								
Classifying triangles								
Classifying quadrilaterals								
Making conjectures about geometric relationships								
Angles								
Right, obtuse, acute angles								
Parallel and perpendicular								
Measuring and drawing angles								
Angles in polygons								
Angle pairs								
Symmetry, Congruence, and Transformations								
Symmetry								
Congruent figures								
Transformations (reflections, translations, rotations)								
Number Lines and the Coordinate Plane								
Points named by whole numbers								
Points named by fractions/decimals								
Using coordinate grids								
Ordered pairs								
Segment lengths on the coordinate plane								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

DATA ANALYSIS AND PROBABILITY

	Pre-K	K	1	2	3	4	5	6
Reading and Making Graphs								
Pictographs/real graphs								
Bar graphs								
Line graphs								
Circle graphs								
Histograms								
Line plots								
Stem-and-leaf plots								
Making predictions from graphs								
Choosing appropriate graphs								
Data Collection and Analysis								
Sorting objects								
Tally charts								
Reading charts/tables								
Collecting and organizing data								
Describing sets of data								
Comparing related sets of data								
Making charts/tables								
Frequency tables								
Surveys								
Interpreting data and making predictions								
Range and mode								
Mean								
Median								
Probability								
Likely/unlikely events								
More/less/equally likely								
Certain/possible/impossible events								
Using fractions to describe results								
Experiments								
Outcomes								
Tree diagrams								
Making predictions								
Combinations								
Permutations								
Independent and dependent events								



Early Experience

Introduce

Develop

Master and Apply

PROBLEM SOLVING

	Pre-K	K	1	2	3	4	5	6
Problem-Solving Skills and Strategies								
Use data from a picture, graph, or table								
Extra or missing information								
Two-question problems								
Multiple-step problems								
Draw a picture								
Make an organized list								
Make a table or graph								
Act it out, use objects								
Look for a pattern								
Try, check, and revise								
Write a number sentence or equation								
Work backward								
Solve a simpler problem								
Evaluate solutions for reasonableness								
Make and test generalizations and conjectures								
Reasoning, Communication, Connections								
Comparing/contrasting								
Classifying/sorting								
Finding/extending/using patterns								
Making and testing generalizations from examples and non-examples								
Drawing conclusions and evaluating arguments								
Evaluate solutions for reasonableness								
Communicating ideas with objects, words, pictures, and numbers								
Explaining a solution process								
Recording observations using objects, words, pictures, and numbers								
Relating informal language to math language and symbols								
Making connections between mathematics strands								
Making connections to other curriculum areas								
Making connections to daily life								
Representation								
Whole-number addition/subtraction using concrete/pictorial models								
Whole-number multiplication/division using concrete/pictorial models								
Concrete/pictorial models for part of a whole/set								
Fractions on a number line								
Fraction operations using pictorial models								
Pictorial models for decimals								
Decimals on a number line								
Decimal operations using pictorial models								
Similar figures and scale drawings								
Counting units to find length, area, volume								
Geometric models for real-world situations								
Solving problems by drawing a picture/diagram								
Making graphs/charts/tables/diagrams								
Number sentences and equations to model real situations								

☐ Early Experience
 ☐ Introduce
 ☐ Develop
 ☐ Master and Apply

Appendix I

Proposed School Day at OMCCS

K – 2nd Grade

7:30	Staff on site. Students who arrive early will be supervised for outdoor play.
7:50	Bell rings and students organize for day
7:55	Daily announcements and classroom preparation; roll call, bookkeeping, etc.
8:00 – 8:15	School-wide breakfast: healthy eating habits
8:15 – 8:30	All students and school personnel go for a 15 minute health walk daily: healthy life style with physical activity
8:30 -10:00	Language arts block
10:00-10:15	Recess
10:15-11:00	Math block
11:00-11:30	Lunch time
11:30-12:30	Science and social studies theme block (M – Th)
12:30-1:00	Directed outdoor physical activities
1:00-2:00	Art, music, drama, dance on a rotating basis (M - Th)
2:00-3:00	Kinder: Directed Play: social skills and oral language development (M - Th)
2:00-3:00	1 st & 2 nd : Independent research, group projects and tutoring; peer and intervention (M - Th)
12:00-3:00	Fridays - All students will have stewardship time in which they will work on environmental projects that improve the school or community such as: gardening, caring for small animals at the school, taking care of school property, and helping maintain the cleanliness and beauty of the school and its immediate surroundings.
3:00-3:15	Life skills The students and staff will clean and organize their personal work area and the classroom as a whole in preparation to leave. Students will put up chairs, clean boards, straighten shelves, sanitize their own workspace, gather litter and sweep the classroom. Daily duties will be assigned on a rotating basis.

Proposed School Day at OMCCS
3rd – 5th Grade

7:30	Staff on site. Students who arrive early will be supervised for outdoor play.
7:50	Bell rings and students organize for day
7:55	Daily announcements and classroom preparation; roll call, bookkeeping, etc.
8:00 – 8:15	School-wide breakfast: healthy eating habits
8:15 – 8:30	All students and school personnel go for a 15 minute health walk daily: healthy life style with physical activity
8:30-10:15	Language arts block
10:15-10:30	Recess
10:30-11:30	Math block
11:30-12:00	Lunch time
12:00-1:00	Science and social studies theme block (M – Th)
1:00-1:30	Directed outdoor physical activities
1:30-2:00	Tutoring and daily work finish-up time (M - Th)
2:00-3:00	Electives - Art, music, dance/karate and drama rotation (M – Th)
12:00-3:00	Fridays - All students will have stewardship time in which they will work on environmental projects that improve the school or community such as: gardening, caring for small animals at the school, taking care of school property, and helping maintain the cleanliness and beauty of the school and its immediate surroundings.
3:00-3:15	Life skills The students and staff will clean and organize their personal work area and the classroom as a whole in preparation to leave. Students will put up chairs, clean boards, straighten shelves, sanitize their own workspace, gather litter and sweep the classroom. Daily duties will be assigned on a rotating basis.

Total instructional time daily – 6 hours 15 minutes

Non-instructional time daily -- 1 hour

OMCCS after school program

3:15-4:15 Staff, volunteers and work/study individuals will staff this portion of the day. Students will choose from a schedule of activities to include but not limited to: small group tutoring, enrichment activities; art, chorus, chess, karate, dance, piano, drama, etc. Grants will be sought to fund this portion of the day.

Appendix J

Proposed 2010/2011 OMCCS Balanced Year Calendar

July								August								September						
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
				1	2	3		1	2	3	4	5	6	7				1	2	3	4	
4	5	6	7	8	9	10		8	9	10	11	12	13	14		5	6	7	8	9	10	11
11	12	13	14	15	16	17		15	16	17	18	19	20	21		12	13	14	15	16	17	18
18	19	20	21	22	23	24		22	23	24	25	26	27	28		19	20	21	22	23	24	25
25	26	27	28	29	30	31		29	30	31						26	27	28	29	30		
October								November								December						
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
					1	2			1	2	3	4	5	6					1	2	3	4
3	4	5	6	7	8	9		7	8	9	10	11	12	13		5	6	7	8	9	10	11
10	11	12	13	14	15	16		14	15	16	17	18	19	20		12	13	14	15	16	17	18
17	18	19	20	21	22	23		21	22	23	24	25	26	27		19	20	21	22	23	24	25
24	25	26	27	28	29	30		28	29	30						26	27	28	29	30	31	
31																						
January								February								March						
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
						1				1	2	3	4	5				1	2	3	4	5
2	3	4	5	6	7	8		6	7	8	9	10	11	12		6	7	8	9	10	11	12
9	10	11	12	13	14	15		13	14	15	16	17	18	19		13	14	15	16	17	18	19
16	17	18	19	20	21	22		20	21	22	23	24	25	26		20	21	22	23	24	25	26
23	24	25	26	27	28	29		27	28							27	28	29	30	31		
30	31																					
April								May								June						
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6	7					1	2	3	4
3	4	5	6	7	8	9		8	9	10	11	12	13	14		5	6	7	8	9	10	11
10	11	12	13	14	15	16		15	16	17	18	19	20	21		12	13	14	15	16	17	18
17	18	19	20	21	22	23		22	23	24	25	26	27	28		19	20	21	22	23	24	25
24	25	26	27	28	29	30		29	30	31						26	27	28	29	30		

Classroom Prep Days	Teacher In Service Day	Intercession / Vacation	Parent/Teacher Conferences	1 st Day of Quarter	Last Day of School ½ Day	Federal Holiday	Report Cards	½ Day
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2010

Thursday – Friday	July 15 – 16	Classroom Preparation – No school for students
Monday – Tuesday	July 19 – 20	Teacher in-service – No school for students
Wednesday	July 21	First day of school
Tuesday – Wednesday	July 27 – 28	Pre Test
Friday	September 3	Teacher in-service – No school for students
Monday	September 6	Labor Day – No school
Two weeks	September 27 – October 8	Intercession - Fall break
Monday	October 11	Columbus Day – No school
Tuesday	October 12	Students return to school – First day of 2 nd quarter
Friday	October 15	Report Cards
Friday	October 29	Parent/Teacher Conferences – No school for students
Thursday	November 11	Veteran's Day – No school
Friday	November 12	Teacher in-service – No school for students
Wednesday – Friday	November 24 – 26	Thanksgiving – No school
Friday	December 17	½ Day
Two weeks	December 20 – December 31	Intercession - Winter break

2011

Monday	January 3	Teacher in-service – No school for students
Tuesday	January 4	Students return to school – First day of 3 rd quarter
Friday	January 7	Report Cards
Monday	January 17	Martin Luthr King Jr Day – No school
Friday	February 18	Parent/Teacher Conferences – No school for students
Monday	February 21	President's Day – No school
Two weeks	March 14 – 25	Intercession – Spring break
Monday	March 28	Teacher in-service – No school for students Test Preparation
Tuesday	March 29	Students return to school – First day of 4 th quarter
Friday	April 1	Report Cards
Monday – Friday	April 11 – 15	State Testing
Monday	April 18	State Testing Make up
Friday	April 22	No school
Monday	April 25	Inclement weather make-up day - No school
Wednesday – Thursday	May 18 – 19	Post Test
Monday	May 30	Memorial Day – No school
Friday	June 3	Last day of school / ½ Day / Report Cards

	Student Attendance Days	Parent/Teacher Conference Days	Total Instructional Days	Teacher In- Service Days
1 st Quarter	45	0	45	3
2 nd Quarter	43	1	44	1
3 rd Quarter	46	1	47	1
4 th Quarter	45	0	45	1
Totals	179	2	181	6