

APPENDIX A: DEAP SCOPE AND SEQUENCE

DEAP Course Scope and Sequence: All DEAP courses will be aligned to both the New Mexico’s Common Core State Standards and Diné Standards for each grade. DEAP’s focus on Agriculture Science, Diné Culture Revitalization, Personal Wellness and Community Action and Service Learning will infuse core subjects. DEAP educators will develop cross-curricular units that honor DEAP’s mission in a culturally relevant way.

DEAP Mission Statement: As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít Ł'ooí area by consciously balancing the needs of the land with the needs of the people.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 6	Math 7	Math 8	Algebra I	Geometry	Algebra II	Pre-Calculus*
Language Arts	Language Arts	Language Arts	English 9	English 10	English 11	English 12
Social Studies	Social Studies	Native American Studies	NM History	World History/ Geography	US History/ Geography	Government/ Economics
Science	Science	Science	Physics	Biology	Chemistry	Environmental Science
Personal Wellness/PE	Personal Wellness/PE	Personal Wellness/PE	Personal Wellness/PE	Academic Writing/ Advisory	Career Prep/ Advisory	Senior Action Project Seminar w/ advisory
Diné Language	Diné Language	Diné Language	Diné Language	Diné Language	Indigenous Studies	Elective*
Native Literature	Native Literature	Native Literature	Public Speaking	Community Planning I	Community Planning II	Elective*
Elective	Elective	Elective	Elective	Elective	Elective*	Elective*

*with possible dual enrollment, honors, advanced placement, distance learning, drivers ed, student service learning, financial literacy, and media literacy options.

Grades 6-8

DEAP middle school learners will think critically, analyze and solve problems, communicate and collaborate, and use creativity to master academic content, lead a healthy life, behave ethically, and assume the responsibilities of citizenship. DEAP will foster culturally responsive and academically challenging environments for middle school learners. Each DEAP student experiences a core curriculum in math, language arts/reading, social studies and science. In addition students take exploratory classes in Diné language, health, physical education, Native Literature and the arts.

Mathematics- DEAP's mathematics curriculum, in its entirety, is designed to continue students' development of mathematical fluency, problem-solving skills, mathematical reasoning, and ability to communicate mathematically. The curriculum focuses on the following five strands: Number and Number Sense; Computation and Estimation; Measurement and Geometry; Patterns, Functions and Algebra; and Probability and Statistics. By studying each of these strands as delineated in the middle school curriculum, students will best be prepared for Algebra I, Geometry and Algebra II as well as provide students with the mathematical foundation required to excel in DEAP's high school Agriculture Science Curriculum.

Language Arts- DEAP's language arts curriculum strives to provide students with the skills to master comprehension strategies, writing conventions and vocabulary development. These skills will enrich students across core subjects as they begin their journey in exploring social studies, science and Native Literature.

Social Studies- DEAP's social studies curriculum will broaden students' awareness about the local and global communities in which they live. Students will explore Native American history, Geography and global perspectives regarding culture, service and government. These experiences will develop student skills in critical thinking and problem solving to ensure DEAP students are able to actively participate as citizens in their community and the world.

Science- DEAP's science curriculum will emphasize hands-on problem solving activities that are integrate into the exploration of science in a way that is relevant and engaging. DEAP students will explore life science, earth science, environmental science and biology. These inquiry based courses will integrate concepts of agriculture and animal science to prepare students for DEAP's Agriculture Science Curriculum.

Native Literature- DEAP's Native Literature courses will provide students not only with an opportunity to master reading strategies but also an opportunity to examine Native perspectives through the works from Native American Fiction and Non-Fiction authors.

Diné Language- DEAP's Diné Language curriculum will provide students with a foundation to use the Diné language in innovative ways. Students will learn to speak, write and express themselves in creative ways using the Diné language. They will also gain the cultural foundation and traditional values to use the language in meaningful ways inside and outside of the classroom.

Personal Wellness- DEAP's focus on Personal Wellness philosophy will provide students the the foundation to achieve holistic wellness. Through, physical and health education courses as well as personal wellness courses, students will develop goals and strategies to achieve optimal health by focusing on Intellectual, Physical, Community/Relationships and Social/Emotional health.

Grades 9-12

Mathematics- DEAP's high school mathematics curriculum will build off of DEAP's middle school mathematics program. DEAP's innovative Agriculture Science Curriculum will be embedded in the DEAP mathematics experience to challenge students to become more independent learners and to make connections across multiple disciplines. Students will take Algebra I and Algebra II, courses focused on the development of precise and accurate habits of mathematical expression and the application of the tools of algebra to problem solve real word problems. Students will also complete a Geometry course that will review and strengthen algebra skills and develop greater facility solving numerical problems. By grade 12, DEAP students are expected to expand their mathematical knowledge by taking Pre-Calculus or another advanced mathematics course offered through dual enrollment.

English- DEAP's English program will introduce students to the rich and varied multicultural heritage of literature including Indigenous Studies, Diné Literature and Native Literature. Students read a broad range of works that give voice to diverse perspectives. The balance of contemporary and traditional readings enhances students' knowledge of literary techniques. We also emphasize close reading and critical writing skills. Students also study vocabulary, review grammar, and write paragraphs and short essays.

Social Sciences- DEAP's social sciences curriculum emphasize a thematic approach to history (New Mexico History, World History and US History), government, and economics. It is designed to give students a better understanding of the current world by examining a major theme in both a local and global context. Courses will focus on economic and social history with a focus on the use of historical narrative. Students explore political history and the use of historical discourse or primary source works. Students examine the origins, impact of cross-cultural contacts, and contemporary issues related to the major theme. Students will develop skills used by historians such as critical reading, writing, research, and presentation skills.

Sciences- DEAP's science curriculum will emphasize hands-on problem solving activities that integrate the exploration of science in a way that is relevant and engaging. DEAP's Agriculture Science Curriculum will offer students the opportunity to master Core Science content (Physics, Biology, Chemistry, Environmental Science) in the context of agriculture. Supplementing class work are field studies at DEAP's onsite greenhouses and trips to local farms and agriculture sites that emphasize a hands-on interdisciplinary approach to Agriculture Science. In addition to developing the fundamental principles of scientific practices and methods, students will also think critically about the central role agriculture has played and must continue to play in the viability and vitality of the Diné Nation.

Diné Language- DEAP's Diné Language curriculum will provide students with a foundation to use the Diné language in innovative ways. Students will learn to speak, write and express themselves in creative ways using the Diné language. They will also gain the cultural foundation and traditional values to use the language in meaningful ways inside and outside of the classroom. DEAP students with a keen interest in Diné Language fluency will have the opportunity to take advanced Diné Language courses through dual enrollment at the local Tribal Colleges.

Personal Wellness & Physical Education- DEAP's focus on Personal Wellness philosophy will provide students the foundation to achieve holistic wellness. Through, physical and health education courses as well as personal wellness courses, students will develop goals and strategies to achieve optimal health by focusing on Intellectual, Physical, Community/Relationships and Social/Emotional health. Grade 9's personal wellness class will focus on physical education and prepare students to develop their physical endurance for lifelong wellness.

Service Learning- DEAP's commitment to community action and service to all will take form in series of courses (Public Speaking, Community Planning I & II, Academic Writing, Career Prep and the Senior Action Project Seminar) designed to ensure all students gain the necessary skills to provide service to their community and beyond. The Service Learning Curriculum teaches students how to focus, reflect, analyze, clarify, prioritize, research, plan, organize, persuade, extemporize,

be objective, overcome shyness, handle constructive criticism, read an audience, and work as a team. Students work to master these skills as they apply knowledge acquired in their DEAP coursework, community forums and current events to develop and initiate a Senior Action Project.

ABOUT DEAP's FOUNDERS

KAYLA D. BEGAY is an emerging leader and Diné woman from the community of Navajo, NM. She is Tódíich'íí'nii born for Táchii'nii. She earned her B.A. in Sociology and Education from Occidental College and is a current M.A. in Elementary Education candidate at UNM. As a product of Navajo, NM, Kayla returned to fulfill the desire of Diné Nation's wish that Navajo students go and get an education and return to make their communities better. Kayla has taught at Navajo Elementary, a school she went to. Her experiences enabled her to be a role model for her students, staff and community members in her actions and mindsets of hope, strength, perseverance, and belief that anything is possible. In the classroom, Kayla is able to build and maintain strong relationships with her students and their families and convey her love and belief in their ability to succeed despite so many obstacles against them. Her work with the community of Navajo and partnership with NACA to create a charter school based in the community vision speaks volumes to her understanding and deep belief that all students deserve an education that allows them to be firm in their identities and reclaim their rights as Native people on a sovereign land. Kayla is currently a NACA Inspired Schools Network Fellow, W.K. Kellogg Foundation Community Leadership Network Fellow, Teach for America Alumni, and serves on the Red Lake-Navajo Community Action Group council.

PRESTENE GARNENEZ has an MA in Urban Planning and BS in Biology/Mathematics. Current experience in Community and Regional Planning including Environmental Planning and Economic Development at local, tribal, municipal, and county levels. Ms. Garnenez has knowledge and experience in organizational development, management, and leadership. Other work experience includes management of an environmental laboratory, founding member of the local grassroots organization, the Red Lake-Navajo Community Action Group which strives to improve the quality of life in the Red Lake-Navajo community, and currently holds officer positions on a couple of boards: Vice-Chairperson, for a local housing non-profit and the President of the Red Lake #18 Chapter's Community Land Use Planning Committee.

RED LAKE-NAVAJO COMMUNITY ACTION GROUP is a volunteer

grassroots organization that was created in the Summer of 2010. We strive to create partnerships with the local Red Lake #18 Chapter, the local schools, hospital, various Navajo Nation programs, the County, non-profits, and local private businesses. Initially beginning to create a skate park for our youth, the Group soon discovered that many people coming together to develop a skate park could just as well create something more. The Group now has a mission to improve the quality of life in our small community of Navajo, NM and Red Lake Chapter. By allowing our Community Action Group such a broad mission, we've been able to do a number of things in our community from working to build a recreation community park (we've completed a park design concept, completed a land survey of the 12+ acres of land) to conducting an annual community clean up where more than 100 (sometimes 150) people come together to help clean the litter and illegal dumping in our community to combating graffiti and vandalism by organizing a Mural project of one of our old abandoned buildings that is constantly targeted for graffiti to the beautification of our community where we've trimmed trees and shrubs in our small community park. We're an action-doing group of volunteers as you can see and rather than waiting for someone to come and help us, we've made efforts to do it ourselves, to work to bring it to our community, and to put our own time, energy, or money to improve our community. So, it is not a stretch that our Community Action Group would support and work to help bring a charter school to our community. While we focus generally on the community as a whole, we also recognize our youth are particularly important to the growth and well-being of our community. It is our hope through partnerships that we can influence the direction of our community, we support the work to restore our community's historical roots with agriculture by taking advantage of the available lands in our community for farming and teaching our young people these historic farming techniques that also help to emphasize Dine culture and values, however, we also want to incorporate industrial agriculture in our community by looking to develop greenhouses that incorporate new farming techniques like hydroponics or vertical farming. Certainly, the DEAP School with its own philosophies and missions will enhance our efforts to improve the community.



APPENDIX L: PROPOSED SALARY SCHEDULE for Licensed Staff

DEAP

LEVEL I BEGINNING TEACHER & CERTIFIED STAFF SALARY SCHEDULE
 LEVEL II PROFESSIONAL AND LEVEL III MASTER TEACHER SALARY SCHEDULE

2015-16 School Year

EXPER.	BA		BA+15		BA +45 orMA			MA+15			MA+45		
	Level I	Level II	Level I	Level II	Level I	Level II	Level III	Level I	Level II	Level III	Level I	Level II	Level III
0	32,000		32,100		32,200			32,300			32,400		
1	32,100		32,200		32,300			32,400			32,500		
2	32,200		32,300		32,400			32,500			32,600		
3	32,300	40,000	32,400	40,100	32,500	40,200		32,600	40,300		32,700	40,400	
4	32,400	40,100	32,500	40,200	32,600	40,300		32,700	40,400		32,800	40,500	
5	32,500	40,200	32,600	40,300	32,700	40,400		32,800	40,500		32,900	40,600	
6	32,600	40,300	32,700	40,400	32,800	40,500	50,000	32,900	40,600	50,100	33,000	40,700	50,200
7	32,700	40,400	32,800	40,500	32,900	40,600	50,100	33,000	40,700	50,200	33,100	40,800	50,300
8	32,800	40,500	32,900	40,600	33,000	40,700	50,200	33,100	40,800	50,300	33,200	40,900	50,400
9	32,900	40,600	33,000	40,700	33,100	40,800	50,300	33,200	40,900	50,400	33,300	41,000	50,500
10	33,000	40,700	33,100	40,800	33,200	40,900	50,400	33,300	41,000	50,500	33,400	41,100	50,600
11	33,100	40,800	33,200	40,900	33,300	41,000	50,500	33,400	41,100	50,600	33,500	41,200	50,700
12	33,200	40,900	33,300	41,000	33,400	41,100	50,600	33,500	41,200	50,700	33,600	41,300	50,800
13	33,300	41,000	33,400	41,100	33,500	41,200	50,700	33,600	41,300	50,800	33,700	41,400	50,900
14	33,400	41,100	33,500	41,200	33,600	41,300	50,800	33,700	41,400	50,900	33,800	41,500	51,000
15	33,500	41,200	33,600	41,300	33,700	41,400	50,900	33,800	41,500	51,000	33,900	41,600	51,100
16	33,600	41,300	33,700	41,400	33,800	41,500	51,000	33,900	41,600	51,100	34,000	41,700	51,200
17	33,700	41,400	33,800	41,500	33,900	41,600	51,100	34,000	41,700	51,200	34,100	41,800	51,300
18	33,800	41,500	33,900	41,600	34,000	41,700	51,200	34,100	41,800	51,300	34,200	41,900	51,400
19	33,900	41,600	34,000	41,700	34,100	41,800	51,300	34,200	41,900	51,400	34,300	42,000	51,500
20	34,000	41,700	34,100	41,800	34,200	41,900	51,400	34,300	42,000	51,500	34,400	42,100	51,600
21	34,100	41,800	34,200	41,900	34,300	42,000	51,500	34,400	42,100	51,600	34,500	42,200	51,700
22	34,200	41,900	34,300	42,000	34,400	42,100	51,600	34,500	42,200	51,700	34,600	42,300	51,800
23	35,200	42,900	35,300	43,000	35,400	43,100	52,600	35,500	43,200	52,700	35,600	43,300	52,800
24	35,300	43,000	35,400	43,100	35,500	43,200	52,700	35,600	43,300	52,800	35,700	43,400	52,900
25	35,400	43,100	35,500	43,200	35,600	43,300	52,800	35,700	43,400	52,900	35,800	43,500	53,000
26	35,500	43,200	35,600	43,300	35,700	43,400	52,900	35,800	43,500	53,000	35,900	43,600	53,100
27	35,600	43,300	35,700	43,400	35,800	43,500	53,000	35,900	43,600	53,100	36,000	43,700	53,200
28	35,700	43,400	35,800	43,500	35,900	43,600	53,100	36,000	43,700	53,200	36,100	43,800	53,300
29	35,800	43,500	35,900	43,600	36,000	43,700	53,200	36,100	43,800	53,300	36,200	43,900	53,400
30	35,900	43,600	36,000	43,700	36,100	43,800	53,300	36,200	43,900	53,400	36,300	44,000	53,500
31	36,000	43,700	36,100	43,800	36,200	43,900	53,400	36,300	44,000	53,500	36,400	44,100	53,600

Note:

As permitted by State Statutes, Board Policies, and resources, training and experience will be recognized during school year
 Level II-Professional and Level III-Master Teachers must have at least three years successful teaching experience.

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
	Function-1000 - Instruction				
		Personnel Services - Compensation			
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$41,000.00
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$41,000.00
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.	
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 (ELL)	\$41,000.00
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	
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	\$123,000.00
		Personnel Services - Employee Benefits			
11000	1000	52111	0000	Educational Retirement	\$16,174.50
11000	1000	52112	0000	ERA - Retiree Health	\$2,460.00
11000	1000	52210	0000	FICA Payments	\$7,626.00
11000	1000	52220	0000	Medicare Payments	\$1,783.50
11000	1000	52311	0000	Health and Medical Premiums-Benefits TBD	\$15,990.00
11000	1000	52312	0000	Life	
11000	1000	52313	0000	Dental	
11000	1000	52314	0000	Vision	
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	\$44,034.00
		Purchased Professional and Technical Services			
11000	1000	53414	0000	Other Professional Services	
11000	1000	53711	0000	Other Charges	
				Total: Purchased Professional and Tech Services	\$0.00
		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	
11000	1000	55818	0000	Other Travel - Non-Employees	
11000	1000	55819	0000	Employee Travel - Teachers	\$500.00
11000	1000	55820	0000	Employee Training - Teachers	\$1,000.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
11000	1000	55914	0000	Contracts - Interagency	
11000	1000	55915	0000	Other Contract Services (SUBSTITUTE TEACHERS)	\$1,000.00
				Total: Other Purchased Services	\$2,500.00
		Supplies			
11000	1000	56112	0000	Other Textbooks	\$250.00
11000	1000	56113	0000	Software	\$250.00
11000	1000	56118	0000	General Supplies and Materials	\$3,000.00
				Total: Supplies	\$3,500.00
		Property			
11000	1000	57331	0000	Fixed Assets (more than \$5,000)	
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$5,000.00
				Total: Property	\$5,000.00
11000	1000	TOTAL: INSTRUCTION			\$178,034.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
	Function-2100 - Support Services - Students				
		Personnel Services - Compensation			
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers	
11000	2100	51100	1215	Salaries Expense: Registered Nurse	
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	\$0.00
		Personnel Services - Employee Benefits			
11000	2100	52111	0000	Educational Retirement	
11000	2100	52112	0000	ERA - Retiree Health	
11000	2100	52210	0000	FICA Payments	
11000	2100	52220	0000	Medicare Payments	
11000	2100	52311	0000	Health and Medical Premiums	
11000	2100	52312	0000	Life	
11000	2100	52313	0000	Dental	
11000	2100	52314	0000	Vision	
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	\$0.00
		Purchased Professional and Technical Services			
11000	2100	53211	0000	Diagnosticians - Contracted	\$500.00
11000	2100	53212	0000	Speech Therapists - Contracted	\$1,500.00
11000	2100	53213	0000	Occupational Therapists - Contracted	\$1,500.00
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted	\$1,500.00
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	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted	
11000	2100	53414	0000	Other Professional Services	\$25,000.00
				Total: Purchased Professional and Tech Services	\$30,000.00
Purchased Professional and Technical Services					
11000	2100	53414	0000	Other Professional Services	
11000	2100	53711	0000	Other Charges	
				Total: Support Services - Students	\$0.00
Other Purchased Services					
11000	2100	55200	0000	Property/Liability Insurance	\$500.00
11000	2100	55813	0000	Employee Travel - Non-Teachers	
11000	2100	55814	0000	Employee Training - Non-Teachers	
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	\$500.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
		Supplies			
11000	2100	56113	0000	Software	\$100.00
11000	2100	56118	0000	General Supplies and Materials	\$600.00
				Total: Supplies	\$700.00
		Property			
11000	2100	57331	0000	Fixed Assets (more than \$5,000)	
11000	2100	57332	0000	Supply Assets (\$5,000 or less)	\$1,000.00
				Total: Property	\$1,000.00
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$32,200.00
	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	
11000	2200	51100	1511	Salaries Expense: Data Processing	
				Total: Support Services - Instruction	\$0.00
		Personnel Services - Employee Benefits			
11000	2200	52111	0000	Educational Retirement	
11000	2200	52112	0000	ERA - Retiree Health	
11000	2200	52210	0000	FICA Payments	
11000	2200	52220	0000	Medicare Payments	
11000	2200	52311	0000	Health and Medical Premiums	
11000	2200	52312	0000	Life	
11000	2200	52313	0000	Dental	
11000	2200	52314	0000	Vision	
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	\$0.00
		Purchased Professional and Technical Services			
11000	2200	53414	0000	Other Professional Services	
11000	2200	53711	0000	Other Charges	
				Total: Purchased Professional and Tech Services	\$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
		Supplies			

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
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
		Property			
11000	2200	57331	0000	Fixed Assets (more than \$5,000)	
11000	2200	57332	0000	Supply Assets (\$5,000 or less)	
				Total: Property	\$0.00
11000	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
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
Personnel Services - Employee Benefits					
11000	2300	52111	0000	Educational Retirement	
11000	2300	52112	0000	ERA - Retiree Health	
11000	2300	52210	0000	FICA Payments	
11000	2300	52220	0000	Medicare Payments	
11000	2300	52311	0000	Health and Medical Premiums	
11000	2300	52312	0000	Life	
11000	2300	52313	0000	Dental	
11000	2300	52314	0000	Vision	
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
Purchased Professional and Technical Services					
11000	2300	53411	0000	Auditing	\$10,000.00
11000	2300	53412	0000	Bond/Board Elections	
11000	2300	53413	0000	Legal	\$3,000.00
11000	2300	53414	0000	Other Professional Services	
11000	2300	53711	0000	Other Charges	
Total: Purchased Professional and Tech Services					\$13,000.00
Other Purchased Services					
11000	2300	55400	0000	Advertising	
11000	2300	55811	0000	Board Travel	\$500.00
11000	2300	55812	0000	Board Training	\$500.00
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
Supplies					
11000	2300	56113	0000	Software	\$200.00
11000	2300	56115	0000	Board Expenses	\$100.00
11000	2300	56118	0000	General Supplies and Materials	\$250.00
Total: Supplies					\$550.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
		Property			
11000	2300	57331	0000	Fixed Assets (more than \$5,000)	
11000	2300	57332	0000	Supply Assets (\$5,000 or less)	\$250.00
				Total: Property	\$250.00
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$14,800.00
	Function-2400 - School Administration				
		Personnel Services - Compensation			
11000	2400	51100	1112	Salaries Expense: Principal	\$65,000.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	\$25,000.00
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$18,000.00
11000	2400	51100	1511	Salaries Expense: Data Processing	
				Total: Personnel Services - Compensation	\$108,000.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
		Personnel Services - Employee Benefits			
11000	2400	52111	0000	Educational Retirement	\$14,202.00
11000	2400	52112	0000	ERA - Retiree Health	\$2,160.00
11000	2400	52210	0000	FICA Payments	\$6,696.00
11000	2400	52220	0000	Medicare Payments	\$1,566.00
11000	2400	52311	0000	Health and Medical Premiums	\$14,040.00
11000	2400	52312	0000	Life	
11000	2400	52313	0000	Dental	
11000	2400	52314	0000	Vision	
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	\$38,664.00
		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
		Other Purchased Services			
11000	2400	55813	0000	Employee Travel - Non-Teachers	\$500.00
11000	2400	55814	0000	Employee Training - Non-Teachers	\$500.00
11000	2400	55914	0000	Contracts - Interagency	
11000	2400	55915	0000	Other Contract Services	
				Total: Other Purchased Services	\$1,000.00
		Supplies			
11000	2400	56113	0000	Software	\$250.00
11000	2400	56118	0000	General Supplies and Materials	\$250.00
				Total: Supplies	\$500.00
		Property			
11000	2400	57331	0000	Fixed Assets (more than \$5,000)	
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	\$3,000.00
				Total: Property	\$3,000.00
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$151,164.00
	Function-2500 - Central Services				
		Personnel Services - Compensation			
11000	2500	51100	1113	Salaries Expense: Administrative Associates	
11000	2500	51100	1114	Salaries Expense: Administrative Assistants	
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	\$0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
		Personnel Services - Employee Benefits			
11000	2500	52111	0000	Educational Retirement	
11000	2500	52112	0000	ERA - Retiree Health	
11000	2500	52210	0000	FICA Payments	
11000	2500	52220	0000	Medicare Payments	
11000	2500	52311	0000	Health and Medical Premiums	
11000	2500	52312	0000	Life	
11000	2500	52313	0000	Dental	
11000	2500	52314	0000	Vision	
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	\$0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
Purchased Professional and Technical Services					
11000	2500	53414	0000	Other Professional Services	\$75,000.00
11000	2500	53711	0000	Other Charges	
				Total: Purchased Professional and Technical Services	\$75,000.00
Other Purchased Services					
11000	2500	55400	0000	Advertising: Open Meetings Act/Budget Advertisements	\$500.00
11000	2500	55813	0000	Employee Travel - Non-Teachers	\$250.00
11000	2500	55814	0000	Employee Training - Non-Teachers	\$500.00
11000	2500	55914	0000	Contracts - Interagency	
11000	2500	55915	0000	Other Contract Services	
				Total: Other Purchased Services	\$1,250.00
Supplies					
11000	2500	56113	0000	Software	
11000	2500	56118	0000	General Supplies and Materials	\$300.00
				Total: Supplies	\$300.00
Property					
11000	2500	57331	0000	Fixed Assets (more than \$5,000)	
11000	2500	57332	0000	Supply Assets (\$5,000 or less)	\$1,000.00
				Total: Property	\$1,000.00
11000	2500			TOTAL: CENTRAL SERVICES	\$77,550.00
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	
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards	
				Total: Personnel Services - Compensation	\$0.00
Personnel Services - Employee Benefits					
11000	2600	52111	0000	Educational Retirement	
11000	2600	52112	0000	ERA - Retiree Health	
11000	2600	52210	0000	FICA Payments	
11000	2600	52220	0000	Medicare Payments	
11000	2600	52311	0000	Health and Medical Premiums	
11000	2600	52312	0000	Life	
11000	2600	52313	0000	Dental	
11000	2600	52314	0000	Vision	
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	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
11000	2600	52914	0000	Deferred Sick Leave Reserve	
Total: Personnel Services - Employee Benefits					\$0.00
Purchased Professional and Technical Services					
11000	2600	53711	0000	Other Charges	
Total: Purchased Professional and Tech Services					\$0.00
Purchased Property Services					
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment	\$1,000.00
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$500.00
11000	2600	54313	0000	Maintenance & Repair - Vehicles	
11000	2600	54411	0000	Electricity	\$3,500.00
11000	2600	54412	0000	Natural Gas (Buildings)	\$3,000.00
11000	2600	54413	0000	Propane/Butane (Buildings)	
11000	2600	54414	0000	Other Energy (Buildings)	
11000	2600	54415	0000	Water/Sewage	\$3,000.00
11000	2600	54416	0000	Communication Services	\$5,000.00
11000	2600	54610	0000	Rental - Land and Buildings	
11000	2600	54620	0000	Rental - Equipment and Vehicles	
11000	2600	54630	0000	Rental - Computers and Related Equipment	
Total: Purchased Property Services					\$16,000.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
Other Purchased Services					
11000	2600	55200	0000	Property/Liability Insurance	
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: CUSTODIAL	\$5,000.00
Total: Other Purchased Services					\$5,000.00
Supplies					
11000	2600	56113	0000	Software	
11000	2600	56118	0000	General Supplies and Materials	\$250.00
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	\$500.00
Total: Supplies					\$750.00
Property					
11000	2600	57331	0000	Fixed Assets (more than \$5,000)	
11000	2600	57332	0000	Supply Assets (\$5,000 or less)	\$100.00
Total: Property					\$100.00
11000	2600	TOTAL: OPERATION AND MAINTENANCE OF PLANT			\$21,850.00
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
Personnel Services - Employee Benefits					
11000	2700	52111	0000	Educational Retirement	
11000	2700	52112	0000	ERA - Retiree Health	
11000	2700	52210	0000	FICA Payments	
11000	2700	52220	0000	Medicare Payments	
11000	2700	52311	0000	Health and Medical Premiums	
11000	2700	52312	0000	Life	
11000	2700	52313	0000	Dental	
11000	2700	52314	0000	Vision	
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	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
11000	2700	52914	0000	Deferred Sick Leave Reserve	
				Total: Personnel Services - Employee Benefits	\$0.00
Purchased Professional and Technical Services					
11000	2700	53711	0000	Other Charges	
				Total: Purchased Professional and Technical Services	\$0.00
Purchased Property Services					
11000	2700	55111	0000	Transportation Per-Capita Feeders	
11000	2700	55112	0000	Transportation Contractors	\$1,500.00
				Total: Purchased Property Services	\$1,500.00
11000	2700			TOTAL: STUDENT TRANSPORTATION	\$1,500.00
11000	2000			TOTAL: SUPPORT SERVICES	\$299,064.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
	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
		Personnel Services - Employee Benefits			
11000	3100	52111	0000	Educational Retirement	
11000	3100	52112	0000	ERA - Retiree Health	
11000	3100	52210	0000	FICA Payments	
11000	3100	52220	0000	Medicare Payments	
11000	3100	52311	0000	Health and Medical Premiums	
11000	3100	52312	0000	Life	
11000	3100	52313	0000	Dental	
11000	3100	52314	0000	Vision	
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
	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
		Purchased Property Services			
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment	\$500.00
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	\$500.00
		Other Purchased Services			

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000 EXPENDITURES					
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
		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	\$200.00
				Total: Supplies	\$200.00
		Property			
11000	3100	57331	0000	Fixed Assets (more than \$5,000)	
11000	3100	57332	0000	Supply Assets (\$5,000 or less)	\$2,000.00
				Total: Property	\$2,000.00
11000	3100			TOTAL: FOOD SERVICES OPERATIONS	\$2,700.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)
11000	EXPENDITURES				
	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
		Personnel Services - Employee Benefits			
11000	3300	52111	0000	Educational Retirement	
11000	3300	52112	0000	ERA - Retiree Health	
11000	3300	52210	0000	FICA Payments	
11000	3300	52220	0000	Medicare Payments	
11000	3300	52311	0000	Health and Medical Premiums	
11000	3300	52312	0000	Life	
11000	3300	52313	0000	Dental	
11000	3300	52314	0000	Vision	
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
		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	\$1,250.00
				Total: Other Purchased Services	\$1,250.00
		Supplies			
11000	3300	56118	0000	General Supplies and Materials	\$1,000.00
				Total: Supplies	\$1,000.00
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$2,250.00
11000	3000			TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$4,950.00
11000				TOTAL: OPERATIONAL FUND	\$482,048.00

\$482,048.00

SEG

\$483,708.89

\$1,660.89

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
	\$2,000.00		\$3,000.00		\$6,000.00		\$8,000.00	
	\$10,500.00		\$7,100.00		\$16,500.00		\$19,050.00	
	\$250.00		\$250.00		\$250.00		\$250.00	
	\$1,000.00		\$500.00		\$2,500.00		\$5,000.00	
	\$2,000.00		\$500.00		\$2,000.00		\$10,000.00	
	\$3,250.00		\$1,250.00		\$4,750.00		\$15,250.00	
	\$10,000.00		\$1,000.00		\$1,000.00		\$15,000.00	
	\$10,000.00		\$1,000.00		\$1,000.00		\$15,000.00	
3.00	\$351,028.00	7.00	\$447,984.00	9.00	\$683,596.00	13.00	\$846,446.00	16.00

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
	\$5,000.00		\$7,500.00		\$10,000.00		\$10,000.00	
	\$12,000.00		\$14,500.00		\$17,000.00		\$17,000.00	
	\$0.00		\$0.00		\$0.00		\$0.00	
	\$1,000.00		\$1,500.00		\$2,500.00		\$3,000.00	
	\$1,000.00		\$1,500.00		\$2,500.00		\$3,000.00	

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
					\$1,000.00		\$1,000.00	
					\$2,000.00		\$2,000.00	
	\$0.00		\$0.00		\$3,000.00		\$3,000.00	
					\$5,000.00		\$5,000.00	
	\$0.00		\$0.00		\$5,000.00		\$5,000.00	
0.00	\$0.00	0.00	\$0.00	0.00	\$173,960.00	3.00	\$173,210.00	3.00

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
	\$300.00		\$350.00		\$400.00		\$500.00	
	\$300.00		\$350.00		\$400.00		\$500.00	
0.00	\$17,550.00	0.00	\$40,200.00	0.00	\$45,000.00	0.00	\$46,200.00	0.00
1.00	\$67,500.00	1.00	\$70,000.00	1.00	\$75,000.00	1.00	\$75,000.00	1.00
0.50	\$100,000.00	2.00	\$100,000.00	2.00	\$150,000.00	3.00	\$150,000.00	3.00
1.00	\$18,000.00	1.00	\$18,000.00	1.00	\$38,000.00	2.00	\$40,000.00	2.00
2.50	\$185,500.00	4.00	\$188,000.00	4.00	\$263,000.00	6.00	\$265,000.00	6.00

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
	\$0.00		\$0.00		\$0.00		\$5,728.00	
	\$0.00		\$0.00		\$0.00		\$0.00	
	\$1,000.00		\$500.00		\$1,000.00		\$1,000.00	
	\$1,000.00		\$1,000.00		\$500.00		\$1,000.00	
	\$4,500.00		\$5,500.00		\$6,500.00		\$7,500.00	
	\$4,000.00		\$5,000.00		\$6,000.00		\$7,000.00	
	\$4,000.00		\$5,000.00		\$6,000.00		\$7,000.00	
	\$6,000.00		\$8,000.00		\$8,000.00		\$8,000.00	
	\$20,500.00		\$25,000.00		\$28,000.00		\$31,500.00	

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
	\$0.00		\$0.00		\$0.00		\$0.00	
	\$0.00		\$0.00		\$0.00		\$0.00	
	\$2,500.00		\$4,000.00		\$5,000.00		\$6,000.00	
	\$2,500.00		\$4,000.00		\$5,000.00		\$6,000.00	
0.00	\$2,500.00	0.00	\$4,000.00	0.00	\$5,000.00	0.00	\$6,000.00	0.00
2.50	\$538,315.00	6.00	\$607,290.00	8.00	\$915,924.00	13.00	\$938,668.00	14.00

Charter's Five Year Budget Plan

FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
	\$0.00		\$0.00		\$0.00		\$0.00	
	\$500.00		\$300.00		\$350.00		\$500.00	
	\$500.00		\$300.00		\$350.00		\$500.00	
	\$2,500.00		\$500.00		\$2,000.00		\$3,500.00	
	\$2,500.00		\$500.00		\$2,000.00		\$3,500.00	
0.00	\$21,654.00	1.00	\$18,704.00	1.00	\$39,158.00	2.00	\$44,308.00	2.00

Charter's Five Year Budget Plan

Charter's Five Year Budget Plan

Agriculture Science/Vocational Supply

Copy Machine, Laminator, Fax, Smart Boards, Computer, Printers

Charter's Five Year Budget Plan

SPED Coordinator/Reading Specialist

Charter's Five Year Budget Plan

nurse

Charter's Five Year Budget Plan

SPED

Computer Cost

Agriculture Science Program, Service Learning, College/Career

Charter's Five Year Budget Plan

Computers

Charter's Five Year Budget Plan

IT Coordinator

State Req.

Meeting Supplies
Office Supply

Charter's Five Year Budget Plan

Maintenance, Updates, Server Cost

Dean of Students + Director of Operations + Director of Curriculum
Office Manager

Charter's Five Year Budget Plan

In state travel meetings
PD

Computer cost, maintenance, upgrade

Finance Director

Charter's Five Year Budget Plan

Charter's Five Year Budget Plan

50 K FOR BM; 11 SUPPY; 14 K FOR TECH/SOFTWARE

In-State Travel
PD

Computer, Office Furniture

Charter's Five Year Budget Plan

School desks, tables, boards

Landlines/Internet

Charter's Five Year Budget Plan

Cleaning supply

Yard Equipment, Bags

Vacuums, cleaners, sprinklers

Charter's Five Year Budget Plan

Pick up and drop off

Charter's Five Year Budget Plan

Microwaves, warmers, etc.

Charter's Five Year Budget Plan

Anticipate free lunch

Utensils, Napkins, etc

fridge, kitchen appliances

Charter's Five Year Budget Plan

Community Service Liason

Marketing materials, community service

Year 1 2015-16
STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS
YEAR 1

Charter Name Dzil Dit Looi School of Empowerment Action and Perseverance (DEAP) **Charter Number** 0

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6					30.00	30.00
Grade 7					30.00	30.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	60.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	60.00
					SUBTOTAL MEM	60.00
					TOTAL MEM	60.00

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	30.00	1.045	31.350		
Grade 07 *	30.00	1.25	37.500		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		

Grade 10 *	0.00	Year 1-2015-16	0.00
Grade 11 *	0.00	1.25	0.000
Grade 12 *	0.00	1.25	0.000

* Includes Vocational Weighting

Special Education				MEM	Factor	Basic Program Units	68.850
C & C-Gifted	0.00		1.00	0.000			
D & D-Gifted	0.00		2.00	0.000			
3 & 4 Yr. DD			2.00	0.000			
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)			0.70	0.000	Special Ed. Units	0.000	
Adjusted Ancillary FTE			25.00		Ancillary FTE Units	0.000	
						Total Special Education Units	0.000

Elementary Fine Arts Program				MEM	Factor	Fine Arts Program Units	0.000
	0.00		0.0500				

Bilingual Program				MEM	FTE	Factor	Bilingual Units	0.000
HOURS								
1			0.00					
2			0.00					
3			0.00					
Total Bilingual	0.00		0.00	0.500				

(May not total more than the no. of students in grades K-12.)

Elementary P.E. Program				MEM	Factor	Elementary P.E. Units	0.000
	0.00		0.060				

TOTAL MEMBERSHIP PROGRAM UNITS 68.850

T & E Index (Oct 2012) **1.089**

National Board Certified Teachers				FTE:	Factor	ADJUSTED PROGRAM UNITS	74.978
	0.00		1.500			National Board Certified Teachers Units:	0.000

Size Adjustment Units				UNITS	District Size Adjustment Units	8.865
------------------------------	--	--	--	-------	--------------------------------	-------

Elementary/Mid/Jr. High	42.000			School Size Adjustment Units	42.000
Senior High	0.000			Rural Isolation Units	0.000
District Size	8.865				

At-Risk Units				At-risk index	MEM	New District Adjustment Units	0.000
2013-2014:	0.104		60.00			At Risk Units	6.240

Charter Schools not eligible for District Size (8.865)

Charter Schools Student Activities

(Districts Only) MEM



Year 1-2015-16

Factor

0.100

Growth Units

Home School Student Activities

(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 Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 123.218

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 60.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 60.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data
2013-2014 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data
2013-14 Operating Budget Calculation 0.000
Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 123.218

× Unit Value **\$4,005.75**

PROGRAM COST \$493,580.50

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)
Federal Impact Aid (44103)
Federal Forest Reserve (44204)
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$9,871.61)

STATE EQUALIZATION GUARANTEE \$483,708.89

SIZE ADJUSTMENT UNITS:

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

Year 1-2015-16

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
DEAP		6-7	60.00	42.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				42.000

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?	<input type="text"/>	UNITS
------	----------------------	-------

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
 BASED ON MEMBERSHIP PROJECTIONS
 YEAR 2**

Charter Name **Dzil Dit Looi School of Empowerment Action and Perseverance (DEAP)** Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6					30.00	30.00
Grade 7					30.00	30.00
Grade 8					30.00	30.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	90.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	90.00
SUBTOTAL MEM	90.00
TOTAL MEM	90.00

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	30.00	1.045	31.350		
Grade 07 *	30.00	1.25	37.500		
Grade 08 *	30.00	1.25	37.500		

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

Special Education

	<i>MEM</i>	<i>Factor</i>	
C & C-Gifted	0.00	1.00	0.000
D & D-Gifted	0.00	2.00	0.000
3 & 4 Yr. DD		2.00	0.000

A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) 0.70 0.000

Adjusted Ancillary FTE 25.00

Basic Program Units 106.350

Special Ed. Units 0.000

Ancillary FTE Units 0.000

Total Special Education Units 0.000

Elementary Fine Arts Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.0500	

Fine Arts Program Units 0.000

Bilingual Program

<i>HOURS</i>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>
1		0.00	
2		0.00	
3		0.00	
Total Bilingual	0.00	0.00	0.500

(May not total more than the no. of students in grades K-12.)

Bilingual Units 0.000

Elementary P.E. Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.060	

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 106.350

T & E Index (Oct 2012) **1.089**

National Board Certified Teachers

	<i>FTE:</i>	<i>Factor</i>	
	0.00	1.500	

ADJUSTED PROGRAM UNITS 115.815

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	<i>UNITS</i>
Elementary/Mid/Jr. High	49.500
Senior High	0.000
District Size	13.196

District Size Adjustment Units 13.196

Charter Schools not eligible for District Size (13.196)

School Size Adjustment Units 49.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units *At-risk index* *MEM*

2013-2014: 0.104 90.00

At Risk Units 9.360

Charter Schools Student Activities
(Districts Only) MEM

Factor
0.100

Growth Units 58.650

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 233.325

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 60.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 90.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data
2013-2014 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data
2013-14 Operating Budget Calculation 58.650
Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 233.325

× Unit Value **\$4,005.75**

PROGRAM COST \$934,641.62

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)
Federal Impact Aid (44103)
Federal Forest Reserve (44204)
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$18,692.83)

STATE EQUALIZATION GUARANTEE \$915,948.79

ADJUSTMENT UNITS:

PED 910B-5

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
DEAP		6-8	90.00	49.500
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				49.500

SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (exclude alternative schools):

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?	<input type="text"/>	UNITS
------	----------------------	-------

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

YES?	<input type="text"/>	UNITS
------	----------------------	-------

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
 BASED ON MEMBERSHIP PROJECTIONS
 YEAR 3**

Charter Name **Dzil Dit Looi School of Empowerment Action and Perseverance (DEAP)** Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6					30.00	30.00
Grade 7					30.00	30.00
Grade 8					30.00	30.00
Grade 9					30.00	30.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	120.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	120.00
SUBTOTAL MEM	120.00
TOTAL MEM	120.00

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	30.00	1.045	31.350		
Grade 07 *	30.00	1.25	37.500		
Grade 08 *	30.00	1.25	37.500		

Grade 09 *	30.00	1.25	37.500
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

Special Education

	<i>MEM</i>	<i>Factor</i>	
C & C-Gifted	0.00	1.00	0.000
D & D-Gifted	0.00	2.00	0.000
3 & 4 Yr. DD		2.00	0.000

A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) 0.70 0.000

Adjusted Ancillary FTE 25.00

Basic Program Units 143.850

Special Ed. Units 0.000

Ancillary FTE Units 0.000

Total Special Education Units 0.000

Elementary Fine Arts Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.0500	

Fine Arts Program Units 0.000

Bilingual Program

<i>HOURS</i>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>
1		0.00	
2		0.00	
3		0.00	
Total Bilingual	0.00	0.00	0.500

(May not total more than the no. of students in grades K-12.)

Bilingual Units 0.000

Elementary P.E. Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.060	

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 143.850

T & E Index (Oct 2012) **1.089**

National Board Certified Teachers

	<i>FTE:</i>	<i>Factor</i>	
	0.00	1.500	

ADJUSTED PROGRAM UNITS 156.653

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	<i>UNITS</i>
Elementary/Mid/Jr. High	48.000
Senior High	0.000
District Size	17.460

District Size Adjustment Units 17.460

Charter Schools not eligible for District Size (17.460)

School Size Adjustment Units 48.000

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units *At-risk index* *MEM*

2013-2014: 0.104 120.00

At Risk Units 12.480

Charter Schools Student Activities
(Districts Only) MEM

Factor
0.100

Growth Units 58.200

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 275.333

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 90.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 120.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data
2013-2014 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data
2013-14 Operating Budget Calculation 58.200
Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 275.333

× Unit Value **\$4,005.75**

PROGRAM COST \$1,102,915.16

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)
Federal Impact Aid (44103)
Federal Forest Reserve (44204)
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$22,058.30)

STATE EQUALIZATION GUARANTEE \$1,080,856.86

ADJUSTMENT UNITS:

PED 910B-5

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
DEAP		6-9	120.00	48.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				48.000

SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (exclude alternative schools):

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

UNITS
0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
 BASED ON MEMBERSHIP PROJECTIONS
 YEAR 4**

Charter Name **Dzil Dit Looi School of Empowerment Action and Perseverance (DEAP)** Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6					30.00	30.00
Grade 7					30.00	30.00
Grade 8					30.00	30.00
Grade 9					30.00	30.00
Grade 10					30.00	30.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	150.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	150.00
SUBTOTAL MEM	150.00
TOTAL MEM	150.00

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	30.00	1.045	31.350		
Grade 07 *	30.00	1.25	37.500		
Grade 08 *	30.00	1.25	37.500		

Grade 09 *	30.00	1.25	37.500
Grade 10 *	30.00	1.25	37.500
Grade 11 *	0.00	1.25	0.000
Grade 12 *	0.00	1.25	0.000

* Includes Vocational Weighting

Special Education

	<i>MEM</i>	<i>Factor</i>	
C & C-Gifted	0.00	1.00	0.000
D & D-Gifted	0.00	2.00	0.000
3 & 4 Yr. DD		2.00	0.000

A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) 0.70 0.000

Adjusted Ancillary FTE 25.00

Basic Program Units	181.350
Special Ed. Units	0.000
Ancillary FTE Units	0.000
Total Special Education Units	0.000

Elementary Fine Arts Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.0500	

Fine Arts Program Units 0.000

Bilingual Program

<i>HOURS</i>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>
1		0.00	
2		0.00	
3		0.00	
Total Bilingual	0.00	0.00	0.500

(May not total more than the no. of students in grades K-12.)

Bilingual Units 0.000

Elementary P.E. Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.060	

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 181.350

T & E Index (Oct 2012) **1.089**

National Board Certified Teachers

	<i>FTE:</i>	<i>Factor</i>	
	0.00	1.500	

ADJUSTED PROGRAM UNITS 197.490

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	<i>UNITS</i>
Elementary/Mid/Jr. High	0.000
Senior High	150.000
District Size	21.656

District Size Adjustment Units 21.656
Charter Schools not eligible for District Size (21.656)

School Size Adjustment Units 150.000

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units *At-risk index* *MEM*

2013-2014: 0.104 150.00

Charter Schools Student Activities
(Districts Only) MEM

Factor
0.100

Home School Student Activities
(Districts Only) MEM

Factor
0.100

At Risk Units 15.600

Growth Units 57.750

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities) 0.000

Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 420.840

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 120.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 150.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data
2013-2014 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data
2013-14 Operating Budget Calculation 57.750
Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 420.840

× Unit Value **\$4,005.75**

PROGRAM COST \$1,685,779.83

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)
Federal Impact Aid (44103)
Federal Forest Reserve (44204)
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$33,715.60)

STATE EQUALIZATION GUARANTEE \$1,652,064.23

ADJUSTMENT UNITS:

PED 910B-5

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.

$$((200 - MEM)/200) \times (1.0 \times MEM) = UNITS$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - MEM)/200) \times (2.0 \times MEM) = UNITS \quad \text{or} \quad ((400 - MEM)/400) \times (1.6 \times MEM) = UNITS$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
DEAP		6-10	150.00	150.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				150.000

RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$$

Enter the number of approved senior high schools (exclude alternative schools):

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(MEM \text{ for current year}) \times .147 = UNITS$$

UNITS
0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(MEM \text{ for prior year} - MEM \text{ for current year}) \times .17 = UNITS$$

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
 BASED ON MEMBERSHIP PROJECTIONS
 YEAR 5**

Charter Name **Dzil Dit Looi School of Empowerment Action and Perseverance (DEAP)** Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6					30.00	30.00
Grade 7					30.00	30.00
Grade 8					30.00	30.00
Grade 9					30.00	30.00
Grade 10					30.00	30.00
Grade 11					30.00	30.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	180.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	180.00
SUBTOTAL MEM	180.00
TOTAL MEM	180.00

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	30.00	1.045	31.350		
Grade 07 *	30.00	1.25	37.500		
Grade 08 *	30.00	1.25	37.500		

Grade 09 *	30.00	1.25	37.500
Grade 10 *	30.00	1.25	37.500
Grade 11 *	30.00	1.25	37.500
Grade 12 *	0.00	1.25	0.000

* Includes Vocational Weighting

Special Education

	<i>MEM</i>	<i>Factor</i>	
C & C-Gifted	0.00	1.00	0.000
D & D-Gifted	0.00	2.00	0.000
3 & 4 Yr. DD		2.00	0.000

A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) 0.70 0.000

Adjusted Ancillary FTE 25.00

Basic Program Units	218.850
Special Ed. Units	0.000
Ancillary FTE Units	0.000
Total Special Education Units	0.000

Elementary Fine Arts Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.0500	

Fine Arts Program Units 0.000

Bilingual Program

<i>HOURS</i>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>
1		0.00	
2		0.00	
3		0.00	
Total Bilingual	0.00	0.00	0.500

(May not total more than the no. of students in grades K-12.)

Bilingual Units 0.000

Elementary P.E. Program

	<i>MEM</i>	<i>Factor</i>	
	0.00	0.060	

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 218.850

T & E Index (Oct 2012) **1.089**

National Board Certified Teachers

	<i>FTE:</i>	<i>Factor</i>	
	0.00	1.500	

ADJUSTED PROGRAM UNITS 238.328

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	<i>UNITS</i>
Elementary/Mid/Jr. High	0.000
Senior High	158.400
District Size	25.785

District Size Adjustment Units 25.785
Charter Schools not eligible for District Size (25.785)

School Size Adjustment Units 158.400

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units *At-risk index* *MEM*

2013-2014: 0.104 180.00

At Risk Units 18.720

Charter Schools Student Activities
(Districts Only) MEM

Factor
0.100

Growth Units 57.300

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 472.748

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 150.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 180.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data
2013-2014 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data
2013-14 Operating Budget Calculation 57.300
Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 472.748

× Unit Value **\$4,005.75**

PROGRAM COST \$1,893,710.30

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)
Federal Impact Aid (44103)
Federal Forest Reserve (44204)
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits
Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$37,874.21)

STATE EQUALIZATION GUARANTEE \$1,855,836.09

ADJUSTMENT UNITS:

PED 910B-5

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
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
DEAP		6-11	180.00	158.400
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				158.400

RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (exclude alternative schools):

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

UNITS
0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

APPENDIX I: FACILITIES MASTER PLAN AND CHECKLIST

DZIL DIT LOOI SCHOOL OF EMPOWERMENT, ACTION AND PERSEVERANCE (DEAP)

Contact Person: Kayla D. Begay

PO BOX 52 Navajo, NM 87328

505-488-3170

kdbegay@gmail.com

Charter School Overview:

Members of DEAP have consulted with the Gallup McKinley School District to request the use of existing district facilities. A formal letter was sent on May 23, 2014 regarding facilities. The letter is attached in Appendix B. In addition, DEAP's co-founder, Kayla Begay attended the June 2, 2014 GMCS board meeting to initiate dialogue surrounding using existing GMCS facilities. GMCS and DEAP are in initial negotiations regarding the leasing of GMCS facilities. The board meeting minute notes are included in Appendix C under section **New Business-M**.

Year of the Initial Application: 2014

Charter School Cap: Grades 6-12 with 210-student enrollment cap

DEAP has reviewed the Statewide Adequacy Standards NMAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance.

1. Goals/Mission

1.1 Goals

1.1.1 Mission

The mission of Dzil Dit Looi School of Empowerment, Action, and Perseverance (DEAP) is to provide a high quality, culturally relevant learning environment that inspires, prepares and empowers students to take action in transforming their community and the world around them.

1.1.2 General Educational Philosophy

DEAP will emphasize on academics through an agricultural science based curriculum aligned with Diné Content Standards and New Mexico Common Core Standards. Students will also focus on health and wellness and Diné culture and language while engaging in real world learning through community program solving and action.

1.1.3 Serving the Community

DEAP, as a place-based middle/high school where partnerships between the school and community support both student and community success, will provide experiential learning and service learning projects which will apply classroom content in real world learning through community problem solving and action. The Planning Team for the DEAP School conducted numerous community meetings to gather input regarding the charter school in the Red Lake-Navajo community—historically and traditionally, a small farming community—including gathering input

APPENDIX I: FACILITIES MASTER PLAN AND CHECKLIST

about concepts and design for the DEAP School. Community members expressed a great desire to emphasize Diné culture in the learning environment and as a result much of the design of the school is rooted in the Diné culture (based primarily on the Navajo ceremonial basket for the main school facility). Our agricultural-based curriculum, lead us to design a facility with courtyards that will be utilized as learning environments as well as provide a basis for edible landscape architecture. The school also incorporates a sustainability concept with solar panels in the parking lots as well as incorporates as much passive solar design into the facilities that will impact energy costs of the facility.

The land where the school will be located is near the main thoroughfare in Navajo, NM, just off Navajo Route 12 Highway and is located near existing utilities including electric, water, and wastewater lines. Natural gas lines may have to be extended, if need be. In locating the school, consideration was given to proximity to an existing irrigation system in Red Lake and near the Black Creek, as a school with an agricultural science based learning curriculum will also dedicate as much land as feasible to growing fields, orchards, and greenhouses. Lastly, the school will be located on the Navajo Nation (Indian reservation) and within the Red Lake #18 Chapter.

1.2 Process

1.2.1 Data Gathering and Analysis

The Planning Team employed a variety of methods to gather input from the local community including conducting several community meetings to discuss the charter school as well as facilitating focus groups to gather input. Team members also conducted one-on-one conversations with individuals and families as questions about the charter school arose and through a canvassing of neighborhoods to administer a survey about the charter school. An initial method in gaining insight about a charter school in general was to present at local chapter meetings (similar to a city council or county commission meeting) and where some feedback was obtained from audience and local leadership members. Documentation of these methods are demonstrated in survey results and note-taking of one-on-one conversations, focus groups, and community meetings. Planning team members, as a result of the 2013 New Mexico State Legislature's House Memorial 43, also participated in a work group tasked with gathering input on the feasibility of a charter school in the community. A report of this work group's findings was presented back to the Indian Affairs Committee of the New Mexico State Legislature. Lastly, the Planning Team conducted a review of the existing educational offerings in and around Navajo, NM, primarily looking at local school district, Gallup-McKinley County Schools, and others like the Bureau of Indian Education-Crystal Boarding School, which included demographic and statistical information of students in the local area.

All input and data gathering has resulted in the vision, mission, goals, curriculum and complimentary design of the grounds and facilities of the DEAP School.

1.2.2 Authority and Facilities Decision Making

APPENDIX I: FACILITIES MASTER PLAN AND CHECKLIST

The Planning Team is currently in the process of applying for charter school approval from the New Mexico Public Education Department. As a result, the DEAP Governing Board is not yet in place, but upon approval, the five-member Governing Board will have the decision-making authority for the school. The Head Administrator of the DEAP School will be responsible for the day-to-day operations of the school. As such, capital planning will begin within the authority of the Head Administrator and his/her staff and within the context of their work (including gathering student input) and available and/or projected budgets. The Head Administrator, with guidance from two of five Board Working Committees—the Finance Working Committee and the Facilities Working Committee—will assemble a Capital Planning Team consisting of Administrative (including the Head Administrator), relevant faculty and staff, and Board members to vet capital projects; capital planning will take place on an annual basis and in conjunction with annual budget processes. The Capital Planning Team will present recommended capital projects to the DEAP Governing Board for final approval.

To ensure effective and constant communication with the community, on a bi-annual (or quarterly basis, if needed), the Head Administrator and Governing Board President will officially present/report to the local chapter, Red Lake Chapter #18, about the school's status and relevant student/parent/community activities at the school; the Head Administrator and Governing Board President will collect any community feedback/input and ensure inclusion in the Capital Planning process.

At present, the Planning Team (Steering Committee) consists of:

Contact Member: Kayla Begay, Teacher, BA in Sociology, Education

Member: Prestene Garnenez, Regional & Community Planner, MA in Urban Planning, BS in Biology/Mathematics

Member: Diana Onco, Teacher, BA in Applied Indigenous Studies

Member: Regina Bitloy, Business-owner, AA in Accounting

Member: Philene Tyler, Finance Officer, AA in Business Administration

Member: Brandon Howe, Site Planner, BA in Environmental Planning and Design

2. Existing and Project Conditions

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

The DEAP School will be a place-based middle/high school (offering instruction for grades 6th through 12th) with a primary emphasis on an agricultural based curriculum aligned with both Diné Content Standards and Common Core State Standards. To enhance the agricultural component, DEAP will develop an Agricultural Immersion Program, an intensive and inter-disciplinary program open to students who have a passion for understanding and continuing agricultural practices. Within the context of an agriculture-based learning environment, the DEAP School will foster student wellness and identity development through culturally responsive teaching methods, dialogue based courses, affinity groups and family involvement. There will be a complimentary mentoring system (part of a maximum teacher to student ratio of 1:15) in which educators and staff mentor students through their journey of academic success, health, social wellness, and career preparedness while at the

APPENDIX I: FACILITIES MASTER PLAN AND CHECKLIST

DEAP School. Equally important, DEAP will integrate a Diné philosophy, culture, and language component that will support students in character building, cultural competency, critical consciousness, and fluency in the Diné language. Lastly, as a place-based school, DEAP will make education a relevant experience by applying classroom content in real world situations focused in the local surrounding area (community) through service-learning projects.

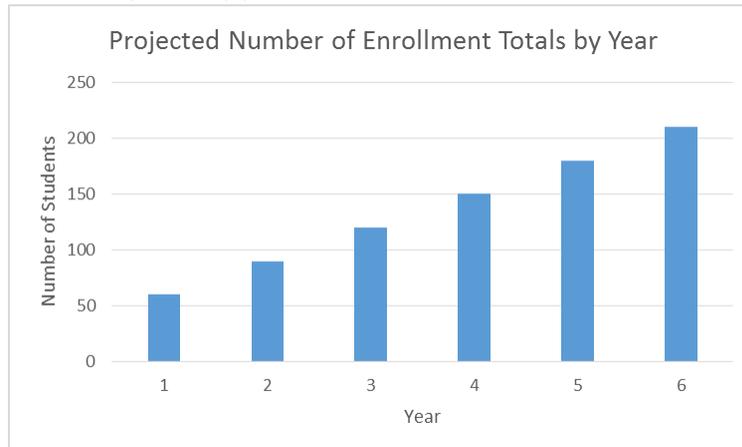
The DEAP School will utilize outdoor spaces for additional teaching and extra-curricular activities relative to the agricultural component of the school. Courtyard spaces within the Main building will also function as growing/gardening spaces. Additional grounds with fields, orchard, and green houses will encompass an outdoor amphitheater. An additional “community building” or multi-purpose building will house a gymnasium and function as a large indoor activity/meeting/auditorium space.

DEAP is currently in the process of acquiring portable buildings from the Gallup McKinley County School District to use for initial school buildings. In addition, DEAP is beginning discussions regarding the sharing of Red Lake Chapter owned buildings. However, at this time, no spaces have been identified.

2.2 Enrollment

2.2.1 Projected Enrollment: The enrollment cap of the DEAP School is 210 students total for grades 6 through 12.

2.2.2 DEAP will gradually phase in enrollment as follows:



Year 1: 60 students (30 7th graders, 30 6th graders)

Year 2: 90 students (30 8th graders, 30 7th graders, 30 6th graders)

Year 3: 120 students (30 9th graders, 30 8th graders, 30 7th graders, 30 6th graders)

Year 4: 150 students (30 10th graders, 30 9th graders, 30 8th graders, 30 7th graders, 30 6th graders)

Year 5: 180 students (30 11th graders, 30 10th graders, 30 9th graders, 30 8th graders, 30 7th graders, 30 6th graders)

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Year 6: 210 students (30 12th graders, 30 11th graders, 10th graders, 30 9th graders, 30 8th graders, 30 7th graders, 30 6th graders)

2.2.3 Classroom Loading Policy

The DEAP School will have a maximum teacher to student ratio of 1:15 per classroom. As such, the classroom loading policy will be as follows:

Grades 6-8: minimum of 35 net square feet/student

Grades 9-12: minimum of 30 net square feet/student

2.2.4 Classroom Needs

Projected Classroom Needs			
Year	Number of Classrooms	Number of Students	Grades
Year 1	4 Classrooms	60 Students	Grades 6 & 7
Year 2	6 Classrooms	90 Students	Grades 6, 7 & 8
Year 3	10 Classrooms	120 Students	Grades 6, 7, 8, & 9
Year 4	12 Classrooms	150 Students	Grades 6, 7, 8, 9 & 10
Year 5	14 Classrooms	180 Students	Grades 6, 7, 8, 9, 10, & 11
Year 6	16 Classrooms	210 Students	Grades 6, 7, 8, 9, 10, 11 & 12

To implement our instruction, we will also need space for the following:

- The Head Administrator’s Office (1 at 400 sq. ft)
- Secretary/Reception Office (500 sq. ft)
- School Nurse’s Office (500 sq. ft)
- Special Education Coordinator’s Office (200 sq. ft)
- Faculty Workroom and Teacher’s Lounge (1000 sq. ft)
- Conference Room (500 sq. ft)
- Cafeteria and commercial kitchen (3000 sq. ft)
- Libraries (1000 sq. ft)
- Storage Rooms (6 at 200 sq. ft each- 1200 sq. ft total)
- Custodians storage rooms (2 at 200 sq. ft- 400 sq. ft total)
- Communications/Technology Room (Server, Wifi, Communications Hub, etc. 200 sq. ft)
- Restrooms (10 at 75 sq. ft each- 750 sq ft.)

The estimated space for these spaces is just over 8,000 square feet.

2.3 Site and Facilities

2.3.1 Location/site

The DEAP School will be located in the town of Navajo, NM on the Navajo Nation (Indian reservation) in the Red Lake #18 Chapter along Navajo Route 12 Highway (see Map 1 in Appendix A). The land that is identified for the school is undeveloped, but is within easy access of electric, water, and wastewater lines. Natural gas lines may require additional work to extend to the school however. The school will require approximately 15 acres of land that will house the main school structure, a

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multi-purpose building, an outdoor amphitheater, fields, orchards, greenhouses, parking lots, and an access road encompassing the school grounds. The land is already withdrawn for various uses including schools under the authority of Red Lake #18 Chapter, however, additional site clearances such as a legal survey, archaeological, environmental, including cultural and biological clearances will need to be conducted. A lease agreement will be needed to secure the land for the school, but there is no required purchase of the land, as the school will be located on tribal lands.

- 2.3.2 Facility Evaluation, if applicable
This is not applicable.

3. Facility Requirements

3.1 Facility Goals and Concepts

- 3.1.1 What are the goals to be met by your school facility?

The school facilities and site layout exemplify the vision, mission, and goals of DEAP, first and foremost is to provide a safe and secure environment that enhances and inspires learning for students and faculty. As a school that utilizes agricultural science as a tool for learning, the facilities will also provide abundant and accessible spaces for various agricultural activities (open courtyard/gardening spaces, greenhouses, orchards, and fields) so students have multiple opportunities to experience the various aspects of an agricultural based educational program. The school's design concept incorporates Diné culture, a loose interpretation of the Navajo ceremonial basket, and themes central to Diné culture and philosophy—abundant open spaces, circular forms, the four cardinal directions, and east-facing buildings and openings/entrances that will lend itself to not only understanding of the Diné culture, philosophy and language, but to empower students in self-identify, self-awareness, and self-confidence as a Navajo, a Native American, and as an indigenous person. A multi-use facility and outdoor amphitheater will provide needed meeting space for school-related activities and community gatherings that will bridge individual students, family units, and community together in the goal of fostering overall wellness and understanding. Lastly, the use of alternative energy, passive solar design, and incorporation of energy efficient materials and products in the school will further enhance sustainability concepts of the DEAP School.

- 3.1.2 Concepts

School facility concepts are joined on a number of important areas with DEAP's overall vision, mission, and philosophy. First and foremost of these is integrating agricultural science as a tool for learning and as an essential key to the historic and traditional roots of the community; Red Lake #18 Chapter has many small farms and ranches. Many community elders have expressed a need to return to and enhance farming practices by younger generations in the community. The layout of the school compound is such that there is plenty of available land for farming. There is a significant amount of arable land that surrounds the school but also within the main structure (courtyard that would double as a garden and allow for edible landscaping of traditional native foods) and would allow for the practical application of academic concepts in agriculture. The DEAP School is also committed to integrating Diné

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culture, language, and philosophy into the learning environment by designing a facility resembling the Navajo ceremonial basket, circular forms (the Hogan shape, the traditional Navajo dwelling), traditional outdoor shade/treehouses, open spaces, and east-facing entrances and the four cardinal directions. The entire school is encompassed by an access road that would also help in security of the school and easy access to various locations of the school in an emergency (the community fire station is within a half-mile of the proposed location). Its proximity to utility and mainline roads (just off Navajo Route 12 Highway) infrastructure is also an advantage.

The location of the Red Lake-Navajo community is a typical New Mexico mountain community, as it experiences all four seasons. Like the rest of New Mexico, the past several winters have varied, but snowfall can be between 20-36 inches each year, the spring brings winds and rains, and summertime temperatures that run into the mid-90's until monsoons begin, and a cool fall that can bring early snow showers. Based on this, the school facility and site plan will maximize on its design to ensure energy efficiency via passive solar design, the use of solar panels in the parking lots, and strategic planting of trees and shrubs that will help with shading in the summer and act as a windbreak in the springtime. The land/school site is also within a reasonable proximity to the Black Creek, Red Lake, and the Red Lake Irrigation canal system that will enhance DEAP's farming projects. The school is committed to water conservation efforts to keep water use to a minimum like rainwater harvesting, options for dry-land farming, and drip irrigation.

4. Capital Plan

The Planning Team is currently in the process of applying for approval for the DEAP School in Navajo, NM (Red Lake #18 Chapter) and therefore, a Capital Plan is not yet fully in place. However, the Capital Planning Team consisting of the Head Administrator, key staff/faculty, and Governing Board members, will ensure a Capital Plan is in place for the build out of the school facilities. The land does not need to be purchased, although a request from the local chapter, Red Lake #18 Chapter, for the land (approximately 15 acres) must be conducted and a lease agreement executed with the Navajo Nation, Red Lake #18 Chapter. An estimated timeline for the build-out of the school is as follows (utilizing a variety of local, state, federal and private foundation funding sources, upon approval DEAP will actively pursue funding options and opportunities):

- Land Acquisition & Pre-Planning: Land survey, environmental, archaeological, biological, and cultural clearances will need to be conducted. Other easements for road access and utilities will need to be performed.
Estimated cost: \$40,000
Estimated Timeline: 6 months
- Planning & Design: A site plan, architectural design of the facilities, and preliminary engineering report (utilities and other infrastructure needs) including recommendations for phasing of construction of the school will need to be performed.
Estimated costs: \$100,000
Estimated Timeline: 6-9 months
- Construction of Main School Facilities:

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- Phase I: Construction including Engineering Services, Inspection Services, and Utility Services and site preparation of the Main Structure, road access, sidewalks, street lighting, security fencing, and parking lots.
Estimated Cost (range): \$6,456,880-\$7,716,160 (at a range of \$130-\$160/sq. ft. in building construction costs)
Estimated Timeline: 12-18 months
- Phase II: Construction including Engineering Services, Inspection Services, and Utility Services and site preparation of the multi-purpose building, additional access road and parking lots. Estimated Cost: \$1,748,000
Estimated Timeline: 12-15 months
- Phase III: Construction of Amphitheater, Installation of Solar Panels in parking lots, construction of irrigation system, construction of greenhouses, etc. including Engineering and Inspection Services.
Estimated Cost: \$750,000
Estimated Timeline: 6-9 months

5. Master Plan Support Material

5.1 Sites and Facilities Data Table

Name of Facility:	Dzilth Dit Looi School of Empowerment, Action, and Perseverance (DEAP)
State Identification Number:	N/A
Physical Address:	Navajo Route 12, Navajo, NM
Date of Opening:	August 2015
Dates of major additions & renovations:	The Capital Plan identifies costs and timelines for the school facility
Facility Condition Index/NM Facility Condition Index:	Not Applicable
Site owned or leased:	The site will be leased from the Navajo Nation-Red Lake#18 Chapter
Total building Area Gross Sq/Ft:	51,576 square feet
Site Acreage:	15+ Acres
Total Number of Permanent General Classrooms:	18
Total Number of Specialty Classrooms:	6
Total number of Portable Classrooms:	No portable classrooms will be required upon completion of the school
Total number of Classrooms:	24
Percentage of Portable Classrooms compared to Total Number of Permanent Classrooms:	Upon build out, there should be none.
Total Enrollment current year:	Not Applicable
Number of Gross Square Feet per student per school facility:	245 square feet

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5.2 Site Plan

The Site Plan is shown in Appendix A Map 2 and various layouts (Layout 1-3) and views (View 1-4).

5.3 Floor Plan

The Floor Plan is shown in Appendix A Floor Plan 1.

5.4 Detailed Space and Room Requirements (Ed Spec), if application

5.4.1 Technology and communications criteria

The DEAP School will provide school-wide internet access, Voice Over-IP telecommunications systems, and multi-server capability. A 10 ft. X 10 ft. room should provide adequate space necessary to house servers and other technology and communications equipment.

5.4.2 Power criteria

DEAP School will receive electrical power from the Navajo Tribal Utility Authority where a 24.9 kV powerline is within proximity of the proposed school site. Further, the school plans to install photovoltaic solar panels to generate power as well.

5.4.3 Lighting and day lighting criteria

Security lighting in and around the school will be necessary in areas such as the parking lots and access roads. Interior lighting of the school classrooms and administrative areas will meet requirements with supplemental lighting via windows and skylights/tubes.

5.4.4 Classroom Acoustics criteria

There are no specific requirements for Classroom Acoustics identified at this time.

5.4.5 Furnishing and equipment criteria

Typical classroom equipment will be required including desks, work tables, storage cabinets. In the elective Science classroom, a fume hood(s); specialty laboratory furniture (sinks, gas burners, etc.) and lockers for students' use will be required.

5.4.6 Criteria Sheets

Not Applicable.

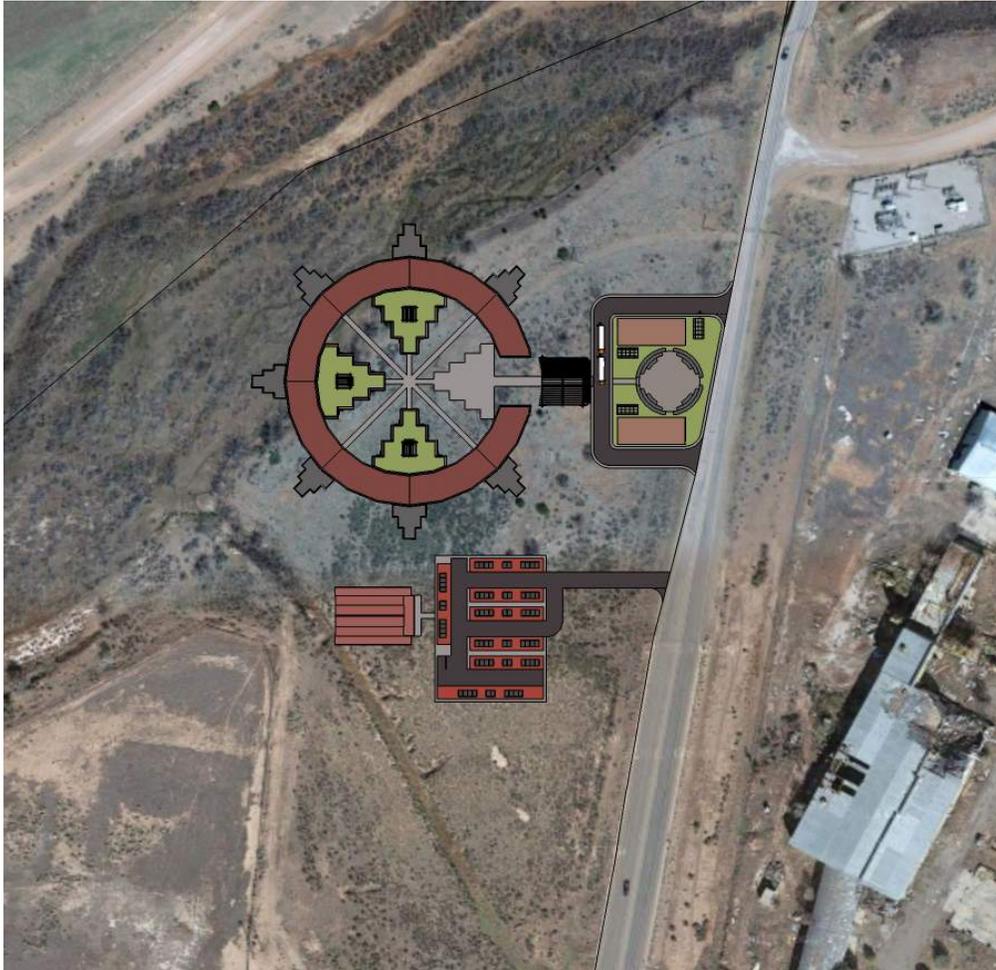
5.5 Submission

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Appendix A

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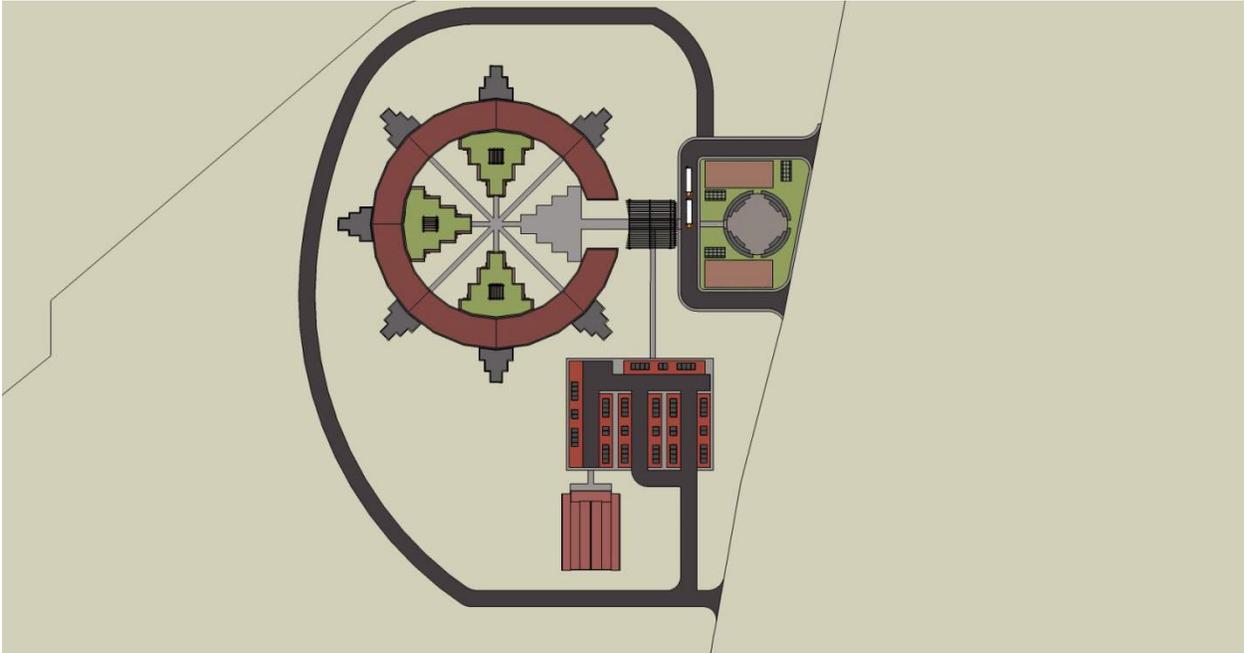
Appendix A



Map 1

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Appendix A



Map 2



Layout 1

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Appendix A



Layout 2



Layout 3

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Appendix 1



View 1-Front



View 2-Courtyard

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Appendix A



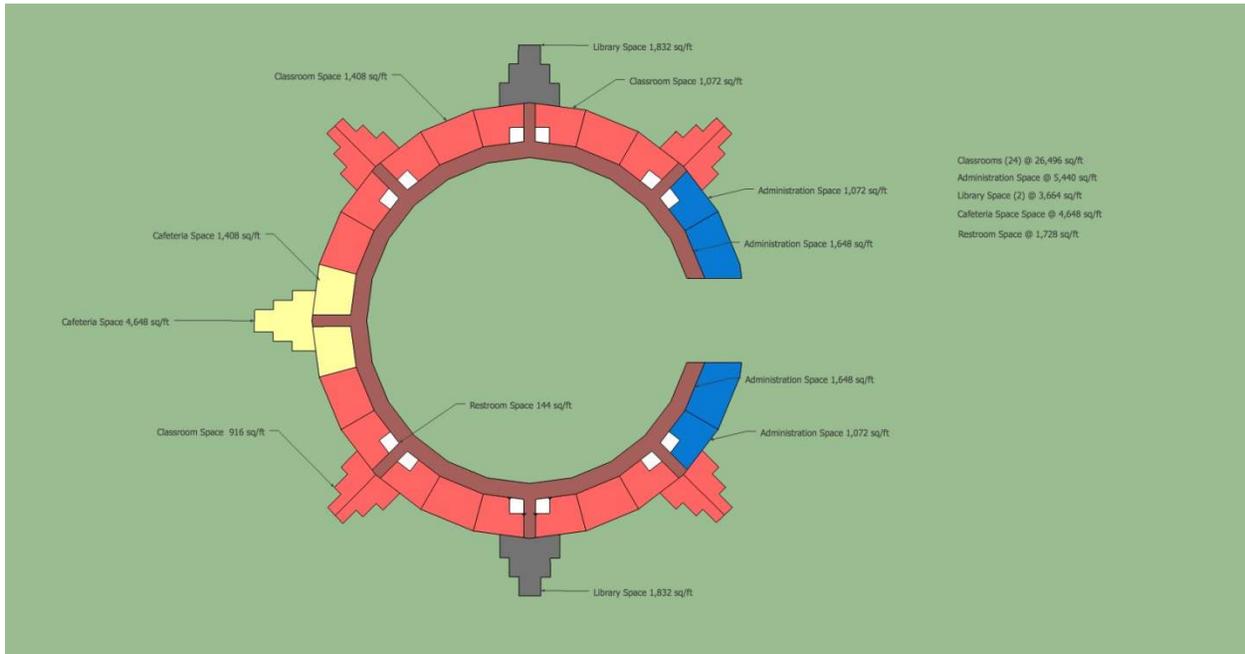
View 3—Courtyard looking East/Front Entrance



View 4—Amphitheater

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Appendix A



Floor Plan 1

APPENDIX G: Conflict of Interest Policy/Disclosure Statement

DEAP Conflict of Interest Policy

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of DEAP ("school") to maintain public confidence and prevent the use of public office for private gain. DEAP board members shall disclose any known or potential conflicts of interest in writing to the school board ("Governing Council") prior to the time set for voting on any such transactions, and shall not vote on the matter or attempt to influence the decisions of other board members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which board action occurred relating to the matter disclosed. No Governing Council member shall contract with the school or receive compensation from the school for services, other than reimbursement as set forth in the school bylaws. Board members, employees, and officers must be familiar with and observe all applicable law relating to conflicts of interest.

A conflict of interest exists when any school board member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the school is contracting. A violation of this policy renders the contract voidable. Persons shall be deemed to have a "conflict of interest" in a contract or other transaction who have a significant, direct or indirect financial or personal interest in contracts or transactions with the school. No member of the governing council or school employee, officer or agent shall participate in selecting, awarding or administering a contract with the school if a conflict of interest exists.

Any contract or transaction entered into in violation of N.M.S.A 1978 Sections 10-16-1, 13-1-1, 22-8B-5.2, 22-21-1 or other relevant section, or any failure to make necessary disclosures, may be cause for removal or termination.

Pursuant to N.M.S.A 1978 Sections 22-8B-5.2, a person shall not serve as a member of the school Governing Council if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the school contracts directly, for professional services, goods or facilities. A violation renders the contract between the person or the person's immediate family member and the school voidable at the option of the chartering authority, the state Department of Education, or the governing body. A person who knowingly violates this provision may be individually liable to the school for any financial damage caused by the violation.

Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation, or charter renewal process of the school is ineligible to serve on the governing body of the school.

As used in this policy, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

DEAP Conflict of Interest Disclosure Statement

- 1. Name of Governing Council member _____
- 2. Home Address _____
- 3. Daytime Phone # _____
- 4. E-mail Address _____
- 5. Position on the Council _____
- 6. Are you (council member) an employee or contractor of the school?
____No ____Yes (please explain)

-
- 7. Do you or any of your family members have financial transactions with the charter school?
____No ____Yes (please explain)

-
- 8. Do you or any of your family members have a financial interest in any entities with which the charter school is contracting
____No ____Yes (please explain)

Signature

Date

APPENDIX F: STUDENT DISCIPLINE POLICY

Parent, Family and Student Handbook [SUBJECT TO APPROVAL]

Dzil Dit Looi School of Empowerment, Action & Perseverance

This handbook is designed to provide helpful information, enabling you to make the best of what the school has to offer. Please read it with care; we encourage each family to review it together. Although DEAP encourages the development of individual talents and respects the right of every student to his or her own opinion, there must be commonly accepted standards of behavior and communication for our school to function optimally. These standards are published in this handbook. The school assumes that you will read them, understand them, and, by your presence in the school, intend to maintain them. We expect each member of the community to embrace the spirit as well as the letter of the law. Students are encouraged to monitor their behavior by asking themselves if their choices are in line with the established sense of community. Rules and expectations simply impose limits; they do not define mature behavior. The school believes that respect for other people and other living beings, honesty, and courtesy are fundamental and the expected standard for behavior. These, coupled with an attitude of cooperation and mutual understanding, make for an enjoyable and creative community life. This is what we want for everyone. We trust that each student will help in making this a reality. It is our hope not only that you will learn much while at DEAP, but also that you will make friends, grow in spirit as well as in wisdom, and enjoy yourself. Like any good school, DEAP is always evolving. Teachers experiment with new curricula, and deans modify programs to suit the needs and interests of an ever-changing student body. Every year the DEAP Student/Parent Handbook is reviewed and revised to reflect those changes. We welcome suggestions for Handbook improvement from all DEAP community members. So even if you're a returning DEAP student or parent, we encourage you to peruse this book again. The care that goes into creating and editing the handbook reflects the thoughtfulness and creative thinking that goes into designing the DEAP experience.

DEAP's Mission

As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of Dził Dít Looí by consciously balancing the needs of the land with the needs of the people.

DEAP's 4R's: Respect, Responsibility, Relationship, and Reasoning

These four words identify the values that we hold most important when it comes to how we treat ourselves and one another. The three values of Respect, Responsibility, and Relationship have ancient roots; they are the nearest English approximations to the fundamental Navajo set of values called K'é. The fourth R, Reasoning, is a primary focus of education. The following discussion highlights what we mean when we say Respect, Responsibility, Relationship, and Reasoning, and provides the basis for discussions that families can have with their children.

Relationship

Relationship is a value because we recognize that who we are as persons in our culture and society is strongly influenced by how we think and act toward each other. Our primary relationships are within our families and community, and these relationships have a great impact on how we interact with others beyond our family and community. When relationships are based on love, we have a wonderful model for how to interact in a way that honors ourselves and others. We all learn by example how much better it feels to treat others as we would really want to be treated.

Respect

Respect is a value because it is the way everyone would like to be treated. Respect requires that we don't just focus on expressing our own thoughts, emotions, and viewpoints; it means that we also appreciate other viewpoints, and encourage others to express themselves. In our school, respect also means allowing others to have the time and space to learn as they learn best. Part of the definition of respect is honoring your own emotions and the emotions of others, helping to create a sense of safety in the expression of feelings.

Responsibility

Responsibility is a value because it gives us personal power without taking power away from anyone else. We define responsibility as the ability to respond. Assuming responsibility can mean we commit to solving a particular problem. It can also mean that we recognize that we have made choices to get to whatever situation we find ourselves in, and that we can make other choices to get ourselves through that situation. Taking responsibility for our own actions and thoughts is needed in becoming a mature individual. Taking responsibility does not mean feeling guilty or putting ourselves down; it means that we accept that we have made choices and that we can, from this point, make other choices. Responsibility means that we are free to choose and that we know that our choices are a great part of what got us to this point.

Reasoning

Through Reasoning we can think clearly and become skillful in solving problems that are presented to us every day. Reasoning is necessary for success in academic areas, but it is not only necessary in school. Through reasoning we can sort out problems and find solutions. We can also present our ideas to others in a clear, understandable way. Reasoning is especially important as our students learn how to be advocates for their surroundings. To resolve the many challenges of our society and world, students must learn how to focus their minds to discover solutions to these problems and to work together with others to put ideas into practice.

Student Rights and Responsibilities

DEAP supports these Student Rights

1. Students have a right to a safe school with safe classrooms, buses, equipment, food service, and rules that promote safety.
2. Students have a right to be respected and treated with kindness. This means that we are considerate of each other's feelings. For instance, no one is to call students names or embarrass them in front of the class.
3. Students have a right to be an individual at school. We're here to appreciate individual differences rather than label, criticize, or pretend that some people are better than others.
4. Students have the right to focus on their work. Nobody has a right to bother or distract students who are making efforts to learn.
5. Students have the right to express themselves. They are encouraged to talk freely about their ideas and feelings at appropriate times.
6. Students have the right to expect to be listened to. They may tell their story when a conflict or problem arises. Also, if they need to talk about something, the teachers, advisors, program directors, counselors, head administrator, and other staff members want to hear from them.

Student Responsibilities

DEAP is built upon the "4 R's": Respect, Relationship, Responsibility, and Reasoning. If each person acts with responsibility, they will benefit personally and the school as a whole will succeed. Here are some things that students are expected to do, as a commitment to their own learning and to our school community.

1. Students have a responsibility to respect the rights of others to learn and teach.
2. Students are responsible for consistent attendance. This means to come to school every day, on time, unless sick or excused.
3. Students are expected to practice holistic wellness by practicing healthy habits.
4. Students help take care of property, using school property with care and respecting the property of others.
5. Students have a responsibility to live up to their agreements to observe safety and classroom rules.
6. Students have a responsibility to complete classroom and homework assignments on in time, and seek help if they need it.
7. Students have a responsibility to take messages home and return communication from the family to the school. It is important for parents to get information from the school.
8. We all have a responsibility to help make DEAP a great place to be. This includes being respectful, helpful, and courteous to others, and offering our creative ideas and actions. Please keep in mind that we are all role models.

POLICIES

The following policies have been adopted by the DEAP's Governing Board with the aim of providing the best possible education in our community to prepare our children for success and harmony in life.

Policy on Open Enrollment

DEAP is a public charter school. This means that the school provides a free and public education and does not charge any tuition. DEAP's 6-12 enrollment is open to anyone regardless of gender, race, or disability, provided that there is space. When the number of students who wish to enroll exceeds capacity for a classroom, a lottery will be established to determine who will be accepted for enrollment. When openings become available, students who have brothers or sisters already enrolled at DEAP will be given preference for enrollment when space is available.

Experiential Multicultural Curriculum

DEAP's curriculum covers the New Mexico Common Core State Standards and Diné Standards in a way that takes advantage of our unique place in the world. We emphasize studies related to our environment and local issues. We integrate Diné language and traditional knowledge in academic content areas such as language arts and science. Our students go beyond the classroom to learn about the land, plants, animals and people in our community. We include field trips as a regular part of our program.

Community Celebrations

DEAP staff, students and parents host a yearly round of celebrations, starting with our Kick-off Cookout on the Sunday before school starts. Would you enjoy talent shows, bingo, family art workshops, a coffee shop with live music, camp-outs, or other fun events? All of these things and more can happen, depending on how the community and families decide to get involved.

Opportunities provided for student empowerment

If students have an idea for something they want—or want to change something they don't like—they can make a difference. Talk to Student Council representatives, teachers, or the Founders of the school to get started. We want to give students as much responsibility as they can handle. We are happy to support student and family ideas for making both the DEAP school and Dził Dít Looi area great.

Policy on Parent Involvement

We recognize that families have choices about where to enroll their children, and we work hard to earn their confidence. We know that the school must team up with families in order for students to reach their potential. We are genuinely eager to meet with families of our students, and will do our best to work around your schedule. Family members are encouraged to contact teachers and other staff members any time they have a concern, a need, or an idea for improving the school. Parents who come to the school for meetings or student activities are invited to join us for breakfast and/or lunch. Family members are invited to join advisory groups and project teams, and to pitch in with school events. DEAP Governing Board meetings are always open to the public. This is your school, and we can do much more when we all work together.

Transportation

Regular bus routes currently run in the local area near the school, and between the school and Crystal and Rabbit Brush.

Transportation provided by parents: On early release Mondays parents must provide transportation to pick up their student. DEAP also offers a Monday afternoon study hall for students/families unable to provide transportation during early release time.

We ask parents who bring their own children to arrive no earlier than 7:45 a.m. If students are delivered later than 8:00 a.m., a parent or guardian needs to come into the office and sign them in. Parents and others who wish to visit classrooms are asked to sign in at the office first.

Unless they are enrolled in an after school program or have arranged for supervision, students are expected to go home immediately after school, either by bus or family transportation.

Emergency Cancellation and Snow Days: Snow days (no school) will be decided by 6:00a.m. on mornings when there is snow that affects the ability of students to come to school. On days when there is a light snowfall, a snow day schedule (one or two hour delay) will be announced to allow time for hazardous road conditions to clear up before taking the buses out. The school will report late schedules or snow days on KTNN radio 660 AM and/or on the school website. Please listen to the radio and check the school's website on questionable mornings, and do not bring your child to school early on days the snow day schedule is in effect, because supervision will begin later than usual.

Meal Programs

It is the policy of DEAP to provide nutritious meals for our students at breakfast and lunch, in a cheerful environment. Our goal is to offer food that is tasty and presented in an appealing way so that students are likely to eat it. We ask for parent's support in our school's efforts to provide healthy, balanced meals, and that may include encouraging children to at least try some new foods.

The climate of the cafeteria is friendly, clean and safe. Suggestions for changes that students or parents would like to have in the cafeteria may be submitted to the Food Manager or the Director of Operations office. The school will provide meals free of charge to all students, although free lunch applications are required from each family. Visitors and parents who have business at the school are welcome to get a free meal ticket from DEAP's office. Parents, students and staff are encouraged to provide feedback and helpful suggestions to Food Service employees, the Wellness Team, or to the Director of Operations on how to better accomplish the above goals.

Office Procedures for Student Records

For communication with families and protection of students, it is important that we have complete and up-to-date contact information. This includes, if available:

1. Address and home phone number
2. Cellphone numbers for all parents/guardians
3. At least one work phone number
4. E-mail addresses for all parents/guardians
5. Name and phone number of an additional person to contact in case of an emergency.

If you move or change your phone number or e-mail address, please inform the office immediately.

ATTENDANCE POLICIES

DEAP emphasizes consistent attendance for the academic success of each student. We encourage students to make responsible decisions about their use of time. Students are expected to arrive on time for all classes, assemblies, school service assignments, class meetings, and individual appointments with faculty. Unless a student is excused because of sickness or a family emergency (including spiritual emergencies), they are expected to be in school on time every day. A student is counted as tardy if they are not present in their class at roll call. The DEAP curriculum is a demanding one, and we view class attendance as crucial to a student's success.

Arriving at School

Classes begin at 8:00 a.m. Students should arrive by 7:50 a.m., as we expect students to be on time for all classes.

Tardies

Students are expected to report promptly to all classes, activities, and appointments. Deans will be notified of students who are routinely tardy to class or to school; a student may then be subject to disciplinary action. Students arriving late to school must sign in at the main office. Frequent tardiness affects a student's academic progress.

Absences

If your child is going to be absent, please call the school before 8:00 a.m. There is usually someone at the school by 7:30a.m., and if you need to call before that time, you can leave a message on our voicemail service. If a child is absent, and a parent has not reported that absence, parents will be contacted at their place of employment or at home.

All schools are required by law to keep careful records of why a child is absent, including illness or doctor's appointments. It is important that your message include the child's first and last name, his or her advisor, and the reason for absence. Unreported absences will be verified as required by state law. If a student has ten or more unexcused absences per semester, they face the possibility of not being promoted to the next grade. Students with ten unexcused absences in a row are legally considered to have dropped their enrollment and must apply for re-admittance.

Unexcused Absences

Unexcused absences result from:

- truancy;
- class cuts;
- unauthorized early departure for or late returns from vacations;
- official school suspensions;
- participation in athletic competitions not sponsored by the school;
- missing school to work professionally.

Depending upon the nature of the absence, a teacher may be under no obligation to help a student make up missed work.

Homework Assignments and Makeups

- Students should assume that all work must be made up.
- Students should contact other class members or teachers for assignments or class work.
- Upon returning from an absence, students must make specific arrangements with each teacher to complete required class work.
- If further assistance is needed, the student will need to meet with the Dean of Students

Signing Students In/Out of School

If a parent wishes to take their child out of school during class time, they must come to the office and sign their child out before removing that child from the classroom. They will be given a slip to be taken to the classroom teacher when picking up their child. Students who are signed out before 1:00 p.m. have to be counted absent for that day, so families are asked to make appointments outside of school hours whenever possible.

Only persons listed on the school's emergency card will be allowed to sign a child out of school. Please remember to keep this card updated. A telephone call on the day in question may or may not suffice. If the person answering the phone cannot confirm who is making the call as a parent or guardian, a telephone call will not allow us to release your child to a party not listed on the emergency card.

Students Staying After School

All students staying after school need to be involved with school activities, or directly supervised by their family members. Unsupervised students will be assigned tasks in an area where they can be monitored and parents will be contacted.

Children Left at School after 5:00p.m.

In cases where no family members are home, students will not be dropped off and left unattended. In cases where parents discover that this has happened, they need to call the school immediately to find out where their child is and make arrangements to get them home. If the school is unable to deliver a child home by 5:00 p.m., reports may be made to Navajo Nation Social Services according to state law. This also applies in cases where parents ask that children remain at school and then don't come to pick them up. The school does not want to find itself in this situation, so we ask parents to always have someone home when children are to be dropped off.

Illness

Any student who becomes ill during the day must go to the Dean of Student or to the student health office. Students will not be released from school until a parent has been contacted. An adult must sign the student out at the main office. If a student is ill for more than five days in any two-week period, a doctor's note is required to verify the illness. A note from a doctor may also be required if a student accumulates excessive absences due to a recurring illness. Parents are expected to keep children home who are clearly ill or injured. Students who have a fever or who have a contagious illness are required to be kept home and should not get on the bus to come to school until they no longer have a fever or are no longer contagious. If a student comes to school and is determined to have a fever (over 99 degrees) or if the student shows signs of illness that could be contagious, the child's parents will be called to pick the child up. It is in the interest of the health of all students that children who are contagious not be in school where their illness can spread to other children.

Family Trips

The school calendar provides a generous vacation schedule. Therefore, we strongly discourage family trips that result in students missing school. Such absences undermine the ethos of commitment and disadvantage the student whose work is interrupted. Even if the school has been notified in advance of an absence for a family trip, the days missed are unexcused. Teachers are under no obligation to help a student make up missed work under these circumstances.

BEHAVIOR EXPECTATIONS

Rules are essential to the functioning of any organization or community. At DEAP, we have tried to make the rules few in number and clear in purpose. Fundamentally, students are expected to be responsible for their own conduct and to contribute to the general well-being of the community. It is assumed that everyone will understand and obey all rules. All DEAP staff are responsible for working with students to ensure a safe, caring and productive learning environment. Teachers may have different ways of doing this at different age levels. Positive procedures, natural consequences and clear communication will be part of their strategies. Punishment will be avoided, but in serious cases, suspension will be used as needed to protect everyone's physical and emotional safety, and the rights of all students to learn without disruption. Teachers and advisors will help students understand group agreements and commit to living by them. All DEAP teachers have developed classroom procedures that create cheerful, productive learning environments. They use practice and review, student reflection and cooperative problem solving, counseling, and parent-student-teacher conferences to handle ongoing disruptive patterns. Counseling and Peacemaking services are available in cases where teachers, parents and/or students would like help.

DAILY RULES

The guiding principle for all daily rules is respect. We strive to create an environment where students learn to show respect for themselves, for others, and for their surroundings. Rudeness, unkindness, or malicious behavior, whether physical, verbal, or written, will not be tolerated. This includes behavior in class meetings, all-school assemblies, and while on school transportation. Throughout the day, students are expected to demonstrate the basics of courteous behavior. Students should say "please," "thank you," and "excuse me" when appropriate.

Assembly Behavior

In assemblies or any formal gathering, students are expected to come to order and give their attention to the speaker when asked the first time, wait to be dismissed and leave without pushing or crowding.

Noise

Because classes and other school activities are always in session, every effort must be made to maintain reasonable quiet and order in the hallways, entryways, and outside areas adjacent to classrooms and offices. To maintain an atmosphere that is conducive to learning, electronic devices should not be heard during school hours. The use of electronic devices is permitted on campus during school hours in designated areas.

Campus Cleanliness

Maintaining the attractive appearance of the campus is the joint responsibility of all members of the community. Everyone is responsible for disposing of litter properly, whether one's own or someone else's. To minimize the litter on campus, students should keep all personal property in designated areas. All students have a responsibility to respect each other's and the school's property and, therefore, must refrain from writing on, marking, decorating, borrowing without permission, or otherwise defacing school property or the property of others.

School Wide Expectations

Certain school-wide procedures apply to all students. The purpose of these is to keep everyone safe from physical and emotional harm, and to create a productive learning environment. By enrolling in the school and signing for receipt of this Handbook, students and parents affirm that they are committed to these agreements. If they do not agree, they are free to suggest improvements to the procedures or choose other schools.

The following behaviors will not be tolerated at DEAP, on buses or during any school-sponsored activities.

1. Violent or offensive language, including cursing, unkind teasing, put-downs, or threats
2. Intentional or reckless damage to school property
3. Physical harm to self or others

Handling of instances of severe disruptions or intentional physical harm:

- Reflection form is filled out by all students involved. (See next pages)
- Immediate fact-finding discussion held by Dean of Students with child and all involved with the incident, to get all sides of the story.
- If facts indicate a violation, plans for improvement and consequences are determined, including possible suspension.
- Parents contacted by phone or letter. Meeting happens as soon as possible.

- If a student is uncooperative, disruptive, or violent after the incident, the student can be suspended and sent home immediately, on the discretion of the Dean of Students.
- In cases of suspension, child taken home, or to designated caretaker if nobody is at home, or to In School Suspension if no caretaker is available.
- Conference between parent, student, and Dean of Students or designee, including:
 - *Understanding of incident and consequences
 - *Plan for behavior change
 - *Restorative justice as needed, including apologies and forgiveness
- Peacemaking, if all parties agree
- Follow-up on agreements and behavior change plans
- Notes on incident will be kept in student master file.

Academic Integrity

Students are expected to have integrity and self-discipline and to display respect for themselves, others, and the school. The school considers any incident of academic cheating or plagiarism very seriously. Examples include:

- copying another student's class work or homework;
- asking another student questions during a test or copying another student's test answers;
- allowing a student to copy one's own homework or giving another student test answers;
- turning in any material claimed as one's own but coming from another source (for example, copying material from an online resource without crediting the source).

These actions are dishonest and unacceptable. Academic dishonesty is one of the most serious violations of school expectations and may result in expulsion. Many colleges require the secondary school to report incidents of academic dishonesty to them when the student is applying to the college for acceptance.

DRESS CODE

DEAP asks students to be appropriately attired at school. We also ask that our students appear at school dressed in a way that shows respect for community standards. The goal of the dress code is to create an environment in which all students, teachers, and staff feel comfortable; therefore, these guidelines should be taken seriously:

The following may not be worn:

- Short shorts and revealing tops, halters, crop tops, and clothing that doesn't cover the midriff, or allows underwear to show, may not be worn.
- Any apparel that has unwelcome commercial messages, profanity, obscene language or symbols, drug and/or alcohol related symbols or gang-related symbols.
- Apparel offensive to other members of the DEAP community.
- Hats, caps, and beanies are not allowed to be worn in classrooms.

Those who are not properly dressed or groomed will be asked to change clothes. Parents will be notified of dress code violations. The Dean of Student and/or Head Administrator will make decisions regarding questions of attire that are not clear. Appeal may be made to the Student Council in cases of disagreement.

DRUGS, ALCOHOL AND SMOKING

*DEAP is a "Drug Free School Zone" This means that alcohol, illegal drugs, non-ceremonial tobacco, and controlled substances are prohibited in or near the school buildings, parking lot, and entire school property. Appropriate action will be taken to enforce the drug free zone.

DEAP strives to teach its students how to handle the problems of adolescence and society by setting, explaining, and maintaining standards. The school has clear policies on the use of drugs, alcohol, and tobacco products. It is essential that everyone involved with the life of the school community understand them.

- The use, sale, or possession of drugs or alcohol on campus or at any school function, including school-sponsored trips, even during vacation time, is prohibited. This includes attending any school function under the influence of drugs or alcohol. Breaking this rule may result in expulsion.
- Smoking and other non-ceremonial tobacco use is not permitted on the campus, on the surrounding streets, on any school bus, or when students are representing the school in public.
- The possession of drugs by anyone and the purchase of alcohol or tobacco by minors are illegal and against school policy.

HARASSMENT

All students must be allowed to work and study in an environment free from harassment and unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments or other generally acceptable social behavior. Sexual harassment refers to behavior that is not welcome, personally offensive, or undermines or weakens morale. Any form of harassment, including sexual harassment, whether verbal, physical, visual, or electronic, is strictly prohibited. This includes:

- harassing messages communicated by email, the Internet, or telephone;
- cyber-bullying of any kind;
- the sending of sexually explicit or nude photos over the Internet;
- demands for sexual favors accompanied by implied or overt promises or preferential treatment or threats concerning student status;
- pressure for sexual activity;

- offensive, unwanted physical contact such as hugging, patting, pinching, or constant brushing against another's body;
- offensive unwanted sex-oriented verbal "kidding," jokes, or abuse;
- any other form of intimidation or unsolicited objectionable comments.

If a student becomes aware of harassment of any kind, whether it be personal or not, or feels that he/she is a victim of harassment, this information should be communicated immediately to his/her dean, the head of middle school, or the school psychologist. Any such complaint must be specific and should include all relevant information so that the school may conduct a thorough investigation. The deans are required to report such complaints to the head of middle school. The school will investigate the complaint. Upon conclusion of the investigation, the school will take action to remedy the situation. The school will not tolerate any retaliation against a student who files a complaint or participates in an investigation regarding a complaint of harassment. However, anyone who makes a false claim of harassment will be subject to discipline, up to and including expulsion.

Reporting procedures:

- Complaints may be verbal or written
- Students: Report sexual harassment to an advisor, teacher, teaching assistant, counselor, or the Dean of Students, and to your parents.
- Employees: Report sexual harassment to the Head Administrator or his/her designee.
- Do not report the sexual harassment to the alleged harasser, but do tell them that you are uncomfortable with their behavior and ask them to stop.

HAZING

Hazing activities of any type are inconsistent with the school's educational goals and are prohibited at all times. "Hazing" is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to any person in order for the student to be initiated into or affiliated with an organization or for any other purpose. Hazing may include, but is not limited to, (1) any type of physical brutality, (2) any type of physical activity that may adversely effect the mental or physical health or safety of the student, or (3) any activity that may intimidate or threaten the student. Students who believe they have been victims of hazing or who believe they have knowledge of conduct which may constitute hazing should report the alleged acts immediately to the Dean of Students, school counselor or their advisor. Any such complaint must be specific and should include all relevant information so that the school may conduct a thorough investigation. Any school employee who receives such a complaint is required to report it to the Head Administrator. The school will conduct an investigation and take appropriate action to remedy the situation. The school will not tolerate any retaliation against a student who files a complaint or participates in an investigation regarding a complaint of hazing.

PERSONAL SAFETY AND SAFETY OF OTHERS

Items that have safety risks or are likely to disrupt the educational environment are not allowed. Teachers may establish their own classroom procedures, but the following articles are not allowed to be visible or to be used school-wide or on the bus:

- possession or use of any gun or other weapon, toy or real (including stun and taser guns), fireworks, or other explosives;
- Gum, candy, or sodas (these items violate DEAP's wellness policy)
- smoking;
- possession or use of alcohol or other drugs;
- leaving the campus or a school activity without authorization;
- gambling, which includes pools for sporting events;
- rollerblading, skating, or skateboarding;
- hitchhiking to and from school.
- Cell phones must be kept out of sight and used only outside of class.
- iPods, personal cameras, electronic games or other valuable items, unless approved by the teacher. These may have educational value, but also involve risk of theft.
- Large amounts of money, unless needed for special purposes.
- Weapons of any kind
- Other items determined to be a threat to physical or emotional safety, or disruptive to the learning process

The school cannot be responsible for damaged or lost articles. Students bringing valuable items (e.g. electronics) do so at their own risk. Weapons, including knives, are not allowed on campus, on buses, or at school events at any time.

Prohibited valuables will be temporarily confiscated and locked up according to school-wide rules and parents will be notified. First time: until the end of the day. Second time: end of week. Third time: end of the school year, or until parents come in for a conference.

DEAP's wellness policy prohibits potato chips, candy, sodas (and other non-juice drinks like Gatorade), and any item with high sugar content. Consequently, we ask that parents not allow students to bring any of these type foods to school.

Respecting the Rights of Others

Absolute respect for the rights of others is expected of all members of the school. The following are prohibited on or off campus, during school-run trips, and at all official school functions:

- rudeness, unkindness, or malicious behavior of any sort, including physical, verbal, and written, to faculty, staff, or peers;
- hazing or harassing of any kind, including sexual harassment and harassment by phone, mail, Internet, or email;

- profanity;
- name calling of any kind;
- violating another's personal privacy, which includes entry into another's locker, book bag, or other personal effects;
- accessing another's network folder or email account without permission;
- displays of affection that embarrass others;
- academic disruption, which includes behavior outside of any class in session or in any part of the library, as well as in the classroom.

Restrictions on Software, Videos, etc.

Videos, computer software and other media used in classrooms must comply with federal regulations and school-wide technology guidelines regarding appropriateness for students.

RESPECTING PROPERTY

Absolute respect for the property rights of others is expected of all members of the school. Violation of these expectations will not be tolerated and will result in disciplinary action.

The following are prohibited:

- stealing or vandalism in any form, including the unauthorized "borrowing" of another's belongings;
- taking and/or eating food from the cafeteria without paying for it;
- unauthorized use of athletic equipment;
- removing books from the library without signing them out;
- defacing or vandalizing desks, walls, bulletin boards, or other property;
- selling of any items (see Selling/Trading policy for more information)
- littering or not picking up after oneself or others;
- food or drink outside specified areas.

In addition to respecting the property belonging to the school or to others on the campus, students must respect the property of neighboring organizations and homeowners.

Selling/Trading

In the interest of health and educational focus, students are not allowed to sell or trade items at school during school hours, including the after school program, other than for a school-sponsored project. However, handmade items may be sold after school and during breaks, and entrepreneurial students or family members are

encouraged to contact teachers and administrators for sponsorship and support in fundraising or producing income. We especially welcome creative endeavors such as arts and crafts, or services needed in the community. Fundraising involving items containing sugar may be done only by special permission from the Head Administrator.

HEALTH AND SAFETY

Emergency Procedures and Drills

DEAP has periodic drills during which students, faculty, and staff practice emergency procedures. During an evacuation drill, all students report to a designated area, where attendance is supervised by the Dean of Students. During a lockdown drill, students not in class should proceed to the nearest classroom or office.

First Aid

Students can receive first aid in the student health office.

Health and Safety Rules

No prescription or over-the-counter drugs are allowed on campus unless an authorization to administer medication form is on file in the student health office. The form must be signed by a parent or guardian and provides the school with the name of the medication, prescribed dosage, and other vital instructions and information.

Sudden Illness/Drug Overdose

In the event of student injury or illness, or if there is a reason to suspect that a student is under the influence of a drug or alcohol, priority will be given to immediate care of the student, and following actions will be taken.

1. The school will attempt to communicate with the student to gather relevant information.
2. The Dean of Students or a person designated by the Head Administrator and trained in first aid will assess the student's condition and institute measures to handle the situation.
3. Every attempt will be made to notify the parents and/or guardians.
4. In life threatening situations: an ambulance will be called immediately for such conditions as profuse bleeding, cessation or obstruction of breathing, deep shock, injury with unconsciousness, electric shock, and heart attack. Limited emergency care will be administered until the ambulance arrives.
5. In emergency situations of a less critical nature:
 - Students will be transported by ambulance or private car to the clinic or hospital. Examples of this type of emergency are fractures, lacerations requiring sutures, severe sprains, or burns.

- If the parents/guardian cannot be contacted to accompany the student, school personnel will accompany the student to the clinic or hospital.
- A Student Accident Report will be submitted to the Dean of Students or his/her designee at once in the event of student injury at school. A copy will be sent home for the parent or guardian.

BUS SAFETY

The bus driver has the same responsibility for the discipline and general conduct of each child as a teacher has in a classroom. From the time a child boards the bus until she/he reaches school in the morning, and between school and home in the afternoon, the bus driver is in charge.

Procedures for students while riding buses

- Students will recognize that the bus driver has been delegated responsibility for everyone's safety. The driver will handle and report discipline problems to his/her supervisor.
- Students will remain seated at all times and will not stand to disembark until the bus or van comes to a complete stop.
- To avoid unnecessarily long bus rides, the driver is not required to wait for students who are not ready at their morning pick-up stop. Two minutes is the maximum time to wait for a child during pick-up and following the principles of Respect, Responsibility, and Relationship means that students are ready when the bus arrives so everyone doesn't have to wait. After school, students need to follow procedures report directly to their school bus or they could be left behind. Teachers/teacher assistants are responsible for releasing the children on time.
- Riders are not to talk loudly or distract the driver.
- Riders are to keep all body parts inside the bus.
- Only open the windows with the driver's permission.
- Do not throw objects while on the bus.
- Do not leave any items on the bus. Students may be required to clean up their litter before getting off the bus.
- Do not touch the emergency door, exit controls or bus safety equipment.
- Large items will be held in student's laps and not be placed in a seat if this forces other students to stand. If items pose a hazard because of size, it will be the responsibility of the parent to transport these items.
- At times, the driver may assign seats to certain students. He/she has authority to do so for the general safety of all passengers.
- No glass is allowed on the bus. Bringing food and beverages onto the bus is not permitted unless prior approval is granted.
- Displays of passionate affection are not permitted.
- After getting off at their stop, students are to cross ten feet in front of the bus, never to the rear of the bus.
- Parents/guardians are responsible for intentional destruction on the bus and will be required to make restitution for damage caused by their child.

- Parents/guardians are responsible for making arrangements for picking up their child if they are not going to be home, and need to have a written statement on file at the school indicating a second drop-off point for their child. We are emphasizing this policy since the issue of students asking to change their drop-off place has continued to come up. It is important that students are taken reliably where their parents expect them to be.

Procedure for Behavior Problems during Transportation

The school, upon the recommendation of the driver, has the authority to take action to correct behavior problems so that the students can be transported safely. The following procedure will be used.

- The driver will report significant behavior problems to the school in writing. The driver will give the child's name, nature of violation and recommendation for action on the school's Incident Report form.
- The school will consider the matter and handle as necessary. In cases where bus safety is at risk, a student may be suspended from riding the bus for one or more days. The parent or legal guardian will be notified of the violation and action taken by the school, and the family will be responsible for finding alternative transportation during the suspension. The school will keep a copy of the discipline report and parent notification report citing the action taken.

DEAP DISCIPLINARY POLICIES AND PROCEDURES

To fulfill our mission, DEAP recognizes the necessity of maintaining an orderly and harmonious environment in the school. In all cases, it is the policy of DEAP to promote the 4 R's (Respect, Relationship, Responsibility, and Reasoning) in student behavior. Students are responsible for their own actions and must respect the rights of others. Opportunities will be provided for staff to develop skills in teaching decision making (Reasoning), responsible behavior (Responsibility), how to honor oneself and others (Respect), and how to work together to help each other (Relationship).

Disruption by any student that interferes with the learning of other students will not be permitted. Disruption of the learning environment is defined as action or behavior that negatively affects the learning environment or violates the rights of others to focus on their educational activities.

Choices after disruption

In minor instances, when a student disrupts the learning environment s/he will be asked for the facts about what s/he is doing, and what school rule or expectation (4 Rs) that behavior does not match. The student will then be given the opportunity to rejoin the other students. If a student continues to disrupt the learning environment or refuses to answer questions asked of him/her, further steps will be taken.

- **Reflection Form:** In instances of repeated disruption, students will be removed from the area and sent to the Dean of Student's Office to fill out a Reflection Form. The Reflection Form is designed to allow students to reflect on what they did and on how their actions affect other people

- **Student develops a corrective action plan:** Students who go to the Dean of Student's office remain there until they create a plan on the Reflection Form to align their behavior with group goals. Staff members are available to assist in the plan and to determine when the student is ready to return to his/her class. Students who complete the Reflection Form will return to the classroom for the teacher's approval of their plan.
- **The Dean of Students decides whether to recommend Peacemaking:** If on the Reflection Form it becomes clear that the student's behavior is related to a conflict with another person, Peacemaking may be proposed by the Dean of Students, counselor or the teacher.

A student may be referred to Peacemaking or to other school disciplinary methods for the following:

- A pattern of minor disruptions of the class or activity
- Conduct that intentionally causes major disruption of the learning environment
- Abusive or obscene language or gestures, including ethnic slurs
- Refusal to follow class procedures
- Physically violent behavior, including fights
- Selling or possessing obscene materials
- Engaging in sexually suggestive or inappropriate behavior
- Sexual harassment

The student may be referred directly to the school disciplinary methods when involved in:

- Selling, using, or possessing weapons, fireworks, or other dangerous instruments
- Selling, using, or possessing alcohol, drugs or other controlled substances or drug paraphernalia

Consequences

The range of consequences that may result after violations of school rules and behavioral expectations may include, but not be limited to, the following:

- Practice of procedures until mastered
- Verbal correction
- Reflection Form
- Restitution, Community Service
- Call to parents notifying them of student's behavior
- Written notification to parents
- Meeting with parents, student, and Dean of Students/Head Administrator

The school values every child and will work with students and their families to handle problems, whenever this can be done while still honoring the rights of others. However, threats to the safe and positive educational environment may result in the following:

- Suspension from transportation
- Suspension from athletic participation
- Suspension from social or extracurricular activities
- Suspension of other privileges
- Exclusion from a particular class
- In-school suspension
- Suspension, short or long term
- Expulsion

Peacemaking Alternative

The Peacemaking alternative exists in when the violation of school rules and behavioral expectations occur because of a conflict between the student and another person(s). For Peacemaking to work in the school setting, it must be voluntary for all involved and should be used only when, in the opinion of the administrator, there is not an immediate danger to any students involved in the conflict. The intent of Peacemaking is to regain harmony and seek healing in the relationship. When possible, Peacemaking should involve an elder Peacemaker through the Navajo Nation Peacemaking Program. This requires contacting the Peacemaker Liaisons at one of the tribal courts for a referral and needs to be set up with sufficient time for the Peacemaker to contact all concerned relatives to participate.

Simplified Peacemaking

There may be times when a conflict is not major, but needs immediate attention and can be effectively resolved with a simplified version of Peacemaking. This simplified version can be conducted by the Dean of Students or by a staff person knowledgeable in the processes and philosophy of Peacemaking. The goal of simplified Peacemaking is the same as in the full version: To regain harmony and seek healing in relationships. The steps listed below are the simplified Peacemaking version that can be used with younger children at school with great effectiveness.

Steps in School-Based Simplified Peacemaking:

1. Gather all students involved in the conflict together
2. Pause for a brief moment to ask for spiritual assistance (this can be done silently)
3. Ask each student and adult in the room to introduce themselves, or if they already know each other, to say how they are connected to each other. The Peacemaker can prompt this step by asking: "Are you all in the same class?" "Are you related to each other?" "Are you normally friends?" "Do you normally play or hang out together?" "Do you live close to each other?" The Peacemaker can also say how he or she is connected to each of the students.
4. Ask the student who has the grievance to talk first about the facts as they see them, expecting all others to listen and assuring them that everyone will get their chance to speak.

5. Ask the student who committed the offense to tell his/her side of the story. Make sure that all others listen while this student is speaking. If things get heated, ask everyone to stick to the facts and be respectful. Give everyone in the room a chance to say their side of the story, but have one person at a time speak. Seek common agreement on the facts.
6. Ask each student to describe how he/she would feel if they got treated the way they treated the other student.
7. The Peacemaker makes statements that seek common ground in what the students are saying about their feelings. (Example: "I notice that both of you would like to feel safe when you come to school.")
8. Look for the moment when the students realize how the other person got hurt and how what they did contributed to that hurt. Give each person a chance to say something to the other student(s) that could help make peace. Usually this comes in the form of a sincere apology.
9. Encourage everyone to shake hands or hug and look at the other person when they are apologizing.
10. If the conflict was severe or if many students were involved, write out the understanding of resolution and have students sign the agreement.
11. Express thanks in a heartfelt way for the regaining of peace and harmony.

At the conclusion of a successful Peacemaking session, a form either provided by the Navajo Peacemaking program, or a simplified form for the steps outlined above, should be filled out by the Peacemaker to indicate what resolution was reached.

Student Disciplinary Proceeding when Peacemaking is not used

Any teacher, administrator, Board Member, Parent, or other person may report a violation of student disciplinary rules to the Head Administrator and/or Dean of Students of the school. The Dean of Students will then make an investigation of the charges and will institute appropriate proceedings. For violations that are more severe and when Peacemaking is not selected as the path to proceed, the following procedures apply:

STUDENT SUSPENSION, EXPULSION AND DUE PROCESS

The school has the right to impose discipline and penalties for conduct occurring both on and off campus. The violation of certain rules in this handbook may occur in either context. In addition, off-campus behavior may be punished when it constitutes a major rules infraction, is a violation of the basic standards of ethics and morality, or constitutes a criminal offense (whether or not the student is charged with a crime). Students who break the rules are referred to DEAP's Dean of Students and if necessary Head Administrator. Multiple minor infractions may be treated cumulatively as a major infraction. A student who has committed multiple minor infractions is subject to all of the penalties in this handbook, including loss of privilege, suspension, probation, and expulsion.

Removal from learning area

A student may be removed from contact with other students as a temporary measure.

Loss of Privilege

Students who abuse a privilege on campus may have that privilege revoked. For example, students who are inconsiderate in the library may not be allowed to use the library. Other penalties, such as additional school service or loss of free time, are assigned as the Dean of Students deems appropriate.

Suspension

Violation of school rules may result in suspension from school. The authority to suspend a student for up to ten days, after an informal hearing is held, rests with the Head Administrator and Dean of Students. If danger to students or staff is present, the Dean of Students and/or Head Administrator may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practical. The Head Administrator will report each suspension for 3 days or more to the DEAP's Governing Council within one day.

In all cases, except summary suspension where a clear and present danger is evident, the student will remain in school until applicable due process procedures are instituted. In no instance will students be released early from school unless parents have been notified.

Students must be prepared to turn in homework the day they return to school. Additionally, students who have assessments during days when they are suspended will take those assessments on the day they return to school. Suspended students who have assessments scheduled for the day they return will not be offered extensions.

Probation

Students whose behavior demonstrates serious or recurring disregard for the spirit of the rules and expectations of the DEAP community will be placed on probation. During the specified length of time they are on disciplinary probation, students who commit a subsequent major rules violation are likely to be expelled from school.

Expulsion

The Head Administrator of DEAP may recommend expulsion for a serious violation, even on the first offense, if a student's continued presence is deleterious to DEAP or to the student involved. When expulsion is recommended, a student is automatically suspended. During the suspension period, the Head Administrator will review the matter with those involved before reaching a decision. All requested expulsions need to have supporting data indicating the required due process procedure.

Restitution

State law stipulates that parents are held responsible for theft or damages to public or private property by their children. Students/parents are required to pay for damaged or lost textbooks, library books, computer equipment, and other school property. Teachers will refer students to the Dean of Students to determine the cost of damaged property and make arrangements for payment or other restitution. Volunteer work at the school may be accepted instead of money due.

DEAP REFLECTION FORM

Student Name: _____ Date: _____

Advisor: _____

1) Facts

When did it happen? _____

Where were you? _____

Who was involved? _____

What happened? Tell your story. Stick to the facts, things that anyone who was there could agree on.

Did this incident violate the 4 R's or a community agreement? How?

2) How do I feel about what happened?

3) How do the other people involved feel? (ask them, or take a guess if you don't know)

4) What needs do I have in this situation? (examples: need for respect, safety, fairness, fun, appreciation, etc.)

5) What needs do I think the other people might have?

6) What can I do now to improve this situation? (examples: talk to someone, apologize, do a community service project, repair or replace something, ask for Peacemaking, etc.)

7) What is my plan to make things go better in the same kind of situation in the future (what can you do and what can others do to help)?

8) What do I think will happen if I do not follow through on my plan?

9) What do I think will happen if I do follow through on my plan?

Note: Copies of Reflection Forms are sent home to parents for their information and to get feedback. On the second page of the form there is a line for parents to sign, indicating that they have received it. Reflection Forms are also kept with student folders and reviewed at parent/teacher conferences.

Teacher or other staff comments:

Restitution to the community: _____

____ Sweep sidewalks ____ Kitchen help ____ Office help ____ Cleaning help

____ Trash pickup ____ Classroom help ____ Repair damage/replace resources

Mediation or Peacemaking requested? _____

I will carry out my plan and ask for help if I need it.

Student signature

I will support this student in carrying out the plan.

Advisor signature

Parent/Family signature

Dean of Students signature

Please sign and return this page to the school

Parent Contact: n/a ___ Phone ___ Mail ___ Home visit ___ Delivered by student ___

Parents/Family: If you would like to talk or set up a meeting, please feel free to contact your child's teacher or DEAP's Dean of Students.

Parent/Family Comments (add comments on the back if necessary):

Follow-up meeting scheduled between (names) _____

Date and Time: _____

Student Wrap-up: What did I learn from this?

Cycle Complete (staff initial) _____ Date: _____

How to do a Reflection Form

The purpose of the Reflection Form is to encourage students to learn and grow from difficult experiences, and to bring the DEAP community back into harmony after it has been disrupted. It is based on the 4 R's of Respect, Responsibility, Relationship, and Reasoning. The questions on the Reflection Form are meant to help everyone involved understand what happened, including how they feel about it and what needs might be behind what each person did. With this understanding, students can make more well-informed choices. The form has sections for plans to improve the situation and keeping track of what has been done to follow through on those plans.

Question 1 asks What happened? Here we're looking for "just the facts", things that everyone can agree on. Be specific. As an example, you might write "In math class George said "You're an idiot" and tore the paper I was working on. Then I tore his paper", rather than "He always picks on me and messes up my stuff and I was just defending myself." If you have any questions about how to state the facts in a situation, ask for help.

Question 2 says How do I feel about what happened? Here we're asking you to take a minute and check in to notice your emotions. Again, please be specific. Rather than saying "I feel bad", or even "I feel mad", try to find the words that really fit how you're feeling (for example, "I feel angry, embarrassed and hopeless"). Teachers have a list of words that describe emotions that you can look at. Question 3 "How do the other people involved feel?" is asking you to apply the same idea to others. You might not know for sure, but guess how you think the other person might feel, or imagine how you'd feel in their position.

Questions 4 & 5: Here we're looking for basic human needs that are shared by all of us. We've talked about these in class, and there is a List of Needs to refer to for more ideas. All of our actions, even the ones that seem crazy, come from trying to get our needs met. One purpose of the Reflection Form is to help find ways that are more likely to get your needs met, without interfering with the needs of others.

Question 6 and 7: What can be done to improve the situation now and in the future? The solution might be simple and obvious, or it might involve tackling a challenge and getting other people to work with you. Feel free to use your imagination and try something new.

Questions 8 and 9: What do you think will happen if you do, or do not, follow through on your plan? Consider these options. What decisions do you want to make for yourself now?

The second page is for the teacher (or other school staff members) and parents or guardians to have input, and to keep track of what is done to handle the situation. It includes the possibility of students doing restitution to contribute back to the community.

Signatures: "I will carry out my plan and ask for help if I need it." Only sign your name if you really mean it. The signatures of your teachers, parents, or others mean that they are committed to supporting you in carrying out your plan. Call on them if you need help.

Student and Family Signature Page

Please sign this only after you have read the complete Handbook.

I certify that I have read and understood the DEAP School Parent and Student Handbook, and will work together with the school to support these policies.

Parent(s) or Guardian(s)

Student

Comments, questions, or suggestions for improvement?

This page is to be returned to the student's advisor.

Thank you.

APPENDIX E: Governing Body Personnel Policies

Equal Opportunity Employer

DEAP is an equal opportunity employer and will hire the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status or disability. DEAP will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination.

We welcome applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990. Consistent with this policy, DEAP is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible;
- Fully comply with all requirements of applicable law, including those relating to employee benefits.

General Employment Practices

DEAP employees are considered "at will" which means that either the employee or DEAP can terminate the employment relationship with or without cause. All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by DEAP. Classroom teachers, special education teachers, and ancillary service providers will be required to present their teaching certifications and provide any other information required to prove that they meet qualifications for the job.

DEAP will recruit staff with a variety of backgrounds, experiences and interests, giving preference to teachers with experience teaching Diné students. The overarching criteria for all staff hired by DEAP are that they contribute to the kind of culture DEAP intends to create:

- Firm belief in the school mission and commitment to school goals.

- Willingness to collaborate and work in professional learning teams with a focus on ensuring students needs are met and student success.
- Deep respect for all.
- Understand the importance of engaging parents as full partners in their children's education.

Hiring Timeline and Process

Recruitment of the Head Administrator will begin in January 2014, after all members of the Governing Council become a board of finance, officers are elected, and bylaws are ratified, the board will make an offer to the Head Administrator. The start date of the Head Administrator will depend on funds that may become available during the planning year.

Hiring the Head Administrator

Search Committee: The Governing Council President will chair the Search Committee, which will be comprised of interested board members who will participate in the selection process. The Search Committee will meet to discuss the criteria for selection of the successful candidate, the recruitment process they will use and timeline for completing the process. The process outlined here is a draft that may be refined once the Search Committee is actually convened.

Recruitment

As the Head Administrator of a small charter school where the educational model is use service learning for community action and leadership, it is imperative that DEAP board establish a process that yields the "right person" to fill the Head Administrator position. DEAP will establish a recruitment, screening and selection process, that ensures the appointment of a highly qualified Head Administrator. The Search Committee will also use their personal networks and the networks of Board members to identify applicants who may be interested in applying for the position.

Reviewing Resumes

Once resumes are received by the stated deadline, the Search Committee will review the materials from applicants, and select the top candidates based on the established criteria and DEAP's mission and educational strategies, the individual's experience and recommendations.

Screening Interviews

The Search Committee will develop a set of questions to ask potential candidates on the phone after screening resumes. The questions will serve as a guide for the specifics we want to know about the candidate. The Search Committee will conduct the phone interviews with the top candidates as a way to narrow the candidate pool. Candidates will be questioned regarding their philosophy and experience, in addition to their potential areas of strength and development, their reasons for interest in the position and other related questions.

In-person Interviews

The Search Committee will narrow the candidates and invite approximately 2-4 candidates for a second interview in person. Prior to the interview, however, candidates will be asked to provide a writing sample, a statement of leadership philosophy and vision about a school environment. As with the first round, candidates will be questioned, but in more detail this time, regarding their philosophy and experience, in addition to their potential areas of strength and development in the following areas: fit with DEAP's mission, experience with service learning/agricultural sciences/wellness philosophy, knowledge of data analysis and accountability, collaboration, and leadership. Ratings will be assigned to candidates in these areas and others that may be determined at the time.

Recommendation to the Board

The Search Committee will develop recommendations following the panel interview and present the candidate(s) to the full Board. In the event that there is more than one strong candidate, the Search Committee will present all candidates to the Board for a final determination.

Making an Offer

Prior to making a final offer to a candidate, he or she will be asked to undergo fingerprinting and a background check, as will all other staff members hired by the Head Administrator.

Personnel Policies and Procedures

During the planning year, we will draft a set of policies and procedures for the Employee Handbook, which will be distributed to all new employees. These policies will govern, but not be limited to, areas such as:

Employment Matters

Employment At-will
School Hours / Work Schedules
Attendance and Punctuality
Paid Time-off Policy
Severe weather and emergency conditions
Jobs and Employment Classifications
Nepotism Policy
Professional Development
Professional Opportunities
Payroll and Payroll Periods
Performance Evaluations
Progressive Discipline Policy
Employment Termination
Grievance Procedures

Working Environment

Safety and Healthy Working Environment
Food and Nutrition Policy
Staff Wellness
Building and Office Access
Employee Standards of Conduct
Anti-Smoking and Drug Use Policy

Sexual and other Unlawful Harassment
Technology Use Policy
Use of Office Equipment and Supplies
Personnel Files
Changes in Personal Status

Financial Matters

Expense Reimbursement
Travel – Mileage rates, Per Diems

Employee Benefits

Group Insurance
Change in Family Status
Life Insurance
Short-Term Disability
Long-Term Disability
Workers' Compensation
New Mexico Retirement Plan-ERB
Leave Policy including: Jury Duty, Bereavement Leave and Military Leave

Employment Practices

Equal Employment Opportunity Policy
Non-harassment Policy
ADA Policy
Secondary Employment outside of School
Employee Protection/Whistle-Blower Policy
Confidentiality

APPENDIX D: JOB DESCRIPTIONS

Office Manager Job Description

The Office Manager is responsible for all administrative tasks in the school front office to include: front office management, record and compliance management, annual enrollment, distribution/collection of textbooks and materials and other duties and responsibilities as assigned. He/she also acts as an essential liaison for families, students, faculty and staff in all non-curricular, non-instructional and non-disciplinary school business. The Office Manager reports directly to the Head Administrator, and works closely with the Director of Operations regarding records, enrollment, attendance, budgetary and communication matters.

Qualifications, Competencies and Strengths: The Office Manager position offers an exceptional opportunity to contribute meaningfully to Dzil Dit Looi School of Empowerment, Action and Perseverance (DEAP) Charter School. While experience in an education environment is preferred in this role, DEAP is seeking people who are passionate and committed to the school mission.

- Prior experience working in a school's front office preferred
- Budget management experience such as procurement & accounts payable, human resources organizational skills preferred with accounting coursework completed
- Ability to manage and organize confidential student and human resource data efficiently
- Ability to communicate effectively and professionally with students, parents, co-workers and the public at large
- Ability to communicate in Navajo and serve as a role model for youth
- Strong computer skills utilizing Word, Excel, Access and the ability to learn new software quickly
- Be a self-starter with an ownership attitude for meeting established goals
- Possess good people skills and team player attitude

Administrative Duties and Responsibilities

- Creates a neat, welcoming, and organized office environment
- Maintains complete sets of all parent and staff forms
- Welcomes parents and visitors, responds to visitor and parent requests

- Answers phones and redirects inquiries as appropriate, and relays messages to staff
- Executes daily attendance calls to the homes of absent students
- Receives, distributes, and prepares incoming/outgoing mail and shipments
- Maintains school supply closet and assists with inventory control
- Maintains office equipment and ensures that copier machines, fax, and postage are in working order
- Assists in the year-round management of student information and roster configuration, lottery application, enrollment and withdrawal process in student information system (SIS)
- Assists in the audits of student records with attention to completeness and accuracy
- Inputs student and staff attendance data with accuracy
- Assists in the coordination of daily student food services and transportation, if provided by the school
- Provide administrative and clerical support to Head Administrator and Budget Manager to develop documents, organize and keep records. Assist with coding invoices and purchase requisitions, entry into APTA funds (accounting software system), processing and mailing checks; maintain and update vendor files, including new set up and obtaining W-9 forms; assist with internal and external inquiries related to accounts payable and various expense reports; assist in preparation for year-end audits.

Teacher Job Description

A teacher is responsible for working effectively with students, families and staff, working with teams collaboratively to provide instruction, and is responsible for lesson planning, curriculum design, and assessment. The teacher will utilize education methodologies, instructional techniques, literacy strategies and special education modifications that promote student academic achievement.

Qualifications, Competencies and Strengths

- New Mexico Elementary Teaching Licensure (Level II preferred) and endorsements in the subject-areas that s/he will teach
- Possesses collaborative skills and a willingness to work with colleagues in a Professional Learning Community

- Has a desire to learn and grow, and is open to feedback from instructional leaders and colleagues
- Has a willingness to be involved in community activities and events outside of typical school hours
- Possesses technological knowledge/proficiency
- Experience in working with middle/high school students
- Recognizes the social, emotional and intellectual developmental needs of students and understands appropriate responses

Teacher Duties and Responsibilities

- Interact effectively with students, staff, parents and the overall school community
- Develop lesson plans
- Ensure the attainment of learning standards subject areas taught
- Provide direct instruction as well as experiential, hands-on activities in both Diné and English
- Provide a safe and effective learning environment for students, staff and overall school community
- Administer quarterly assessments and organize student portfolios to capture individual student progress
- Collaborate with parents and communicate student's progress and classroom expectations
- Contribute to the overall school community by supporting school/community programs, activities and events related to school's vision, mission and goals.



Director of Operations Job Description

The Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operation of the school, to relieve the Head Administrator of administrative details. Knowledge of school safety, health and wellness; computer networking programs; long term strategic planning and systems thinking as it relates to finance, community engagement and charter school development; budgetary oversight and planning; knowledge of local, state and federal school policy and procedures; knowledge and experience with NMPED charter school oversight, experience working with boards, parents and various community organizations.

Qualifications, Competencies and Strengths The Director of Operations will have an educational philosophy that aligns with the school vision and mission with a deep appreciation for the Navajo language and culture as well as the knowledge and skills required for operating a high performing charter school.

- Master's Degree (with both Education and Business coursework preferred)
- Broad, varied and increasingly responsible experience with budgeting, systems development, and organizational procedures with charter school experience
- Highly organized, effective communicator, strong interpersonal skills
- Takes responsibility for the smooth operations of all non-academic school programs and operations
- Contribute to the school's compliance with all applicable governmental laws and regulations and to board adopted policies
- Contributes to the development of formal and informal partnerships with a wide range of groups and organizations including: staff, parents/families, community leaders, community-based/grassroots organizations

Duties and Responsibilities

1. Scheduling, Planning, and Communicating

- Schedules and coordinates coverage/substitutes, tracks sick leave, vacation and personal days and notifies Business managers and staff members to be docked
- Manages volunteers and temporary staff members; supports contingency planning for long-term succession planning
- With the school Head Administrator, co-administers staff communication for new information and upcoming events and weekly communications to families
- Develops, implements, and monitors school calendar, including meetings and events
- Maintains school website, other social media, and internal computer networking programs
- Organizes interview process for hiring certified staff in accordance with personnel policies and procedures
- Provide training to staff on policies and procedures as they apply to school operations
- Contributes to the development of school safety, health and wellness policies
- Develops school health, wellness, and safety procedures/reports
- Plans and coordinates arrangements for school and community activities
- Serves as the custodian of records for the school
- Serves as procurement officer for the school

2. School Programs

- Helps organize After School and Summer School Programs, if provided to students
- Coordinates field trips with teachers & parents and makes applicable arrangements for meals
- Administers annual parent survey and attempts highest completion rate as possible, compiles statistics and files all surveys

- Contributes to the analysis of student performance assessment data, preparing reports as needed for various school programs and projects

3. Student Records

- Maintains and updates student information including enrollment, attendance, assessment results, test scores, discipline citations, medical records and reports and other documents in the Student Information System
- Supervises student medication dispensation and injury reports
- Manages the school database/student information system (SIS), following established policies providing for inspection of student records and privacy of information (FERPA)
- Ensures that student information is accurate and filed as required by state law, submits reports to the NMPED on time
- Coordinates academic data entry by teachers for report cards

4. Student Enrollment

- Manages student recruitment process, including outreach and parent visits to the school as well as school visits to students' homes
- Ensures student enrollment is at the correct student count
- Maintains student waiting list, receives and organizes enrollment applications
- Ensures new student lottery is run in compliance with law and Lottery Policy, works with office manager to document that process is followed according to policy
- Works closely with other schools on the transfer of records and related issues for students coming from or returning to those schools
- Performs all admissions tasks necessary to enroll students

5. Food Services

- Manages school nutrition program, including staff and vendor, for breakfast, lunch and/or snack, as applicable
- Ensures complete and accurate eligibility rooster for free, reduced or full price meals
- Coordinates with Office Manager, Teachers and Parent Volunteers to ensure adult support during meal times
- Ensures and tracks meal distribution, reports meal counts for reimbursement to State authorities
- Coordinates Field-trips with teachers, parents and makes applicable arrangements for meals (brown bag lunches)

6. Transportation (if provided)

- Manages student transportation by bus and other modes, for arrival, dismissal and field trips
- Prepares and processes field trip requests
- Manages contract with transportation service provider

7. Facilities

- Coordinate school safety and facility inspection
- Manage lease/purchase negotiations, maintenance and renovations in collaboration with landlord
- Supports long-term planning for permanent facility
- Schedules and logs fire drills in accordance with laws
- Plans school safety and emergency planning, including facility inspection
- Manages aspects of facilities such as, lease/purchase negotiations, maintenance and renovations
- Advises Board on facilities and equipment needs

8. School Development

- Attends professional development activities designed to enhance and/or strengthen knowledge and skills for operating a charter school (e.g., becomes proficient with APTA fund and the school's student information system)
- Writes grant applications to secure funding for the school
- Coordinates the development of the school's general operations budget and special projects budgets; prepares budget transfers; monitors charter school budget in collaboration with the Business Manager, Office Manager and Head Administrator
- Prepares and maintains purchase orders and other expense records, approves, logs, and monitors expenditures as delineated in the school's internal control policies



Dean of Students Job Description

The Dean of Students works closely with the Head Administrator to manage the day-to-day school environment/culture and to supervise the student conduct and discipline of the school. Knowledge of school safety, health and wellness; community engagement and youth development; knowledge of applicable local, state and federal school policies and procedures;

knowledge and experience working with special education students, IEPs, middle/high school students, parents and various community organizations.

Qualifications, Competencies and Strengths: The Dean of Students position offers an exceptional opportunity to contribute meaningfully to Dzil Dit Looi School of Empowerment, Action and Perseverance (DEAP) Charter School. DEAP is seeking people who are passionate and committed to the school mission, vision and philosophy.

- BA degree or graduate degree
- New Mexico Teaching, Counseling or Administrative License (3B) preferred
- Demonstrated leadership qualities and the ability to work with students in a teaching, counseling or other applicable capacity
- Demonstrated successful teaching experience
- Ability to facilitate positive and productive collaborations with team members
- Highly organized, effective communicator, strong interpersonal skills
- Analytic mindset, able to identify programmatic challenges and improvements
- Pro-active problem solver
- Demonstrated success in engaging parents/families
- Takes responsibility for implementing school policy with fairness and consistency
- Develops and maintains strong working relationships with staff, parents/families, community leaders, community-based/grassroots organizations

Duties and Responsibilities

- Interacts effectively with students, staff, parents and the overall school community
- Contributes toward a safe and positive learning environment, ensuring that student conduct is maintained and discipline enforced fairly and consistently
- Oversees the implementation of Bullying Prevention policy, Compulsory School Attendance Policy, Gun Free Schools, Tobacco, Alcohol and Drug-free policy, Wellness Policies, Homeless Education policies, and the Safe Schools Plan
- Supervises the administration and tracking of student conduct and discipline data
- Updates and submits the annual school safety report

- Serves as liaison to parents and facilitates parent engagement in the school and support for the school's policies and procedures related to student discipline, homework, and events
- Coaches and supports teachers on classroom/behavior management techniques
- Assists in making reports for the Governing Council on school safety, student conduct, and related matters
- Plans and implements school culture
- Organizes school events including open house, agricultural and cultural events
- Contributes to the planning and implementation of community service learning events

Director of Curriculum, Instruction and Assessment Job Description

The Director of Curriculum, Instruction and Assessment works closely with the Head Administrator to manage the day-to-day instructional program and to oversee the curriculum development and alignment, instruction, and professional development of teaching staff. This position oversees the schools assessment systems, analyzing all assessment results to guide instructional and individualized supports.

Qualifications, Competencies and Strengths: The Director of Curriculum, Instruction and Assessment position offers an exceptional opportunity to contribute meaningfully to Dzil Dit Looi School of Empowerment, Action and Perseverance (DEAP) Charter School. DEAP is seeking people who are passionate and committed to the school mission, vision and philosophy.

- BA degree or graduate degree
- New Mexico Teaching, Counseling or Administrative License (3B) preferred
- Demonstrated leadership qualities and the ability to work with teachers in a coaching capacity
- Demonstrated successful teaching experience
- Ability to facilitate positive and productive collaborations with team members
- Highly organized, effective communicator, strong interpersonal skills
- Analytic mindset, able to identify programmatic challenges and improvements
- Pro-active problem solver
- Demonstrated success in developing curriculum

- Demonstrated success in evaluating assessment results
- Takes responsibility for implementing school policy with fairness and consistency
- Develops and maintains strong working relationships with staff, parents/families, community leaders, community-based/grassroots organizations

Duties and Responsibilities

- Interacts effectively with students, staff, parents and the overall school community
- Works with Head Administrator and Teachers to research, review, select and order all curriculum materials
- Leads yearly curriculum review using student assessment results and teacher feedback
- Collects and reviews teacher UBDs (Understanding By Design unit plans) and weekly lesson plans, provides constructive feedback and support for strengthening the quality
- Participates in and help focus PLCs (Professional Learning Communities) on data analysis, unpacking the standards, rigorous instruction, and teaching techniques
- Collaborates with the Head Administrator to conduct teacher observations and give accurate, clear and measurable feedback and positive action steps
- Provides additional support to teachers who are struggling
- Participates on the Student Assistance Team (SAT) to plan and implement intervention systems for students needing extra support
- Works closely with the HA to analyze student achievement data
- Develops and reports academic progress reporting systems for use with students, families, and the community
- Organizes the administers all student assessments
- Helps track and communicates student academic performance to the board, authorizer and the PED, developing reports as required



Business Manager Job Description

The Business Manager works closely with the Head Administrator to manage the day-to-day finances of the DEAP program. This position oversees the schools finances. The business manager reports to DEAP's Head Administartor. The Business

Manager will assist the Head Administrator in preparing, planning for and presenting an annual school budget to the Governing Body. The Business Manager is also expected to provide financial status reports at Governing Board meetings. The Business Manager will be a member of the Audit and Finance standing committees. This position may be a contract for professional services.

Duties and Responsibilities

- Keep the Head Administrator informed on the business affairs of the school.
- Respond to requests for financial/accounting information
- Develop accounting procedures, systems and controls, ensuring that they comply with applicable laws and regulations
- Develop cash flow analysis to aid in determining cash availability and payment of bills
- Oversee the preparation of monthly bank reconciliations
- Prepare and enter all budget adjustments, additions, and deletions
- Assist in the annual budget development
- Prepare and evaluate monthly financial statement
- Provide financial information to the Public Education Department as requested
- Oversee the quarterly and final reports for grant funds
- Attend board meetings and make presentations on financial matters
- Manage the payroll activities

APPENDIX C: Head Administrator Job Description

Head Administrator /Head Administrator Job Description

The Head Administrator serves as the primary leader and manager of programs, staff and students. Knowledge of school leadership theory; experience as a Head Administrator, an assistant Head Administrator and 6-12 teacher; school safety; student discipline; data analysis, long term strategic planning and systems thinking as it relates to curricular development, finance, community engagement and charter school development; budgetary oversight and planning; knowledge of local, state and federal school policy and procedures; knowledge of Navajo language and culture; knowledge of reading strategies and interventions; supervision and evaluation of school personnel; knowledge and experience with NMPED Accountability and Accreditation Process, experience working with boards, parents and various community organizations; mediation and conflict resolution skills.

Qualifications, Competencies and Strengths

The Head Administrator will have an educational philosophy that aligns with the school vision and mission with a deep understanding of the Navajo language and culture as well as the knowledge and skills required to develop a high performing charter school.

- New Mexico Administrative License (3B)
- Administrative experience in an educational setting with demonstrated leadership qualities
- Ability to facilitate positive and productive collaborations and to manage a high performing team
- Highly organized, effective communicator, strong interpersonal skills
- Takes responsibility for the academic success of all school programs
- Ensures that the school is in compliance with all applicable governmental laws and regulations and adheres to board adopted policies
- Willingness and ability to foster and develop formal and informal partnerships with a wide range of groups and organizations including: staff, parents/families, community leaders, community-based/grassroots organizations
- Understanding of the distinction of roles and responsibilities of governance vs management in a charter school setting

Duties and Responsibilities

- Interacts effectively with students, staff, parents and the overall school community

- Provides a safe and effective learning environment for students, staff and overall school community
- Provides instructional leadership among teachers and other staff to address curriculum development and instruction in the classroom and other learning environments
- Ability to conduct objective classroom observations and provide actionable feedback to teachers
- Hires, evaluates and terminates charter school staff members as appropriate
- Contributes to the creation of the school budget and ensures the charter school follows all fiscal policies and procedures
- Plans and implement school wide Educational Plan for Student Success aligned with overall school goals, mission, and vision including specific assessment and evaluation components.

1. Responsibilities to the Governing Board:

- Reports to the Board and attends all Board meetings and functions
- Keeps the Board President informed of all aspects of school operations
- Brings to the Board's attention issues that may require Board action or Board education
- Communicates all Board policies and changes to the teaching staff and non-teaching staff (and to parents and other partners when appropriate)
- Serves as a resource for the Board in developing new policies and initiatives
- Serves as a resource for the Treasurer and the Board on financial matters
- Serves as a resource to the Secretary in the development and maintenance of board documents, including minutes, in compliance with the Open Meetings Act

2. Personnel Responsibilities

- Hires his or her own staff with feedback from a committee formed by the Board, parents, and already hired
- Evaluates the performance of all staff, ensures observation and evaluation of teaching staff is objective and in accordance with state requirements
- Where necessary, counsels and advises school employees
- Reviews and updates job descriptions, oversees and coordinates continuing professional growth of staff
- Terminates staff when appropriate ensuring proper protocol and documentation

3. Instructional Leadership Responsibilities

- Provide leadership in the ongoing development, improvement and evaluation of curriculum, instruction and student performance data

- Develops staff development programming
- Schedules and administers all student assessments
- Tracks and communicates student academic performance to the board, authorizer and the PED, developing reports as required
- Supports the overall school improvement process through the analysis of student data
- Support the implementation of Response to Intervention and monitors its continued implementation
- Administers policies dealing with discipline, conduct and attendance

4. Public Relations Responsibilities

- Serves as the spokesperson for the school
- Maintains constructive liaisons with other educational institutions and associations
- Facilitates communication among all of the schools constituents and encourages their participation in school activities and events
- Represents DEAP in the community at large
- Facilitation of staff and community meetings that provide guidance to the educational community while allowing for community input and consultation

5. Professional Development /Personal Growth Expectations

- Keeps current with educational literature, ideas and practices as well as charter school management practices
- Cooperates with governing council to undergo a performance evaluation, develop and meet the goals of an individualized professional development plan
- Attends professional development activities designed to enhance and/or strengthen knowledge and skills that promote student learning and the operation of a charter school

APPENDIX B: GOVERNING DOCUMENTS

Dzil Dit Looi School of Empowerment, Action and Perseverance (DEAP) Charter School
Governing Board
Bylaws

ARTICLE I – GOVERNING COUNCIL

Section 1. Definition and Purpose

The governance of DEAP Charter School (“School”) is vested in the Governing Board, hereby referred to as the Governing Council (“Council”). The purpose of the Governing Council is to govern the School in accordance with the terms of its charter and in compliance with the New Mexico Charter Schools Act, NMSA 1978, Section 22-8B-1 (2006), *et seq.* as amended from time to time.

Section 2. Powers of the Governing Council

In addition to all powers conferred upon the Governing Council by New Mexico state law, the Governing Council shall have the power to:

- a) Perform any and all duties imposed on it collectively by State, Federal, by the School Charter, or these bylaws;
- b) Establish educational and operational policies consistent with the School’s mission statement;
- c) Adopt rules and policies pertaining to the administration of the Governing Council and the School;
- d) Employ, supervise and annually evaluate the Head Administrator of DEAP including annually deciding on the renewal of the Head Administrator’s contract and annually establishing the Head Administrator’s salary.
 - i. The Governing Council shall delegate administrative and supervisory functions of the day-to-day operations of the School to the Head Administrator. The Governing Council shall not be involved in the day-to-day operations of the School.
 - ii. The Governing Council shall delegate to the Head Administrator the authority to implement the approved Charter and the School’s policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Council. The Head Administrator shall be responsible for all matters pertaining to the School’s affairs, including recruitment and supervision of faculty and staff, discipline of students, maintenance of school property, and the

relationship among students, families and faculty. The Head Administrator shall approve the payment of proper bills for school expenditures. The Head Administrator shall maintain a copy of all Governing Council-approved documents, including the School Charter, minutes, agendas, bylaws, resolutions and policies.

- e) Establish for the remainder of the School staff, a compensation schedule to be employed by the Head Administrator in setting salaries annually for all teaching, administrative and support staff of the School;
- f) Serve as final arbiter for all personnel grievances that have escalated to the Governing Council according to policies, procedures and appropriate protocol; and review recommendations submitted by the Head Administrator and other Governing Council consultants and advisors;
- g) Review, approve and monitor the implementation of the annual budget, of anticipated income and expenditures; vote on Budget Adjustment Requests (BARS), and direct preparation of the annual financial audit;
- h) Participate in organizing resource development efforts at the school, including fundraising, grant writing, volunteer recruitment and public relations campaigns.
- i) Develop both a long-term strategic plan and an annual work plan for the school to foster the attainment of its goals and objectives and to assure faithful compliance with the terms of the Charter, including periodically reviewing that Charter with an eye to possibly seeing revisions in it;
- j) Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public schools;
- k) Initiate or defend lawsuits and take all necessary steps to protect the School's interests;
- l) Authorize the repair and maintenance of all property belonging to the School, or for which the School is contractually responsible to maintain and repair, and/or delegate authority to the Head Administrator for repair and maintenance of School property;
- m) Enter into contracts consistent with the School approved budget for any service that is required for the School to carry out the educational program described in its charter and in accordance with the New Mexico Charter Schools Act as amended, and/or delegate authority to the Head Administrator to enter into certain contracts;
- n) Accept or reject any charitable gift, grant or bequest;
- o) Approve amendments to the Charter prior to presentation to the authorizer for approval;
- p) Make application to the Public School Outlay Council for capital outlay funds;
- q) Amend the Bylaws of the Governing Council from time to time consistent with the mission of the School by a majority vote of all members at any regular or special meeting;
- r) Promote a cooperative relationship with its charter authorizer; to function in accordance with the New Mexico Charter School Act and resolve any disputes which may arise between the Governing Council and its authorizer and/or the Public Education Department;

- s) Reserve any other powers and duties as included in the School Charter and that are not inconsistent with federal, tribal, or, state laws, or as otherwise set forth in the Charter Schools Act, NMSA 1978, Section 22-8B-1, et seq. and the New Mexico Public School Code, Chapter 22 of the New Mexico Statutes.

Section 3. Governing Council Members

- a) The Governing Council shall establish the number of members, which shall consist of at least five and not more than nine. Members shall be comprised of the community at large, with a focus on individuals who bring professional expertise that the Governing Council has identified as referenced in the charter with a minimum of one and not more than two DEAP parent members. Governing Council members shall be elected by a majority of the Governing Council.
- b) Members shall be elected for a four (4) year term. Upon completion of that term, a member who wishes to continue serving may request another term from the other members of the Governing Council. Such extensions must be approved by majority vote. Member may serve an unlimited number of terms. Each member shall serve until his or her successor is selected.
- c) When a vacancy arises a Search Committee will be formed, made up of one current Board Member, the school's Head Administrator, and one community representative. The Search Committee will seek out individuals ("identified individuals") who possess the specific experience and expertise needed to fill the vacancy in order to maintain an effective Governing Board. (Note: Per state statute, no Governing Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a school employee selected to become a Board member must resign from any paid position or contract). The opening will be announced in the school newsletter and website.
- d) Identified individuals will submit a letter of interest outlining the skills and expertise they possess which make them a strong fit for the Governing Council. This letter will be submitted to the Governing Council and the School Head Administrator. In order to fill the parent member requirement, the School's Parent Advisory Committee (PAC) will recommend one parent to serve as a regular member of the Governing Council. This nominated individual will go through the same selection process as outlined below.
- e) The Governing Board President will meet with identified individuals, assess their leadership experience, time constraints, level of commitment, experiences, goals, and expectations as potential members of the Governing Council.
- f) Identified individuals will be expected to attend a monthly Governing Council meeting to better understand the scope of the Council's work and to have an opportunity to meet the other members. The Governing Council President may ask for their input regarding Council business in order to assess their strategic approach, philosophical positions, and professional fit.
- g) The Governing Council will vote, during an open public meeting, to select a member to the Board. The action item will be included as part of the Council agenda and will require a resolution that current members of the Governing Council will vote on. A majority vote will select a new member.

- h) Any member may be removed by a majority vote of the Governing Council whenever, in its sole and discretion, the school's best interests would be served thereby.
- i) Attendance at Governing Council meetings is mandatory. Any member missing two consecutive meetings without prior notification may be dismissed from the Governing Council. If a Governing Council member cannot be physically present at the meeting for unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the New Mexico Open Meetings Act.
- j) Any Governing Council member may resign at any time by giving written notice to the Governing Council President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.
- k) A vacancy shall be filled by the Governing Council through the process identified above.

Section 4. Quorum

A simple majority of the current number of Governing Council members shall constitute a quorum. In the absence of a quorum, those members present may adjourn until a quorum is constituted.

Section 5. Salaries and Reimbursements

A Governing Council member may not receive a salary from the school for services as a member. A member may be reimbursed with prior approval by the Governing Council for travel, out-of-pocket and other expenses incurred as a member on school business, in accordance with the New Mexico Mileage and Per Diem Act.

Section 6. Conflict of Interest

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of these Bylaws to maintain public confidence and prevent the use of public office for private gain. Board members shall disclose any known or potential conflicts of interest in writing to the Board prior to the time set for voting on any such transactions, and shall not vote on the matter or attempt to influence the decisions of other Board members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which board action occurred relating to the matter disclosed. No Governing Council member shall contract with the School or receive compensation from the School for services, other than reimbursement as set forth in Section 5 above. Board members must be familiar with and observe all applicable law relating to conflicts of interest.

Persons shall be deemed to have a "conflict of interest" in a contract or other transaction who have a significant, direct or indirect financial or personal interest in contracts or transactions with the School. Any contract or transaction entered into in violation of

these Bylaws or N.M.S.A 1978 Sections 10-16-1, 13-1-1, 22-8B-5.2, 22-21-1 or other relevant section, or any failure to make necessary disclosures, shall be cause for removal or termination.

Section 7. Liability Insurance for Governing Council

Except as may be otherwise provided for by State Law, the Governing Council may adopt a resolution authorizing the purchase of insurance on behalf of any agent on the Council (including Council members, employees or other agents of the Council) against liabilities asserted against or insured by the agent in such capacity or arising out of the agents' status as such, whether or not the Governing Council would have the power to indemnify the agent against such liability under these bylaws or provisions of law.

Section 8. Individual Member's Authority

A member of the Governing Council is a public officer, but has no power or authority individually. The School Charter vests power in the Governing Council and not in its members individually. These powers must be exercised by the Governing Council at public meetings, whether regular, special, or emergency meetings, with action duly recorded in its minutes.

Section 9. Binding Authority

The Governing Council shall not be bound in any way by any action or statement on the part of any individual Governing Council member except when such a statement or action is pursuant to specific instructions from the Governing Council as a whole. Any such exception shall be recorded as an action item of the Governing Council and recorded in the minutes.

ARTICLE II – MEETINGS

Section 1. Frequency of Regular Meetings

The Governing Council shall meet in regular meetings one time each month. All meetings of the Governing Council shall be held in accordance with the New Mexico Open Meetings Act (OMA) and in keeping with the Governing Council's annual OMA resolution.

Section 2. Annual Work Session

The Governing Council shall hold an annual work session for the purpose of strategic planning or such other purpose as the Governing Council shall determine. The annual work session shall normally be held in late May or June, at such time and place as the Governing Council President determines.

ARTICLE III – OFFICERS

Section 1. Designation of Officers

The officers of the Governing Council shall consist of: President, Vice President, Secretary and Treasurer, all of whom shall be members of the Governing Council. The officers shall be elected by the Governing Council for a term of one (1) year and, unless sooner removed, shall serve until their successors are duly elected.

Section 2. Qualifications

Any Governing Council member is eligible to serve as an officer of the Governing Council upon election to office by a majority of the Governing Council members.

Section 3. Election and Term of Office

Officers shall be elected by the Governing Council at the first regular meeting of the Governing Council following the start of the school year and shall assume their elected position immediately. Each officer shall hold office for a term of one year.

Section 4. Duties of President

The President shall preside at all meetings of the Governing Council. The President shall have the right, as other members of the Governing Council, to make or second motions, to discuss questions, and to vote. The President may not act for or on behalf of the Governing Council without prior specific authority from a majority of the Governing Council to do so. The President shall consider all communications addressed to the him/her. Consideration may include consulting with legal counsel. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Council. The President, in collaboration with the Head Administrator, is responsible for compiling the topics for business to be placed on the Governing Council meeting agenda. Any member of the Governing Council may offer items to be heard or discussed at any meeting of the Governing Council.

Section 5. Duties of Vice President

The Vice President shall perform the duties of the President in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office of the President has been filled by a vote of the Governing Council membership.

Section 6. Duties of Secretary

The Secretary or the Secretary's designee shall issue Governing Council meeting notices and shall keep minutes, act as custodian of the school's records and seal, sign instruments as required, make other reports, and perform such other duties as are incident to the office. The Secretary shall maintain a permanent archive of Governing Council-approved minutes and agendas.

Section 7. Duties of Treasurer

The Treasurer shall have general oversight responsibility of the School's funds and securities. The Treasurer shall oversee the maintenance of financial records and books, shall sign such instruments as required, and shall make such reports and perform such other duties as are incident to the office. The Treasurer shall attend the PED Spring Budget Workshop and/or any other financial regulatory training recommended by the Head Administrator or the Business Manager. The Treasurer shall serve as chair of the Finance and Audit committees.

Section 8. Engagement of Consultants and Agents

The Governing Council may appoint or hire consultants and agents to perform duties on behalf of the Governing Council and/or the School as the Governing Council may prescribe. These consultants and agents must comport with the conflict of interest policy outlined in Section 6 of Article I, as applicable.

Section 9. Vacancies Among Officers

The Governing Council, at its next regularly scheduled meeting, shall fill any vacancy among the officers. An officer appointed to fill a vacancy shall serve for the unexpired term of his predecessor in office.

ARTICLE IV – COMMITTEES

Section 1. Establishment

The Governing Council may appoint such standing committees and/or ad hoc committees, as it deems necessary for the effective governing of the School. Members of each Committee may be chosen from time to time by the Governing Council and shall serve for such period of time, as the Governing Council shall determine. The specific composition of the Finance and Audit Committees however shall be governed by the provisions described in Section 2 below.

Section 2. Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the School policy manual. The function of any committee shall be fact-finding, deliberative, and advisory to the Governing Council. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing

committees shall be made up of no more than one less than a quorum of the Governing Council. The Governing Council President shall be an ex officio member of each committee. The Head Administrator shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. The Business Manager shall be an ex-officio member of the Finance and Audit committees. Standing committees shall be the Parent Advisory Committee (PAC), Finance Committee, Facilities Committee, Audit Committee.

a) Parent Advisory Committee (PAC): The PAC is comprised of parents of students attending the School. The purpose of the PAC shall be to collect parent feedback on important issues facing the School community. The PAC acts strictly in an advisory capacity to the Governing Council, with its agenda based on guidance from the Governing Council, Head Administrator, and the School community. The PAC will meet on a monthly basis at the school site to discuss various ideas, issues and concerns. The PAC shall submit any recommendations to the Governing Council and Head Administrator within ten days after those recommendations have been adopted. The Governing Council may request periodic reports or updates from the PAC. Recommendations of an operational nature (such as student drop-off times) may be approved and implemented by the Head Administrator. PAC recommendations of a policy nature (such as curriculum, student confidentiality, or dress code) shall be approved by the Governing Council. If it is unclear whether a recommendation is of an operational or policy-related nature, the recommendation may be presented to the Governing Council. The PAC may advise the Governing Council and Head Administrator on school programs, marketing, public relations, cultural events, and community outreach. At the request of the Governing Council, the PAC may contribute to the development of the School's long-term strategic plan.

The Governing Council membership includes at least one parent, selected by the PAC. This individual will be expected to attend monthly PAC meetings and serve as a liaison between the Governing Council and the PAC. In addition, the School's educational staff will nominate one staff member each year to serve as a liaison between the staff and the PAC. These liaisons will report to the PAC on activities, opportunities and challenges at the School. They will also take PAC recommendations and concerns to the Governing Council and educational staff.

b) Finance Committee: The Finance Committee shall be comprised of the School Business Manager, Governing Council President, Governing Council Treasurer (who shall serve as chair), at least one other member of the Governing Council (when there are more than 5 Governing Council members), and the Head Administrator. The purpose of the Finance Committee shall be to make recommendations to the Governing Council in the following areas: financial planning, including review of the School's revenue and expenditure projections; review of financial statements and periodic monitoring of revenues and expenditures; annual budget preparation; oversight; and procurement. The Finance Committee shall also serve as an external monitoring

committee on budget and other financial matters and shall evaluate the Head Administrator's compensation, oversee the use of funds, review and oversee the school's risk management policies and investments, and review and advise the Governing Council on all matters affecting the school's financial condition.

- c) Facilities Committee:** The Facilities Committee shall be comprised of the Governing Council President, Head Administrator, and at least one other member of the Governing Council. The purpose of the Facilities Committee shall be to develop and oversee the school's master plan for its site and facilities; implement policies to safeguard the existing facilities; , monitor ongoing construction projects; , and make recommendations for future construction projects.
- d) Audit Committee:** The Audit Committee shall be comprised of the School Business Manager, Governing Council Treasurer (who shall serve as chair), Head Administrator, a second member of the Governing Council, and one parent who shall have experience in accounting and financial matters. The parent shall be appointed from a list of parents who are willing to volunteer on the Committee. The purpose of the Audit Committee shall be to evaluate the request for proposal for the annual financial audit services, recommend to the Governing Council the selection of the financial auditor, attend the entrance and exit conferences for annual and special audits, meet with external financial auditors at least monthly after the audit field work begins until the conclusion of the audit, be accessible to the external financial auditors as requested to facilitate communication with the Governing Council and the Head Administrator, track and report progress on the status of the most recent audit finding and advise the Governing Council on policy changes needed to address audit findings, and provide other advice and assistance as requested by the Governing Council. The Audit Committee shall be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Governing Council by the Audit Act and rules of the New Mexico State Auditor.

Section 3. Committee Chair

Chairpersons of standing committees will report to the Governing Council as directed above or at the request of the Governing Council.

Section 4. Ad Hoc Committees

The Governing Council President, with the consent of the Governing Council, may create additional committees and ad hoc committees and delegate tasks to such additional committees as appropriate. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the Committee is to present its final report to the Governing Council and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the School

community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Governing Council.

Section 5. Resignations and Removal

Any member of a Committee may, at any time, resign by giving written notice to the President or the 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 Governing Council whenever in its judgment the best interests of the School would be served thereby.

Section 6. Compensation

Members of Governing Council Committees shall not receive any compensation for their services; however, they may be reimbursed for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

ARTICLE V – Head Administrator

Section 1. Duties

The Head Administrator shall be responsible for all matters pertaining to the school's affairs, including recruitment and supervision of faculty and staff; discipline of students; maintenance of school property; and the relationship among students, parents, and faculty. The Head Administrator shall approve the payment of proper bills for school expenditures.

Section 1. Terms of Employment

The Governing Council shall hire the Head Administrator and conduct an annual performance evaluation. During the Head Administrator's employment, he/she shall not engage in other employment without the President's written approval.

ARTICLE VI – FACULTY

Section 1. Faculty Engagement, Supervision and Termination

The Head Administrator shall recruit, supervise, and recommend hiring and termination of faculty and staff. The faculty contracts shall be for one school year or less. The Head Administrator shall assign compensation based on a salary schedule approved by the Governing Council and in accordance with New Mexico law and shall assign job descriptions for, and annually assess, the faculty and staff.

Section 2. Direction of Faculty

Faculty shall be subject to the Head Administrator's control and direction in all matters relating to their teaching duties and their personal conduct that affects the School's welfare.

ARTICLE VII – FISCAL YEAR AND AUDIT

The School's fiscal year shall begin on the first day of July and end on the last day of June of the following calendar year. The School's financial accounts shall be audited annually by a certified public accountant in accordance with New Mexico State law.

ARTICLE VIII – MAINTENANCE OF RECORDS

The Governance Council directs the Head Administrator to maintain the following records:

- a) Minutes of all meetings of the Council and Council committees, indicating the time and place of such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof;
- b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c) A copy of the DEAP Charter and Bylaws amended to date, which shall be open to inspection at all reasonable times during office hours.

Every Council member shall have the right at any reasonable time and for purposes related to school business, to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School and shall have such other rights to inspect the books, records and properties of the School as may be required under the DEAP Charter, and other provisions of these bylaws and provisions of law, unless access to a specific record is otherwise restricted by law.

ARTICLE IX – AMENDMENTS

These bylaws may be amended by a majority vote of all members at any regular or special meeting.

ACADEMICS.APPENDIX.F2: Student Demographics

School	ELL percentage	Special Ed	Reading Proficiency	Math Proficiency	School Report Card Grade
Navajo Elementary 276 students	24.4%	10.51%	13.9%	17.4%	F
Navajo Middle 131 students	37.4%	12.21%	21.4%	22.1%	F
Navajo Pine High 124 students	41.13%	16.4%	31.4%	29.4%	B
Crystal Boarding School (BIE) 139 Students	70.5%	5.4%	33.3%	26.67%	<i>BIE School, not applicable</i>

Source for report cards:

<http://webapp2.ped.state.nm.us/SchoolData/docs/1213/SchoolGrading/>

[043_075_GALLUP_MCKINLEY_COUNTY_SCHOOLS_NAVAJO_PINE_HIGH_SchoolGrading_2013.pdf](http://webapp2.ped.state.nm.us/SchoolData/docs/1213/SchoolGrading/043_075_GALLUP_MCKINLEY_COUNTY_SCHOOLS_NAVAJO_PINE_HIGH_SchoolGrading_2013.pdf)

<http://www.bie.edu/cs/groups/xbie/documents/text/idc1-024023.pdf>

ORG.APPENDIX.D4 : SCHOOL DAY/YEAR CALENDAR

DEAP PROPOSED SCHOOL CALENDAR 2015-2016

DAILY INSTRUCTIONAL HOURS : MON (32): 4 HOURS/TUES-FRI (148) 6.5 HOURS TOTAL INSTRUCTIONAL HOURS: 1090 HRS
SCHOOL YEAR INSTRUCTIONAL DAYS : 180 TEACHER CONTRACT DAYS: 200

JULY 27 - AUGUST 7: STAFF ORIENTATION / PROFESSIONAL DEVELOPMENT (10)
AUGUST 7-8: STUDENT & FAMILY ORIENTATION
AUGUST 10: FIRST DAY OF SCHOOL
AUGUST 27: OPEN HOUSE 4PM-7PM
SEPTEMBER 3: NO SCHOOL- KIDS DAY NN FAIR
SEPTEMBER 7: LABOR DAY: NO SCHOOL
SEPTEMBER 28: NO SCHOOL-ALL DAY PD
OCTOBER 9: END OF 1ST QUARTER
OCTOBER 12: STUDENT LED CONFERENCES -NO SCHOOL
OCTOBER 13-14: NO SCHOOL ALL STAFF-PD
OCTOBER 15-16: FALL BREAK
OCTOBER 19: 2ND QUARTER BEGINS
NOVEMBER 25-27: HARVEST BREAK
DECEMBER 19: END OF 2ND QUARTER
DECEMBER 21 - JANUARY 1: WINTER BREAK

JANUARY 4 : 3RD QUARTER BEGINS
JANUARY 18: - MARTIN LUTHER KING JR DAY NO SCHOOL
FEBRUARY 15: PRESIDENT'S DAY
MARCH 4: 3RD QUARTER ENDS
MARCH 7: STUDENT LED CONFERENCES IN PM-NO SCHOOL; PD IN AM
MARCH 8: 4TH QUARTER BEGINS
MARCH 21-APRIL 1: SBA TESTING
APRIL 11-15: SPRING BREAK
APRIL 18: NAVAJO NATION SOVEREIGNTY DAY NO SCHOOL
MAY 5TH: DAY OF COMMUNITY SERVICE & CLEANUP
MAY 12: ALL SCHOOL PLANTING
MAY 19: STUDENT PRESENTATIONS/PERFORMANCES
MAY 30: MEMORIAL DAY NO SCHOOL
JUNE 3: END OF 4TH QUARTER-LAST DAY OF SCHOOL
JUNE 15: LAST DAY FOR CERTIFIED STAFF

**ORG.APPENDIX.D4: SCHOOL DAY/YEAR CALENDAR
DEAP PROPOSED SCHOOL DAY SCHEDULES 2015-2016**

STUDENT SCHEDULE				
TIMES	GROUP A	GROUP B	<i>Early Release Monday</i>	
8:00 am- 8:55 am	Period 1	Period 1	<i>8:00 am- 8:25 am</i>	<i>Period 1</i>
9:00 am- 9:55 am	Period 2	Period 2	<i>8:30 am -8:55 am</i>	<i>Period 2</i>
10:00 am - 10:55 am	Period 3	Period 3	<i>9:00 am - 9:25 am</i>	<i>Period 3</i>
11:00 am- 11: 55 am	Period 4	Period 4	<i>9:30 am - 9:55 am</i>	<i>Period 4</i>
12:00 pm - 12:55 pm	Lunch & Advisory A	Period 5	<i>10:00 am-10:25 am</i>	<i>Period 5</i>
1:00 pm - 1:55 pm	Period 5	Lunch & Advisory B	<i>10:30 am - 10:55 am</i>	<i>Period 6</i>
2:00 pm - 2:55 pm	Period 6	Period 6	<i>11:00 am-11:25 am</i>	<i>Period 7</i>
3:00 pm - 3:55 pm	Period 7	Period 7	<i>11:30 am - 11:55 am</i>	<i>Advisory</i>
4 pm	DISMISSAL		<i>12:00 pm - 12:30 pm</i>	<i>Lunch</i>
			<i>12:45 pm</i>	<i>Dismissal</i>

ORG.APPENDIX.D4: SCHOOL DAY/YEAR CALENDAR

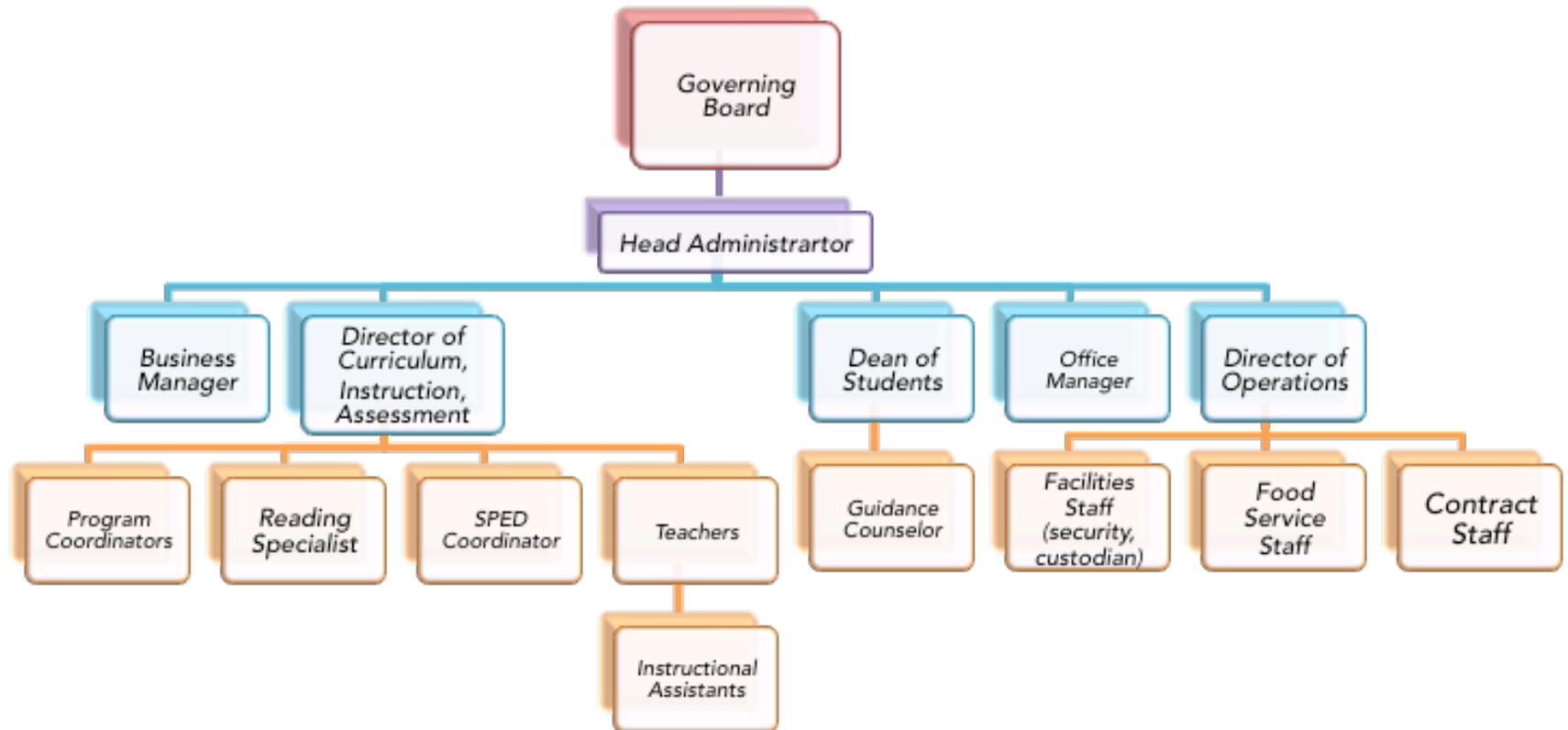
DEAP PROPOSED SCHOOL DAY SCHEDULES 2015-2016

SAMPLE TEACHER SCHEDULE			
TIMES	SCHEDULE	<i>Early Release Monday</i>	
8:00 am- 8:55 am	TEACHING- CLASS 1	<i>8:00 am- 8:25 am</i>	<i>TEACHING- CLASS 1</i>
9:00 am- 9:55 am	TEACHING- CLASS 2	<i>8:30 am -8:55 am</i>	<i>TEACHING- CLASS 2</i>
10:00 am - 10:55 am	PREP	<i>9:00 am - 9:25 am</i>	<i>PREP</i>
11:00 am- 11: 55 am	TEACHING- CLASS 3	<i>9:30 am - 9:55 am</i>	<i>TEACHING- CLASS 3</i>
12:00 pm - 12:30 pm	Lunch	<i>10:00 am-10:25 am</i>	<i>TEACHING- CLASS 4</i>
12:30 pm - 12:55 pm	Advisory	<i>10:30 am - 10:55 am</i>	<i>PREP</i>
1:00 pm - 1:55 pm	DUTY	<i>11:00 am-11:25 am</i>	<i>Advisory</i>
2:00 pm - 2:55 pm	TEACHING- CLASS 4	<i>11:30 am - 11:55 am</i>	<i>DUTY</i>
3:00 pm - 3:55 pm	PREP	<i>12:00 pm - 12:30 pm</i>	<i>LUNCH</i>
4:00 pm	DISMISSAL	<i>12:45 pm</i>	<i>DISMISSAL</i>
4:00 pm - 4:30 pm	Meetings/After school activities	<i>12:45 pm- 1:30 pm</i>	<i>PREP</i>
		<i>1:30 PM - 4:00 PM</i>	<i>PROFESSIONAL LEARNING COMMUNITIES (PLCs) or other PD</i>

ORG.APPENDIX.D3 : Staffing Plan

DEAP Staffing	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Head Administrator/Principal</i>	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Director of Operations</i>	0.50 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Business Manager</i>	Contracted	Contracted	1.0 FTE	1.0 FTE	1.0 FTE
<i>Director of Curriculum, Instruction and</i>	NONE	NONE	NONE	1.0 FTE	1.0 FTE
<i>Program Coordinators</i>	NONE	NONE	NONE	3.0 FTE	3.0 FTE
<i>SPED Coordinator</i>	Contracted at 0.25 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Reading Specialist</i>	Contracted at 0.25 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Teachers (Gen. Ed)</i>	1.0 FTE	3.0 FTE	4.0 FTE	6.0 FTE	7.0 FTE
<i>Vocational Teacher(s)</i>	NONE	NONE	0.50 FTE	1.0 FTE	2.0 FTE
<i>SPED Teacher(s)</i>	1.0 FTE	1.0 FTE	1.5 FTE	2.0 FTE	2.0 FTE
<i>ELL Teacher(s)</i>	1.0 FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
<i>Instructional Assistants (6-12)</i>	NONE	1.0 FTE	1.0 FTE	1.0 FTE	2.0 FTE
<i>Instructional Assistants (SPED)</i>	NONE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Dean of Students</i>	NONE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Guidance Counselor</i>	NONE	NONE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Office Manager</i>	1.0 FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
<i>Food Service Staff</i>	NONE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE
<i>Custodian</i>	Contracted	Contracted	Contracted	Contracted	1.0 FTE
<i>IT Coordinator</i>	NONE	NONE	Contracted	Contracted	Contracted
<i>Community Service Liason</i>	Contracted	Contracted	Contracted	Contracted	Contracted
<i>Nurse</i>	Contracted	Contracted	Contracted	Contracted	Contracted

ORG.APPENDIX.D1: ORGANIZATIONAL STRUCTURE



FIN.APPENDIX.B2

INTERNAL CONTROL POLICIES AND PROCEDURES

During the planning year, we will draft a set of Internal Control policies and procedures. These policies will govern, but not be limited to, areas such as:

CONTROL ACTIVITIES AND PROCEDURES

Segregation of responsibilities
A system of authorization
Sound accounting practices
Bonding of employees
Sequential numbering
Proper safeguards

INTERNAL CONTROLS AND PROCEDURES

ETHICS STATEMENT SPECIAL REVENUE FUNDS
PERSONNEL DEBT SERVICE
RISK ASSESSMENT INSURANCE
RECEIVING REPORTING
BUDGET
PAYROLL
SICK LEAVE
PURCHASING
ENCUMBRANCES
CONTROL ACTIVITIES
ACCOUNTS PAYABLE
BANK RECONCILIATION
PER DIEM & MILEAGE ACT
CASH RECEIPTS
ACCOUNTS PAYABLE
PETTY CASH
INVESTMENTS
INVENTORY
FINAL CASH BALANCES
BUDGET MAINTENANCE



Red Lake-Navajo Community Action Group
P.O. Box 16
Navajo, New Mexico 87328

March 13, 2014

Ms. Carolyn Shearman, Chair
New Mexico Public Education Commission
C/O Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Dear Ms. Shearman:

As a committed and solid partner, the Red Lake-Navajo Community Action Group (CAG) supports the application for Dzil Dit Looi School of Empowerment, Action and Perseverance (DEAP) to become a state-chartered school in the community of Navajo, New Mexico on the Navajo Nation. We are eager and grateful to work hand-in-hand with our local community to bring this most needed charter school to our community.

Our local grassroots organization has long been working in this community and searching for solutions to improve the quality of life for our people. We've lead initiatives and assisted where we can in making Red Lake Chapter and Navajo a better place to live. The work is hard and the list is long in working on ways to improve our community and the quality of life, but we wholeheartedly agree that building a charter school that grows from, is responsive to, and part of the local community is very important. We are quite sure that the school will help us create a healthier, happier community here in Red Lake.

At community meetings about the charter school, we listened to the community express what they desired for education for their children. They told us they wished we could graduate students who would become doctors, lawyers, senators, and community leaders. Others said they wanted their kids to go work and to have a skill that would allow them to go to work after high school. The students we spoke to said they desired to be challenged in school and they wanted to take classes that focused science and technology and surprisingly enough, they said they wanted after school programs that helped to keep them out of trouble and mischief. One student told us it was too easy to fall in with the wrong crowd. This inspired us to make a greater commitment to ensuring that we will do whatever we can to support our DEAP School. In fact, once the school is established, our group will be looking to purchasing, donating, and building a small greenhouse in order to get the agricultural component of the school going. We've also begun discussions to bring a 4-H chapter to the community and hope to partner with the school as part of an afterschool program. We also plan to partner as much as we can in other ways with the school.

While we know that DEAP won't solve all our community's issues, we do know that it could be a major piece in creating a better community. Therefore, we urge you to support this application as there is history of commitment to DEAP and a real passion to see it through to reality. It is extremely important for the continued growth of our community. Thank you and if you have questions regarding the support of this application or have more questions about the Red Lake-Navajo Community Action Group, please contact me at (505)777-2757.

Sincerely,

A handwritten signature in black ink, appearing to read "Prestene S. Garnenez", is centered on a light green rectangular background.

Prestene S. Garnenez, Community Advocate
Red Lake-Navajo Community Action Group

Navajo Townsite Community Development Corporation

June 25, 2014

Ms. Carolyn Shearman, Chair
New Mexico Public Education Commission
C/O Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Dear Ms. Shearman:

On behalf of Navajo Townsite Community Development Corporation, I am writing this letter to support the application for Dzil Dit Looi School of Empowerment, Action and Perseverance (DEAP) to become a state-chartered school.

The Navajo Townsite Community Development Corporation (NTCDC) is a housing non-profit organization that operates in the community of Navajo, New Mexico (within Red Lake #18 Chapter) and has 110 public rentals and 15 homeowners with a total of 125 residential units (an estimated tenant population of 400). Certainly, we want to demonstrate to potential homebuyers and renters the amenities of our community and we understand the importance of good schools for our tenants' children to attend. This school, as I've learned, will have a great focus on integration of learning and community involvement that also aligns with our organizational plans of helping to create the concept "community" with our tenants. Further, our Board of Directors has also discussed the threat to our operations should the local schools close. Thus, we feel that it is our duty to support the development of good schools with high quality education in our community.

For these and many other reasons, DEAP is needed in the community. Please seriously consider approving this application! Should you have any questions regarding NTCDC's support of DEAP, you may contact me at (505)777-2245.

Respectfully,



Wm. Bruce Scott, Executive Director
Navajo Townsite Community Development Corporation



Red Lake Chapter

P.O. Box 130
Navajo, NM 87328

Alfred Barney
PRESIDENT

Richard Bitsie
VICE-PRESIDENT

Kathleen Shurley
SECRETARY/TREASURER

Paul Milford
RLC 05/12/12
COMMUNITY SERVICE MEMBER

RESOLUTION OF RED LAKE CHAPTER #18

Supporting the Continuing Dialogue in a Charter School Initiative in the Community of Navajo, New Mexico and Arizona

Whereas:

1. Pursuant to 26 NNC, section 3(a), The Red Lake Chapter is a certified Chapter of the Navajo Nation as listed under 11NNC part 1, section 10; and
2. Pursuant to 26 NNC, section 1(b), the Red Lake Chapter is delegated the governmental authority to make decision over local matters consistent with the Navajo laws, custom, and tradition; and
3. Red Lake Chapter #18 is located in both States of New Mexico and Arizona and made testimony at the New Mexico State Legislature and pending results from the sponsor, former Arizona State Senator, Mr. Jack Jackson, Sr. and the Chapter Officials elect; and
4. Red Lake Chapter #18 Community Service Coordinator contact the State of New Mexico and Arizona with positive results and a meeting is tentatively scheduled in the month of January 2013 between the three parties involved to date; and
5. Navajo Nation, Division of Economic Development is being considered for support and use of the former NFPI Industrial Site Lease Land Withdrawal posed as the site for development just north of the former NFPI access road entrance on the west near the N12 Highway and Shepard Springs Road.

Now Therefore Be It Resolved That:

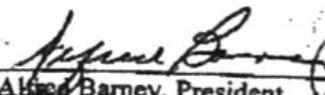
1. The Red Lake Chapter #18 hereby approves and supports the community of Navajo, New Mexico and Arizona Charter School Initiative and requests the States of New Mexico and Arizona propel at their respective legislature; and
2. The Red Lake Chapter #18 hereby directs the Chapter Officials, Administration and Delegate to all things necessary or incidental to fulfill the intent of this resolution, not inconsistent with applicable Federal, State or Navajo Nation laws.

CERTIFICATION

I hereby certify that the foregoing Resolution was duly considered at a duly called authorized meeting held at Red Lake Chapter (Navajo Nation) New Mexico at which a quorum was present and that the same was passed by a vote of 18 in favor, 0 opposed and 12 abstained on this 23rd day of May 2012.

Motioned: Arval McCabe
Seconded: Prestene Gamenez

Council Delegates:

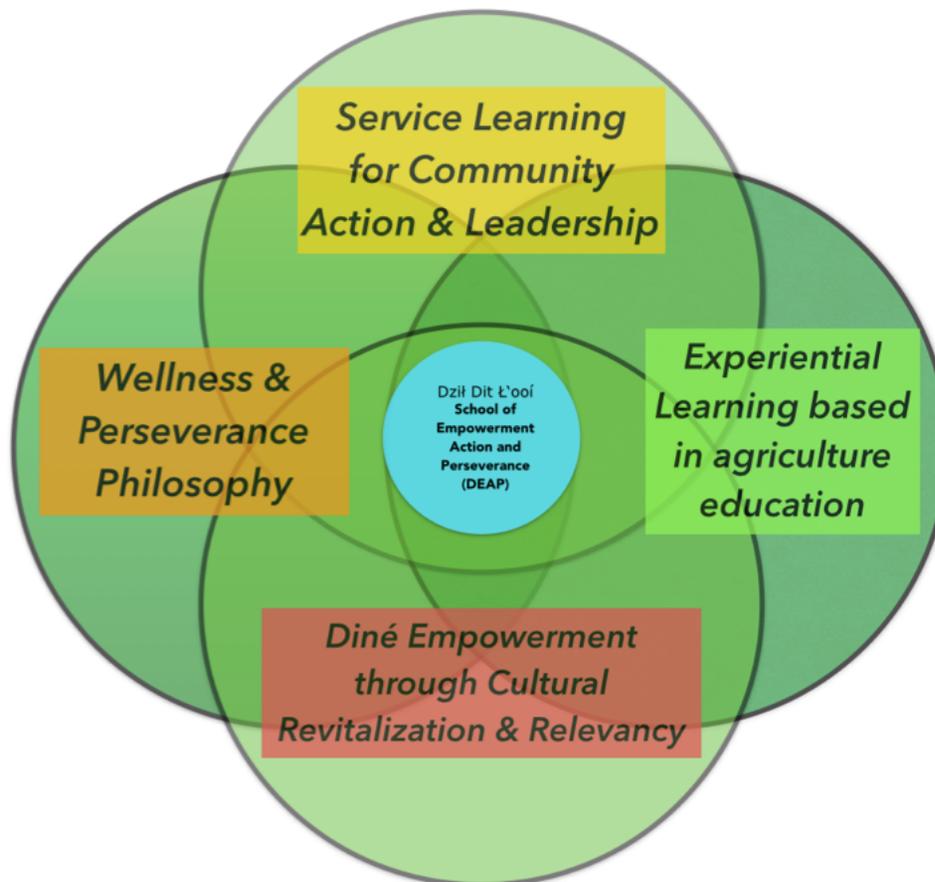

Roscoe Smith, President
FAX: (505)771-2815

PHONE: (505)771-2810

CHAPTER COORD

EVIDENCE.APPENDIX.D: DEAP'S FRAMEWORK

HONORING THE HISTORY & LEGACY OF Dził Dít Ł'ooí



DEAP'S MISSION: As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít Ł'ooí area by consciously balancing the needs of the land with the needs of the people.

GOALS:

- *Diné Culture Revitalization
- *Community Action and Empowerment
- *Service Learning Capstone
- *Agricultural Sciences Curriculum
- *Wellness Philosophy
- *Career & College Prep