

Academic Opportunities Academy

Scope and Sequence

Core Subject Areas

We will teach five core subject areas, rather than four, by adding Spanish Language Arts, which will be taught at the same level of depth and complexity as English Language Arts. The 50/50 Dual-Language Program will allow for the late entry of students (after 1st grade) using a 90/10 model that gradually brings them up to the 50/50 model.

Pre-AP and AP instruction will be available in all levels and subject areas provided by the College Board.

| Course Goals | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| ELA/SLA Reading | | | | | | | | | | | | | |
| Meaning | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Textual evidence | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Central ideas | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Vocabulary | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Structures | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Diverse media | x | x | x | x | x | x | x | x | x | x | x | x | x |
| ELA/SLA Writing | | | | | | | | | | | | | |
| Persuasive | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Informative | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Narrative | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Writing process | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Use technology | | | | x | x | x | x | x | x | x | x | x | x |
| Research | | | | x | x | x | x | x | x | x | x | x | x |
| ELA/SLA Grammar | | | | | | | | | | | | | |
| Correct usage | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Conventions | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Word meanings | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Figurative vocab. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Applied vocab. | x | x | x | x | x | x | x | x | x | x | x | x | x |
| ELA 1 & SLA 1 | | | | | | | | | | x | | | |
| ELA 2 & SLA 2 | | | | | | | | | | | x | | |
| ELA 3 & SLA 3 | | | | | | | | | | | | x | |
| ELA 4 & SLA 4 | | | | | | | | | | | | | x |
| Dual Credit English | | | | | | | | | | | | x | x |
| Dual Credit Spanish | | | | | | | | | | | | x | x |
| Mathematics | | | | | | | | | | | | | |
| -Numbers | x | x | x | x | x | x | x | x | x | | | | |
| -Operations | x | x | x | x | x | x | x | x | x | | | | |
| -Patterns | x | x | x | x | x | x | x | x | x | x | | | |
| -Algebra | x | x | x | x | x | x | x | x | x | x | x | | |
| -Measurement | x | x | x | x | x | x | x | x | x | x | x | | |

Appendix A

| Course Goals | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| -Statistics | x | x | x | x | x | x | x | x | x | x | x | x | x |
| -Graphic represent | x | x | x | x | x | x | x | x | x | x | x | x | x |
| -Geometry | x | x | x | x | x | x | x | x | x | | x | | |
| -HS Algebra I | | | | | | | | x | x | x | | | |
| -HSAlgebra II | | | | | | | | | | x | x | x | |
| -HS Geometry | | | | | | | | | x | x | x | | |
| -PreAP Precalculus | | | | | | | | | | | x | x | x |
| -AP Calculus | | | | | | | | | | | | x | x |
| Dual Credit Math: Precalculus and Calculus | | | | | | | | | | | | x | x |
| Sciences | | | | | | | | | | | | | |
| -Explorations | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Laboratory | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Research | | | X | X | X | X | X | X | X | X | X | X | X |
| -Nature of Science | | | | | | X | X | X | X | X | X | X | X |
| Earth Science | | | | | | | | | | | | | |
| -Earth materials | | | X | | | | | | | | | | |
| -Atmosphere | | | | | X | X | | | | | | | |
| -Land | | | | | X | X | | X | | | | | |
| -Water | | | | | X | X | | | | | | | |
| -Climate | | | | | | | | | | | | | |
| -Seasons | | | | | | | | | X | | | | |
| -Solar system | | | | | | | | | X | | | | |
| Biology | | | | | | | | | | | | | |
| -Plants | X | | X | X | X | | X | X | | | | | |
| -Animals | X | X | | X | X | | X | X | | | | | |
| -HS Biology I | | | | | | | | | | X | | | |
| -HS Biology II | | | | | | | | | | | | X | |
| Health | | | | | | | | | | | | | |
| -Nutrition | | | | | | X | | | | | | | |
| -Human body | | | | | | | | X | | | | | |
| -Reproduction/DNA | | | | | | | | | X | | | | |
| -HS Health | | | | | | | | | | X | | | |
| Chemistry | | | | | | | | | | | | | |
| -HS Chemistry I | | | | | | | | | | X | | | |
| -HS Chemistry II | | | | | | | | | | | X | | |
| Physics | | | | | | | | | | | | | |
| -Matter | X | X | | X | | | | X | | | | | |
| -Energy | | | | X | X | | | X | | | | | |
| -Forces & Motion | | | X | X | X | | X | | X | | | | |
| -Sound | | | | | | | | X | | | | | |
| -Light | | | | | | | | X | | | | | |
| -HS Physics I | | | | | | | | | | X | | | |
| -HS Physics II | | | | | | | | | | | | | X |
| Environmental Sc. | | | | | | | | | | | | | |
| -Topics | | | | | | X | X | | X | | | | |

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|-------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| -HS Environ Sc | | | | | | | | | | | | X | |
| Meteorology | X | | | | | | X | | | | | | |
| -Topics | | | | | | | | | | | | | |
| -HS Meteorology | | | | | | | | | | | | X | |
| -HS Astronomy | | | | | | | | | | | | | |
| Dual Credit | | | | | | | | | | | | | |
| College level Science classes | | | | | | | | | | | | X | X |
| Social Studies | | | | | | | | | | | | | |
| Communities | X | X | X | | | | | | | | | | |
| Families | X | X | | | | | | | | | | | |
| Geography | | | | | | | | | | | | | |
| -Our community | | | X | | | | | | | | | | |
| -Africa | | | | X | | | X | | | | | | |
| -Asia | | | | X | | | X | | | | | | |
| -South America | | | | X | | | | | | | | | |
| -The Caribbean | | | | X | | | | | | | | | |
| -Middle East | | | | X | | | X | | | | | | |
| -Europe | | | | X | | | X | | | | | | |
| -Southeast Asia | | | | X | | | | | | | | | |
| -Australia | | | | X | | | | | | | | | |
| -The United States | | | | | | X | | | | | | | |
| -Latin America | | | | | | X | | | | | | | |
| -Canada | | | | | | X | | | | | | | |
| -HS World Geo | | | | | | | | | | | X | | |
| Cultures | | | | | | | | | | | | | |
| -Africa | | | | X | | | X | | | | | | |
| -Asia | | | | X | | | X | | | | | | |
| -South America | | | | X | | | | | | | | | |
| -The Caribbean | | | | X | | | | | | | | | |
| -Middle East | | | | X | | | X | | | | | | |
| -Europe | | | | X | | | X | | | | | | |
| -Southeast Asia | | | | X | | | | | | | | | |
| -Australia | | | | X | | | | | | | | | |
| - Native Americans | | | | | X | | | | | | | | |
| Government | | | | | | | | | | | | | |
| -Rights, rules,... | | | X | | | | | | | | | | |
| -Levels of gov't | | | | | X | | | | | | | | |
| -US Government | | | | | | | | | | | | X | |
| HS Economics | | | | | | | | | | | | X | |
| History | | | | | | | | | | | | | |
| -US to 1800 | | | | | X | | | X | | X | | | |
| -US 1800 to 1900 | | | | | X | | | X | X | X | | | |
| -US 1900 - present | | | | | | | | | X | X | | | |
| -HS World History | | | | | | | | | | | X | | |
| Dual Credit | | | | | | | | | | | | | |

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|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| -Economics, Geography, Government or History | | | | | | | | | | | | | X |

Physical Education and Sports

The purpose of physical education is to teach students about activities that they will be able to participate in throughout their adult lives. Most of the experiences will be in individual kinds of activities.

| Course Goals | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Physical Ed | | | | | | | | | | | | | |
| -Martial Arts | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Aerobics | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Indv Sports | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Team Sports | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Dance | X | X | X | X | X | X | X | X | X | X | X | X | X |

Languages and Cultures

Short introductory mini-courses in the basics of language and culture will be taught in the early grades in order to expose our students to the wide variety of peoples in the world. The emphasis in the lower grades will be on very basic skills and typical conversations. In high school the student will choose at least one of these languages for a more academic approach to it and take a general linguistics course. The purpose of this area is to train our students to be citizens of the world who understand and accept the diversity of human experiences as a normal expression of life on this planet.

| Course Goals | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|---|---|---|---|---|---|---|---|---|------------------------|----|----|----|
| World Languages | Elem & MS Students introduced to these and cultures | | | | | | | | | HS Student chooses one | | | |
| -Linguistics | | | | | | | | | | X | | | |
| -Arabic | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Mandarin | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Portuguese | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -others | X | X | X | X | X | X | X | X | X | X | X | X | X |

Fine Arts

Every student will participate in the full range of fine arts in the lower grades. Graphic and plastic arts will be more than just coloring worksheets in the elementary grades. Every student will be taught to play at least three types of musical instruments and how to sing, from the very beginning of his/her schooling. During the high school years students will not be limited to just one fine arts course sequence; they will participate in as many as they desire.

| Course Goals | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Fine Arts | | | | | | | | | | | | | |
| -Graphic | X | X | X | X | X | X | X | X | X | X | X | X | X |

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|--------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| -Plastic | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Computer Graphics | | | | X | X | X | X | X | X | X | X | X | X |
| -Vocal Music | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Instrumental | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Ensemble work | | | | | | | X | X | X | X | X | X | X |
| -Music Composition | | | | | | | | X | X | X | X | X | X |
| -Drama | X | X | X | X | X | X | X | X | X | X | X | X | X |
| -Video Production | | | | | | | X | X | X | X | X | X | X |
| -Dance | | | | | | | X | X | X | X | X | X | X |

Career Paths

Two career paths, Health Sciences and Computer Technologies, will be taught to all students in the elementary and middle school years by integrating vocabulary, reading selections and basic skills into the core subjects being taught (see above). At the high school level each student will choose one area to study in and a specialization in that area. By graduation each student will earn at least one recognized certificate or license that prepares him/her for an entry level position.

| Course Goals | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------------|---|---|---|---|---|-----------------------------|---|---|---|---|----|----|----|
| CATE | | | | | | | | | | | | | |
| Career Investigations | | | | | | X | X | | | | | | |
| Health Sciences | | | | | | | | | | | | | |
| -Health Science Career Portals | | | | | | | | X | | | | | |
| -Principles of Health Science | | | | | | | | | X | | | | |
| - Health Science Medical Terminology | | | | | | | | | | X | | | |
| -Anatomy and Physiology | | | | | | | | | | X | | | |
| -Pathophysiology | | | | | | | | | | | X | | |
| -Medical Microbiology | | | | | | | | | | | X | | |
| -Advanced Biotechnology | | | | | | | | | | | | X | |
| -Practicum in Health Science | | | | | | | | | | | | | X |
| -World Health Research | | | | | | | | | | | | | X |
| Computer Science | | | | | | | | | | | | | |
| Topics Taught at Lower Grades | | | | | | | | | | | | | |
| -Use of computers | X | X | X | X | X | X | X | X | | | | | |
| -Programming | | | X | X | X | X | X | X | | | | | |
| -Hardware design | | | | | | | | | | | | | |
| -Networking | | | | | | | X | X | | | | | |
| -Art Software | X | X | X | X | X | X | X | X | | | | | |
| -Word processing | | | | X | X | X | X | X | | | | | |
| -Spreadsheets | | | | | | | X | X | | | | | |
| -Social media | | X | X | X | X | X | X | X | | | | | |
| -Webpage design | | | | X | X | X | X | X | | | | | |
| CATE Courses | | | | | | Three fields to choose from | | | | | | | |
| General Courses | | | | | | | | | | | | | |

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|--------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Career Preparation I | | | | | | | X | | | | | | |
| Career Preparation II | | | | | | | | X | | | | | |
| Entrepreneurship | | | | | | | | X | | | | | |
| Scientific Research and Design | | | | | | | | | | | | | X |
| IT Administrator | | | | | | | | | | | | | |
| Principles of Information Technology | | | | | | | | | X | X | | | |
| Web Technologies | | | | | | | | | | X | X | | |
| Telecommunications and Networking | | | | | | | | | | | X | X | |
| Internetworking Technologies | | | | | | | | | | | | X | X |
| Hardware Technician | | | | | | | | | | | | | |
| Electronics | | | | | | | | | X | X | | | |
| Computer Maintenance | | | | | | | | | | X | X | | |
| Computer Technician | | | | | | | | | | | X | X | |
| Computer Maintenance Electronics | | | | | | | | | | | | X | X |
| Advanced Electronics | | | | | | | | | | | | | X |
| Database Specialist | | | | | | | | | | | | | |
| Database Fundamentals | | | | | | | | | | X | X | | |
| Database Programming | | | | | | | | | | | | X | X |
| Internships | | | | | | | | | | | | | |
| Desktop Support | | | | | | | | | | | | X | X |
| Data Processor | | | | | | | | | | | | X | X |
| Administrative Assistant | | | | | | | | | | | X | X | X |
| Information Systems Assistant | | | | | | | | | | | | X | X |
| Computer Service Technician | | | | | | | | | | | | X | X |
| Certifications | | | | | | | | | | | | | |
| Microsoft Office Specialist | | | | | | | | X | X | | | | |
| Oracle Database Associate | | | | | | | | | | | | X | X |
| OSHA CareerSafe | | | | | | | | | | X | X | | |
| A+ Cisco Network Associate | | | | | | | | | | | | X | X |
| Internet and Computing Core Network+ | | | | | | | | | | | | X | X |
| Panduit | | | | | | | | | | | | X | X |

Academic Opportunities Academy Governing Documents

None are adopted at this time.

The resumes of the two founders are attached here.

MARK CASAVANTES

817 East Missouri Avenue, Suite B
El Paso, Texas 79902

Mobile: (915) 471-7104
AOATexas@gmail.com

Dear Hiring Professional:

Please consider this letter of introduction as an expression of my interest in operating charter schools in New Mexico, Texas, and other western states as a superintendent. My résumé outlining my qualifications, professional experience, and education is enclosed for your review and consideration.

I hold a Bachelors of Arts in Architecture, a Bachelor of Interdisciplinary Studies, Mathematics Education, and a Master in Education, School Administration (Principal).

I am looking to leverage my education and over 15 years of professional leadership and teaching experience, and I seek an opportunity with your academic program in need of a strong and decisive professional. Throughout my career, I gained comprehensive knowledge of education program management and diversity-paced instruction at the middle, high school, and university levels.

As an avid advocate for helping others grow personally and professionally, I plan to bring innovative and challenging methods to enable students to participate, grow, and achieve their full potential, committed to making the underlying concepts of learning clearer and more meaningful. I truly believe that all students need to be motivated and challenged to strive for social and intellectual excellence and my goal is to help them advance, keep them focused, and create an engaging learning environment to accommodate individual academic and learning styles.

Throughout my career, I have been well known for the ability to communicate complex concepts and strategies to others in non-technical, easy-to-understand terms, getting the job done, and my ability to motivate participation in others. With a solid record of accomplishment behind me, I am confident I can do the same for you.

Although practical in nature, my résumé cannot convey the full level of enthusiasm and energy I bring to new challenges. I'd be very interested in speaking with you to explore how my skills, education, and experience can benefit your academic program. I look forward to speaking with you. In the interim, thank you for your attention, consideration, and forthcoming response.

Sincerely,

Mark Casavantes

Enclosure

MARK CASAVANTES

817 East Missouri Avenue, Suite B
El Paso, Texas 79902

Mobile: (915) 471-7104
AOATexas@gmail.com

PROFESSIONAL SUMMARY

Dynamic, self-motivated professional with a very positive outlook and a genuine interest in the cognitive and social development of students from diverse socio-economic and cultural backgrounds. Possess an enthusiastic, motivated, and creative disposition, with a strong commitment to providing instructional support to students. Focused on becoming an integral leader of an engaging team to generate excitement about learning combining strong analytical and technical skills, strategic planning, and organizational development abilities. An energetic, innovative, and strategic hands-on leader with superior consensus-building abilities to motivate others in the achievement of academic program goals

CORE COMPETENCIES:

- School Superintendent
- Program Coordination
- Program Evaluation
- Diversity Paced Instruction
- Teacher/Student Mentoring
- Counseling Techniques
- Visionary Leadership
- Classroom Presentations
- Curriculum Development

*Proficient in Microsoft Office (Word, Excel, PowerPoint, & Access), Dreamweaver, & Flash
Bilingual with articulate fluency in English & Spanish*

EDUCATION

Master in Education, School Administration (Principal)
Sul Ross State University, Alpine, Texas

Bachelor of Interdisciplinary Studies, Mathematics Education
University of Texas at El Paso, El Paso, Texas

Bachelors of Arts in Architecture
Southern California Institute of Architecture, Los Angeles, California

Computer Courses, Web Design, A+, Spreadsheets, Mathematics
El Paso Community College, El Paso, Texas

LICENSES

Principal License (EC-12) 2007 – 2013
Secondary Mathematics, Grades 6-12, 2007 - 2013
Elementary Mathematics, Grades 1-8, 1996 to life
Elementary Self-Contained, Grades 1-8, 1996 to life
State Board of Education, Texas

Level 3-A, Instructional Leader, K-8 Elementary License, 2004 - 2013
Level 3-A, Instructional Leader, 7-12 Secondary License w/Endorsement in Mathematics, 2004 – 2013
Level 3-B, K-12 Administrative License, 2004 – 2013
Level 3-B, K-12 Administrative License, 2004 – 2013
State of New Mexico

Community College Limited Service Credential (Architecture), 1990 - 1992
The California Community Colleges, California

ACADEMIC OPPORTUNITIES ACADEMY SUPERINTENDENT

2010 – Present
El Paso, Texas

Provide a new model for our school that is individualized for each student. Prepare them for a well paying career, engage them in any post high school education, and provide the student with a job and life skills for our modern world.

PROFESSIONAL EXPERIENCE**ACADEMIC OPPORTUNITIES ACADEMY (Continued)**
SUPERINTENDENT**2010 – Present**
El Paso, Texas

- Oversee development, implementation of objectives, and long-range plans for curriculum, instructional evaluation, and improvement; maintains open lines of communication including cooperative relationships with school staff, Community Advisory Groups, parents, businesses, non-profits, elected political representatives, and the community.
- Maintain adequate records, including a system of financial accounts, inventory, property records, personnel records, school population, and scholastic records; administer records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- Supervise methods of teaching and administration, including evaluation of teaching staff according to law and other staff according to school policy; establish and maintain efficient procedures and effective controls for all expenditures of school funds.
- Developed charter school applications for New Mexico, Texas, and Indiana.

EL PASO COMMUNITY COLLEGE
DEVELOPMENTAL MATH INSTRUCTOR**2010 – Present**
El Paso, Texas

Provided instruction in all related duties required by EPCC; teaching: Math 0301, Math 0303, and Math 0305 courses at the various El Paso Community College campuses.

EL PASO COMMUNITY COLLEGE
MATH TUTOR**2010 – 12/2010**
El Paso, Texas

Responsible for assisting in the daily operation of the tutoring center in providing tutorial instruction for students and in the understanding and preparation of course assignments, from Developmental Math to Calculus I, including Statistics.

- Provided educational assistance in mathematics to students which include improving understanding and comprehension of the subject; assist in tracking student performance; provided feedback to instructors where applicable; performed other duties as assigned.

ACADEMIC TUTORING SERVICES (GADSDEN ISD)
MATH TUTOR**2010 – 2010**
Sunland Park, New Mexico

Provided tutoring services in mathematical concepts. Mentored and assisted individuals and groups with lesson assignments to present and reinforce mathematical learning concepts.

- Established a solid identification process and create an engaging one-on-one atmosphere to reach students at all levels; encouraged and evaluated students' self-esteem developed confidence; promote a hands-on educational approach and constant communication with parents regarding student progress and learning abilities.

SOCORRO INDEPENDENT SCHOOL DISTRICT
SUBSTITUTE TEACHER / VOLUNTEER**2009 – 2010**
El Paso, Texas

Served as a substitute teacher, implemented lessons assigned by the permanent instructor. Managed the behavior of students in order to ensure the most productive classroom atmosphere is maintained.

- Preserved classroom schedule to reduce student confusion or discomfort; ensured all classroom requirements were being met and in compliance with TAKS academic requirements; initiated all assignments and enforced school and district policies regarding classroom management.
- Provided math tutoring services in Algebra I, Algebra II, Geometry, and Senior-Level Math to students enrolled at El Dorado, Americas, Options, and K.E.Y.S. Academy high schools.

PROFESSIONAL EXPERIENCE**ACADEMIC OPPORTUNITIES ACADEMY (Continued)**
SUPERINTENDENT**2010 – Present**
El Paso, Texas

- Oversee development, implementation of objectives, and long-range plans for curriculum, instructional evaluation, and improvement; maintains open lines of communication including cooperative relationships with school staff, Community Advisory Groups, parents, businesses, non-profits, elected political representatives, and the community.
- Maintain adequate records, including a system of financial accounts, inventory, property records, personnel records, school population, and scholastic records; administer records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
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El Paso, Texas

Responsible for assisting in the daily operation of the tutoring center in providing tutorial instruction for students and in the understanding and preparation of course assignments, from Developmental Math to Calculus I, including Statistics.

- Provided educational assistance in mathematics to students which include improving understanding and comprehension of the subject; assist in tracking student performance; provided feedback to instructors where applicable; performed other duties as assigned.

ACADEMIC TUTORING SERVICES (GADSDEN ISD)
MATH TUTOR**2010 – 2010**
Sunland Park, New Mexico

Provided tutoring services in mathematical concepts. Mentored and assisted individuals and groups with lesson assignments to present and reinforce mathematical learning concepts.

- Established a solid identification process and create an engaging one-on-one atmosphere to reach students at all levels; encouraged and evaluated students' self-esteem developed confidence; promote a hands-on educational approach and constant communication with parents regarding student progress and learning abilities.

SOCORRO INDEPENDENT SCHOOL DISTRICT
SUBSTITUTE TEACHER / VOLUNTEER**2009 – 2010**
El Paso, Texas

Served as a substitute teacher, implemented lessons assigned by the permanent instructor. Managed the behavior of students in order to ensure the most productive classroom atmosphere is maintained.

- Preserved classroom schedule to reduce student confusion or discomfort; ensured all classroom requirements were being met and in compliance with TAKS academic requirements; initiated all assignments and enforced school and district policies regarding classroom management.
- Provided math tutoring services in Algebra I, Algebra II, Geometry, and Senior-Level Math to students enrolled at El Dorado, Americas, Options, and K.E.Y.S. Academy high schools.

PROFESSIONAL EXPERIENCE *(Continued...)***RESPONSIVE EDUCATION SOLUTIONS, INC.
ASSISTANT PRINCIPAL****2008 – 2009
El Paso, Texas**

Directed all aspects of administration, instruction, and student disciplinary matters at this multicultural school with a student enrollment of 150.

- Oversaw and directed a staff of over 8 teachers, educational assistants, administrative support personnel, security, and custodial staff; evaluated the staff in the performance of their job duties and complete consistent and ongoing performance reviews to ensure the staff is productive, accountable, and successful in their positions.
- Managed the selection, assignment, and evaluation of certified staff members for tutoring and other programs for academic improvement.
- Participated in the establishment of budget objectives, analyzed needs and developed current and long-range plans for the school operation; assisted in monitoring, reviewing, recommending, and established programs to appraise ways to redirect teaching to improve overall TAKS scores.

**YOUTH DEVELOPMENT INC.
MATHEMATICS TUTOR****2007 – 2008
Sunland Park, New Mexico**

Designed, planned, and administered instruction to develop student's abilities in mathematics for Gadsden Independent School District; conduct student ability reviews and prepare curriculum to meet standardized levels in mathematics.

- Accountable for the care and development of students, created an engaging one-on-one atmosphere, and established a solid identification process to reach students at all levels.
- Oversaw and prepared all paperwork and testing, ensured compliance with regulatory and accrediting entity specifications meeting federal, state, and local standards serving as a technically proficient team members dedicated to learning outcomes.
- Served as the liaison between parents, staff, and administrators communicating and documenting appropriate information regarding student-learning issues.

ALBUQUERQUE PUBLIC SCHOOLS, ALBUQUERQUE, NEW MEXICO**2004 – 2006**

Worked through a series of progressive roles based on the strong demonstrated capacity to lead and coordinate multiple concurrent projects.

Principal, Assistant Principal,

Directed all aspects of administration, instruction, and student disciplinary matters at this multicultural high school with a student enrollment of over 500.

- Oversaw and directed a staff of over 50 teachers, coaches, educational assistants, administrative support personnel, and custodians demonstrating the ability to build and maintain strong relations.
- Participated in the selection, assignment, and evaluation of certified staff members obtained commitments for tutoring and other programs for academic improvement.

MATH TEACHER

Provided instruction in mathematics concepts, assisting them and maintaining an environment conducive to learning.

- Worked side by side with students to encourage interaction to incite them with a desire for knowledge.

PROFESSIONAL EXPERIENCE *(Continued...)***National Evaluations System, Inc.****2005 – 2006****Test Proctor (Part-time)****Albuquerque, New Mexico**

Served as a Test Proctor for New Mexico Teachers for this educational testing company that develops and administers customized teacher certification testing programs and other assessment programs in higher education; scheduled and administered paper exams, and ensured exam legitimacy.

Sylvan Learning Centers**2001 – 2002****Mathematics Tutor (Part-Time)****El Paso, Texas**

Served as math tutor providing structured and intense instruction for small groups of up to three students between grades K-12 to prepare them for the Texas Essential Knowledge and Skills requirements Exam; created an engaging atmosphere to reach students at all levels.

El Paso Independent School District**1992 - 2004****Assistant Principal/TEKS Coordinator/Math Teacher****El Paso, Texas**

Assisted in monitoring, reviewing, recommending, and establishing programs to apprise ways to redirect teaching to improve overall TEKS scores; dealt directly with students, parents, board members, and the superintendent promoting continuous evaluation of instructional programs and systematic assessment of student learning outcomes.

ADDITIONAL PROFESSIONAL EXPERIENCE

Following are additional positions held that highlights leadership, strategic planning, and instructional management experience:

Math Tutor (Part-time) Lee and Beulah Moor Children's Home, El Paso, Texas**1995 – 1996****Mathematics Instructor/Math Tutor, University of Texas at El Paso****1993 – 1999****General Contractor (Owner), Texas Dynamics, Los Angeles, California****1986 – 1992****Civil Engineer Corps Officer, United States Navy, Millington, Tennessee****1984 – 1988****Planning Division Draftsman, LACU School District, Los Angeles, California****1977 – 1978****OTHER PROFESSIONAL EXPERIENCE**

Freight Agent, Burlington Northern Santa Fe Logistics

July 2009 – December 2009

Freight Agent, England Logistics, Salt Lake City, Utah

March 2009 – July 2009

Over the Road Truck Driver, Covenant Transport, El Paso, Texas

2006 – 2007

Wesley P. Clarkson

11847 Quail Bush Circle
El Paso, TX 79936-1538

Cell: 915-496-7933
Email: wesclarkson@sbcglobal.net

Education

U.T. El Paso – El Paso, Texas, 1988 – 2004
Graduate work in Teacher Certification and Educational Leadership

New Mexico State University – Las Cruces, New Mexico, 1979 Graduate
work in Speech and Communications Department

Southwestern Baptist Theological Seminary – Fort Worth, Texas, 1997
Master of Divinity

U.T. El Paso – El Paso, Texas, 1974 Bachelor of Arts in History

St. John's College – Winfield, Kansas Freshman year, 1971

Certifications

Texas Secondary Teacher with Mathematics, History, and Spanish
Teaching Fields

Texas Mid-Management Certificate

Awards

“Featured Poet” on *Poetrylist@aol.com*, Vol. 2, Issue 1, February, 2003

Winner of the Annual Award for Best Literature, *International journal for
teachers of English writing skills*, August, 2003

National Merit Scholarship Finalist, 1970

Publications

*Developing a Method to Identify Student Subgroups Most At Risk of Failure
on the Texas Assessment of Knowledge and Skills* (working title for
dissertation in the Ed.D. program at UT El Paso to be completed)

Clarkson, Wes. Review of Hesse-Biber, Sharlene Nagy & Leavy, Patricia.
(2005). *The Practice of Qualitative Research*. Thousand Oaks, CA: SAGE
Publications. , Education Review, <http://edrev.asu.edu/reviews/rev496.htm> ,
June 12, 2006.

"I Loved," in *Whispers of Wickedness*, <http://www.ookami.co.uk/>, March 2005

"An Insidious Guest," in *Whispers of Wickedness*, <http://www.ookami.co.uk/>, March 2005

Mathematics for New Speakers of English (Second Edition), Saddleback Educational, Inc., Irvine, CA, 2005

Mathematics for New Speakers of English Teacher Edition (Second Edition), 2005, Saddleback Educational, Inc., Irvine, CA, 2005

"Beautiful Minds: Yes, gifted students have special needs, and yes you can afford to offer gifted programs," *American School Board Journal*, August 2003

100 Really Great Journal Writing Ideas for Secondary ESOL Students, three separate publications for Beginning, Intermediate, and Advanced ESOL Levels, Curriculum Solutions Press, 2003

"A Khaki Colored Poet," *International journal for teachers of English writing skills*, 10, 15-16., August, 2003

"Violets are Blue," *International journal for teachers of English writing skills*, 10, 15-16., August, 2003

"A Khaki Colored Poet," *Border Senses: Poetry, Fiction, Art*, Spring 2002
Mathematics for New Speakers of English and *Mathematics for New Speakers of English*, Curriculum Solutions Press, 1999

Mathematics for New Speakers of English and *Mathematics for New Speakers of English Teacher Edition*, Curriculum Solutions Press, 1999

Intermediate Level Middle School ESL Curriculum Guide, El Paso ISD, 1993

Transitional Level Middle School ESL Curriculum Guide, El Paso ISD, 1993

Conference and Contracted Presentations

"Teaching Contextual Content Using Children's Literature," Texas Association of Bilingual Educators Annual Conference, El Paso, 2000

"You Want Me to Teach Those Kids Math? Why, They Don't Even Speak English Yet!" Region XV Education Service Center, San Angelo, Texas, 2000

"You Want Me to Teach Those Kids Math? Why, They Don't Even Speak English Yet!" Texas Association of Bilingual Educators Annual Conference, Corpus Christi, TX, 1999

"Irresponsible or Nonresponsible: The At-Risk Student," Texas Association for Supervision and Curriculum Development Annual Conference, El Paso, TX, 1996

"Opinions, Opinions, Opinions," Texas Association for Supervision and Curriculum Development Annual Conference, El Paso, TX, 1996

"Flavors of the Border," Texas Association for Supervision and Curriculum Development Annual Conference, El Paso, TX, 1996

"Sparkling Professional Growth on Your Campus," Texas Association for Supervision and Curriculum Development Annual Conference, El Paso, TX, 1996

"Leadership Development Process," presented to the faculty at Loretto Academy, a K-12 Catholic school, El Paso, Texas, August, 1996

Service

Associate Editor for the *International Journal for Teachers of English Writing Skills*

Trainer of School Administrators for the *Professional Development and Assessment System* for Region 19 Educational Service Center, El Paso, Texas, 1999 - 2003

Editor and Spanish translator for the *Kindergarten Gifted and Talented Curriculum Guide*, El Paso ISD, 2002

Editor and Spanish translator for the *First Grade Gifted and Talented Curriculum Guide*, El Paso ISD, 2002

Editor and Spanish translator for the *Second Grade Gifted and Talented Curriculum Guide*, El Paso ISD, 2002

Editor and Spanish translator for the *Third Grade Gifted and Talented Curriculum Guide*, El Paso ISD, 2002

How to Understand and Maximize Your Assessment on the Professional Development and Assessment System for the El Paso Federation of Teachers, El Paso, Texas, presented on various occasions during 1999 - 2000

Principle author and program coordinator, *Proposal for the Creation of the Delta Academy*, a major study and report to the Board of Trustees of the El Paso ISD regarding the creation of a campus that encompassed the local juvenile detention facility, the psychiatric hospital, and a psychiatric transition program, 1999

Editor and Project Coordinator for *Putting All the Pieces Together: the Middle School Concept*, a major study and report to the Board of Trustees of the El Paso ISD, 1995

Author and presenter, *Meeting the Needs of Gifted and Talented Students*, (A training module for professional development activities) El Paso ISD, 2002

Author and presenter, *Using Vertical Teams within an AP Program*, (A training module for professional development activities) El Paso ISD, 2002

Author and presenter, *The Basics of Curriculum Compacting*, (A training module for professional development activities) El Paso ISD, 2002

Author and presenter, *The Humane Brain: A Look at Current Cognitive Science*, (A training module for professional development activities) El Paso ISD, 2000

Author and presenter, *Balanced Assessment in Mathematics for Elementary Teachers*, (A training module for professional development activities) El Paso ISD, 2001

Author and presenter, *Teaching High School Classes Using the Block Schedule*, (A training module for professional development activities) El Paso ISD, 2000

Author and presenter, *Using Writing Instruction to Teach At-Risk Students*, (A training module for professional development activities) El Paso ISD, 2000

Author and presenter, *The Philosophy of Site-Based Decision Making*, (A training module for professional development activities) El Paso ISD, 1995

Teaching and Educational Leadership Employment

2010 – Present: Test Development Specialist (contract work) for Riverside Publishing. Work involves editing and checking test items for accuracy.

2010: Contracted to write an set of 11th grade practice tests to be used in Puerto Rico schools. (See contact information below for TriLin Integrated Services.)

2009: Contracted to write 3rd and 4th grade tutoring curriculum to be used in Puerto Rico schools. (See contact information below for Tri-Lin Integrated Services.)

2009: Contracted to write an additional 250 test items for the PPAA

2008-2010: Mathematics teachers at Socorro HS, Socorro ISD

2008: Contracted to write 50 test items for practice tests for the Mississippi state assessment by Oak Hill Technologies, Inc. (see below for contact information.)

2008: Contracted by Tri-Lin Integrated Services to write approximately 800 test items for the PPAA, the new state test for Puerto Rico that was field tested in the 2008 – 2009 school year. Items were written in Spanish and covered 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade mathematics. Vicente Jaime, the project coordinator was my contact at Tri-Lin Integrated Services, 6326 Sovereign St, San Antonio, TX 78229

2007 – 2008: Mathematics Chair and Gifted and Talented Department Chair, Mountain View High School

2007: Contracted to write 450 test items for the Texas Mathematics Diagnostic System by Oak Hill Technology, Inc. 12505-A Trail Driver Austin, TX 78737. This is a Texas Education Agency project. My assignment included 8th grade math, Algebra I, Geometry, and Algebra II.

2006 – 2008: Mathematics Teacher, Mountain View High School

2006 - 2007: Contracted to write test items for TEXES tests in mathematics for middle school and high school levels by Oak Hill Technology, Inc. 12505-A Trail Driver Austin, TX 78737 Dr. Dave Williams, Project Manager, 512-288-0008

2005 – 2006: Mathematics Teacher, Ross Middle School

2004 – 2005: Contracted to write a series of bilingual interactive tutoring lessons which included parallel language scripts, video production, and multimedia display that is presented through an internet interface. The subject matter was middle school mathematics and science. The lessons were produced for *Families First: IMaGine Learning*, Global Information Gateway, Inc., <http://www.global-info-gateway.com/home.shtml>, 2005

2003 – 2005: Academy Director, Paso del Norte Academy, El Paso, Texas

2003: Contracted to write test items for practice TAKS tests in mathematics at grades 3, 4, and 5 by Tri-Lin Integrated Services, 6326 Sovereign St, San Antonio, TX 78229

2001: Contracted to write tests items for the state exam in New Hampshire by Tri-Lin Integrated Services, 6326 Sovereign St, San Antonio, TX 78229

1994 – 1998: Central Office Administrator for El Paso ISD in Staff Development (4 years),

2001 – 2003 Central Office Administrator for El Paso ISD: Gifted and Talented Department

1998 – 2001 Founding Principal of Delta Academy for incarcerated youth and psychologically disturbed youth (3 years concurrently with duties listed immediately below)

1998 – 2001 Central Office Administrator for El Paso ISD: Vertical Team Leader for a HS feeder pattern, Social Studies and Mathematics Supervisor

1993 – 1994: Middle School Assistant Principal for El Paso ISD

1988 – 1993: High School and Middle School Teacher with the following assignments: High School Math Teacher for Fabens ISD (2 years) Middle School ESL, Mathematics, and social studies for El Paso ISD (3 years)

References

Oak Hill Technology Contact

Dr. David Williams
Oak Hill Technology, Inc.
12505-A Trail Driver
Austin, TX 78737
512-288-0008

Tri-Lin Contact

Vicente Jaime
Tri-Lin Integrated Services
6326 Sovereign St
San Antonio, TX 78229
Ph 210-348-6212, x21

Most Recent Supervisor before Retirement

Federico Rojas, Dean of Instruction

Socorro High School
10150 Alameda Dr
El Paso, TX 79927
915-937-2000

Former Supervisor

Dr. Yolanda M. Rey, Executive Director ymrey@txascd.org
Texas ASCD
1601 Rio Grande, Ste. 451
Austin, Texas 78701
Tel: (512) 477-8200

University Program Professors

Dr. Gary Brooks, (Dissertation Supervisor)
UT El Paso, Department of Educational Leadership & Foundations
500 West University Dr.
El Paso, TX 79968 Phone: 915-747-7593

Dr. Bill Johnston, Department Chair
UT El Paso, Department of Educational Leadership & Foundations
500 West University Dr.
El Paso, TX 79968 Phone: 915-747-6450

Dr. Philip Kramer
UT El Paso, Department of Educational Leadership & Foundations
500 West University Dr.
El Paso, TX 79968
915-747-7591

Academic Opportunities Academy

Job Descriptions

The Principal Teacher

The qualifications for this job will be a highly experienced creative individual capable of managing and directing the learning activities of a small school. This individual should be a master teacher, familiar with multiple modalities of instruction and very tech savvy. A Master Degree will be preferred. The Principal Teacher will:

- Perform all required board meeting activities
- Direct all human resources activities
- Supervise all activities related to facilities and transportation
- Plan and implement the curriculum
- Develop routines, procedures and policies
- Design and oversee professional development
- Supervise the IT system and software development, installation and operation
- Design and oversee student assessment
- Develop relationships with a network of community groups, agencies and leaders
- Ensure compliance with all government requirements in a timely manner
- Implement and maintain a continuous improvement management system Plan and implement the curriculum
- Coordinate the work of all contracted advisors (attorney, auditor, etc.)
- Oversee all budget and financial functions and activities
- Supervise all student records, data and documentation
- Monitor all instructional activities, student data, and staff input to insure optimal learning efficiency and safety
- Collaborate on and guide the development of all elements of the curriculum and student learning prescriptions
- Schedule the work hours of all campus instructional employees and monitor all teacher-led activities
- Develop solutions with parents, guardians and appropriate government agencies regarding their students

Academic Opportunities Academy

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- Schedule the work hours of all campus instructional employees and monitor all teacher-led activities
- Develop solutions with parents, guardians and appropriate government agencies regarding their students

Office Manager This individual will provide leadership for the office staff and take on a variety of non-instructional administrative tasks. This individual will serve as the Business Manager, who is responsible for the fiscal operations and records of the charter school. The position requires a New Mexico School Business Official License issued from the New Mexico Public Education Department.

This individual will:

- Perform all non-instructional duties, such as, purchasing, bookkeeping and ordering supplies required to operate the campus

Appendix D

- Oversee all data entry related to student records, payroll, attendance, food service, registration and student transfers
- Serve as the school's registrar, notary and other necessary legal functions
- Supervise, train and direct office clerks to assist in all duties
- Direct the custodial employees, maintenance workers and contractors working on the campus buildings
- Inform the Principal Teacher of any unforeseen emergencies needing immediate action for direction
- Communicate with the Superintendent/Associate Superintendent office regarding all areas that need clarification or direction
- Follow campus emergency plans
- Protect the personal information of students and parents
- Contribute to the continuous improvement management system
- maintain all fiscal accounts and all inventory
- organize and supervise the business office operations
- manages investment
- ensure GAAP are utilized by the business office and each campus business operation
- ensure proper accounting of receipts and disbursements
- manage insurance coverages and claims
- oversee payroll
- prepare and submit reports as required by federal, state, and local entities;
- be responsible to the Principal Lead Teacher

Teachers

Given the small size of the school preference will be given in the hiring process to teachers with multiple areas of certification. New Mexico certification will be required. Teachers will:

- Perform all assigned teacher activities directed by the Principal Teacher
- Monitor all student activity to insure students are safe and productive. Follow campus emergency plans
- Collaborate in the writing and revising of the elements of the curriculum in their area of expertise
- Revise and perform teacher-led activities based on campus student reports and data
- Collaborate in the writing and revising of the learning prescriptions for all students in their area of expertise
- Learn and implement assigned professional development activities
- Utilize the IT campus system for instructional purposes
- Review the results of student assessments and modify teacher-led activities as needed to improve student achievement
- Provide motivation to students through various activities and communications
- Collaborate with our staff on their campus and at other Academic Opportunities Academy campuses
- Contribute to the continuous improvement management system

Tutors and Clerks

Appendix D

There may be several typical jobs for tutors, clerks and similar employees. In general these individuals will be supervised by the Principal Lead Teacher, the Campus Office Manager and the Teachers. As a group these employees will support the work of the professional staff. They will:

- Monitor all student activity to insure students are safe and productive. Follow campus emergency plans
- Perform all tutoring related activities as directed by the Principal Teacher
- Review the student data and learning prescriptions of all students
- Tutor and encourage all students to be successful
- Learn and implement assigned professional development activities
- Utilize campus student reports and data for determining where tutoring and motivating students is most needed
- Review campus student reports and data to evaluate the effectiveness of their tutoring
- Provide motivation to students through various activities and communications
- Contribute to the continuous improvement management system
- Perform all assigned office or instructional support tasks
- Learn and implement assigned professional development activities
- Communicate with parents, students, community members and employees in accord with his/her area of responsibility
- Represent the school in a positive manner
- Protect the personal information of students and parents
- Follow campus emergency plans
- Contribute to the continuous improvement management system

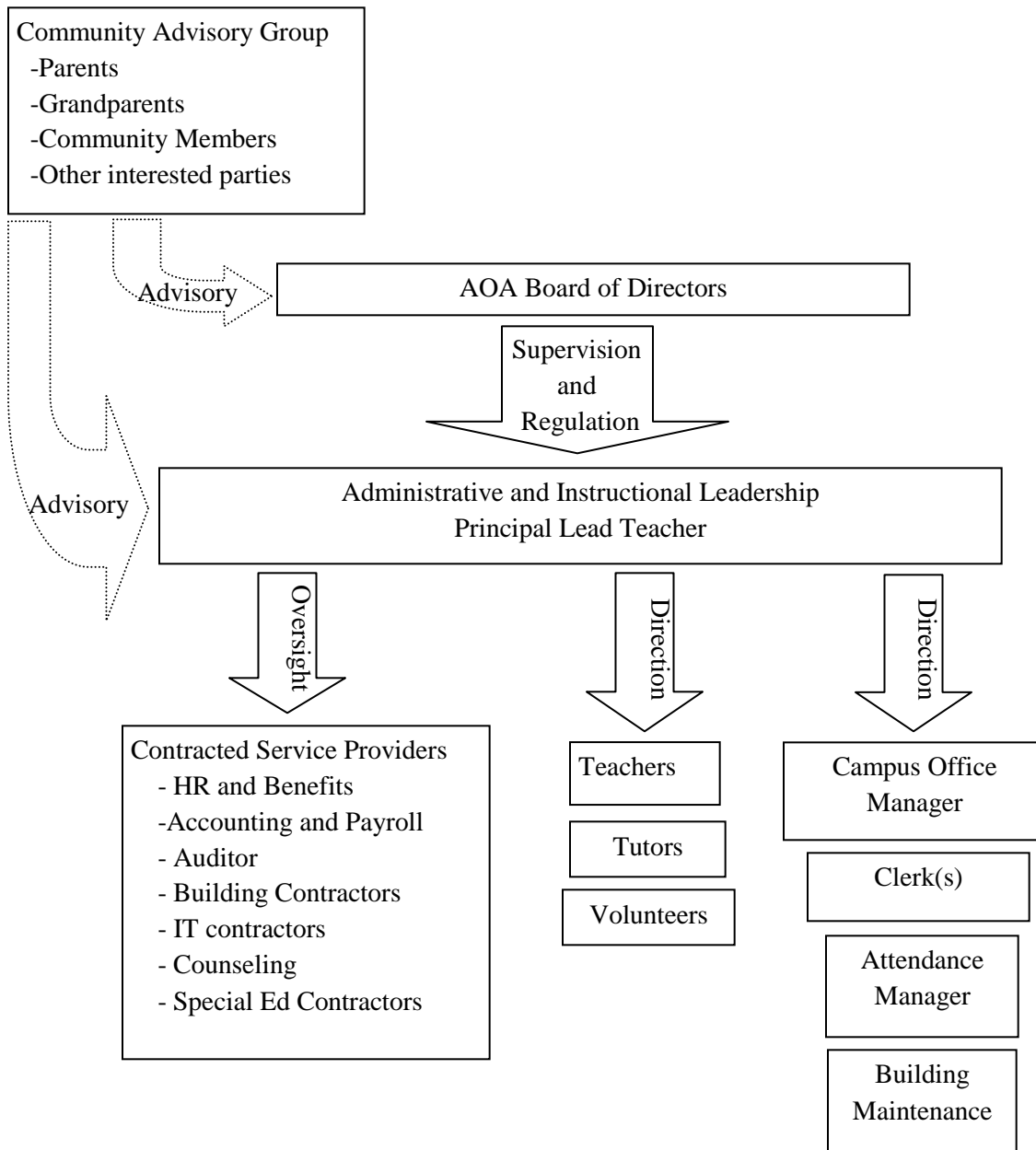
The Attendance Manager

This individual's main task is to support the staff and parents as they assure the regular attendance of all students. This individual will:

- Verify the daily attendance report within one hour of the official beginning of the school day
- Log all parent calls regarding the reasons for student absences
- Verify student absences by contacting the parents of every absent student
- Visit the home of every student who is absent for the second time during the school year (On the morning of the absence)
- Verify all doctors' notes by faxing the parent information form and calling the doctor's office
- Recommend the termination of any student whose parents do not abide by the attendance policy

Academic Opportunities Academy Personnel Policies

Organizational Chart



At full capacity (400 students in K-12) the teachers will include up to about 12 full-time regular education teachers and one special education teacher. Tutors in the instructional group will include up to about 24 with assignments for regular education and up to about 2 with assignments for special education depending on the actual student population that enrolls in Academic Opportunities Academy.

Personnel Policy Statement

The personnel policies of Academic Opportunities Academy are an essential part of the program of public education in our communities. The philosophy of Academic Opportunities Academy is reflected in these policies. The Board of Directors wishes to establish salary schedules and working conditions that will attract and hold the highest qualified and diverse personnel who devote themselves to the education and welfare of our students.

The Board of Directors establishes personnel policy in order to accomplish its mission and goals. The Board of Directors welcomes suggestions by the administration, the Community Advisory Group and employees in the formulation and/or reconsideration of its policies.

Code of Ethical Responsibility

We, professional educators of New Mexico, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

A. Principle I: Commitment to the Student.

We measure success by the progress of each student toward achievement of his/her maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we:

1. Deal justly and considerately with each student.
2. Encourage the student to study and express varying points of view and respect his/her right to form his/her own judgment.
3. Conduct conferences with or concerning students in an appropriate place and manner.
4. Seek constantly to improve learning facilities and opportunities.
5. Treat our students under our care as a sacred responsibility.
6. Treat our students with dignity and respect.

B. Principle II: Commitment to the Community.

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we

1. Share the responsibility for improving the educational opportunities for all.
2. Recognize that each educational institution has a person authorized to interpret its official policies.

3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.
4. Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies and take action deemed necessary and proper.
5. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates of partisan activities.
6. Protect the educational program against undesirable infringement and promote academic freedom.

C. Principle III: Commitment to the Profession.

We believe that the quality of the services of the education profession directly influence the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, to demonstrate integrity in all work-related activities and interactions in the school setting, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning and programs of our professional organizations. In fulfilling our obligations to the profession, we:

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession.
2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.
3. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns and those colleagues new to their positions.
4. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
5. Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student.
6. Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.
7. Keep the trust under which confidential information is exchanged.
8. Make appropriate use of the time granted for professional purposes.
9. Interpret and use the writings of others and the findings of educational research with intellectual honesty.
10. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts.
11. Respond accurately to requests for evaluation of colleagues seeking professional positions.
12. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

D. Principle IV: Commitment to Professional Employment Practices.

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional

personnel relationships with governing boards are built upon integrity, dignity and mutual respect between employees, administrators and local school boards. In fulfilling our obligations to professional employment practices, we:

1. Apply for or offer a position on the basis of professional and legal qualifications.
2. Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.
3. Fill no vacancy except where the terms, conditions and policies are known.
4. Adhere to and respect the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
5. Give prompt notice of any change in availability of service, in status of applications or in change in position.
6. Conduct professional business through recognized educational and professional channels.

Standards of Professional Conduct

A. Preamble

1. We, licensed New Mexico educators acknowledge that ethical values in our schools cannot exist without ethical leadership. It is our ultimate goal to educate children so that they may become productive citizens; we understand that our guidance and ability to provide choices has a profound effect on reaching this goal. In affording students and each other choices, we agree to consider the consequence of each choice, the moral value best exemplified by the recommended choice and a reflection on how we would view the choice if it were applied to us. These principles apply equally to all licensed educators in all schools except where they are uniquely applicable to public schools or where they conflict with principles of religious freedom.
2. Moral values are to ethical leadership what years of experience are to a successful educator. The former sets the stage for success of the latter. Abstract principles that espouse excellence do not easily equate into simple behavioral maxims. We are certain that some foundational concepts can be embraced because they TRULY CELEBRATE DESIRABLE MORAL VALUES. These concepts are: respect for one's self and others, honesty and openness, the delicate balance between absolute freedom and safety, the equally delicate balance between confidentiality and the right to know, equality of opportunity, fairness to all and personal integrity.
3. In the final analysis it is our consistent ethical leadership that wins the most allies and produces the best results. Not only does this code highlight our professional responsibilities, it stimulates us into discussing the professional implications of our ethical choices and ethical recommendations, causes us to assess and reassess our application of moral values, and sets forth concrete behaviors appropriate for education professionals. We are committed to this code and understand that it provides minimally accepted standards of professional conduct in education.

B. Standard I: Duty to the Student

We endeavor to stimulate students to think and to learn while at the same time we seek to protect them from any harm. Ethical leadership requires licensed educators to teach not only by use of pedagogical tools, but by consistent and justifiable personal example. To satisfy this obligation,

we:

1. shall, in compliance with the Family Educational Rights and Privacy Act of 1974 (20U.S.C. Section 1232g, 34C.F.R. Part 99), the Individuals with Disabilities Education Act (20 U.S.C. Section 1401 et seq., 34 C.F.R. Part 300), the Mental Health and Developmental Disabilities Code (Section 43-1-19, NMSA 1978), the Inspection of Public Records Act (Section 14-2-1 et seq., NMSA 1978), the Public School Code (Section 22-1-8, NMSA 1978) and the Children's Code (Sections 32A-2-32, 32A-4-3, NMSA 1978), withhold confidential student records or information about a student or his/her personal and family life unless release of information is allowed, permitted by the student's parent(s)/legal guardian or required by law.
2. shall not discriminate or permit students within our control, supervision or responsibility to discriminate against any other student on the basis of race, color, national origin, ethnicity, sex, sexual orientation, disability, religion or serious medical condition.
3. shall avoid using our position as a licensed school employee to exploit or unduly influence a student into engaging in an illegal act, immoral act or any other behavior that would subject a licensed school employee or student to discipline for misconduct whether or not the student actually engages in the behavior.
4. shall tutor students only in accordance with local board policies if any, only after written permission from the student's parent(s)/legal guardian, and only at a place or time approved by the local school and/or the student's parent(s)/legal guardian.
5. shall not give a gift to any one student unless all students situated similarly receive or are offered gifts of equal value for the same reason.
6. shall not lend a student money except in clear and occasional circumstances as where a student may go without food or beverage or be unable to participate in a school activity without financial assistance.
7. shall not have inappropriate contact with any student, whether or not on school property, which includes but is not limited to:
 1. all forms of sexual touching, sexual relations or romantic relations;
 2. inappropriate touching which is any physical touching, embracing, petting, hand-holding, or kissing that is unwelcome by the student or is otherwise inappropriate given the age, sex and maturity of the student;
 3. any open displays of affection toward mostly boys or mostly girls;
 4. offering or giving a ride to a student unless absolutely unavoidable as where a student has missed his/her usual transportation and is unable to make reasonable substitute arrangements.
8. shall not interfere with student's right to a public education by sexually harassing a student or permitting students within our control, supervision or responsibility to sexually harass any other student, which prohibited behavior includes:
 - a. making any sexual advances, requests for sexual favors, repeated sexual references and any name calling by means of sexual references or references directed at gender specific students, any other verbal or physical conduct of a physical nature with a student even where the licensed educator believes the student consents or the student actually initiates the activity, and any display/distribution of sexually oriented materials where students can see them;
 - b. creating an intimidating, hostile or offensive work/school environment by at a minimum engaging in any of the prohibited behaviors set forth at paragraph 7 or

subparagraph a of paragraph 8, subsection B of 6.60.9.9 NMAC, above.

C. Standard II: Duty to the Profession:

The education profession has been vested by the public with an awesome trust and responsibility. To live up to that lofty expectation, we must continually engender public confidence in the integrity of our profession and must strive consistently in educating the children all of whom will one day shape the future. To satisfy this obligation, we:

1. shall not make a false or misleading statement or fail to disclose a material fact in any application for educational employment or licensure.
2. shall not orally or in writing misrepresent our professional qualifications.
3. shall not assist persons into educational employment whom we know to be unqualified in respect to their character, education or employment history.
4. shall not make a false or misleading statement concerning the qualifications of anyone in or desiring employment in education.
5. shall not permit or assist unqualified or unauthorized persons to engage in teaching or other employment within a school.
6. shall not disclose personal, medical or other confidential information about other educational colleagues to anyone unless disclosure is required or authorized by law.
7. shall not knowingly make false or derogatory personal comments about an educational colleague, although First Amendment protected comments on or off campus are not prohibited.
8. shall not accept any gratuity, gift, meal, discount, entertainment, hospitality, loan, forbearance, favor or other item having monetary value whose market value exceeds \$100 and which compromises the integrity of the licensed educator, excluding approved educational awards, honoraria, plaques, trophies and prices.
9. shall avoid conduct connected with official duties that is unfair or is improper, illegal or gives the appearance of being improper or illegal.
10. shall not sexually harass any school employee, any school visitor or anyone else we might encounter in the course of our official duties, which includes:
 - a. making any sexual advances, requests for sexual favors, repeated sexual references and name calling by means of sexual references or references directed at any gender specific individuals named above;
 - b. making any other verbal or physical conduct with any of the above named individuals even where the licensed educator believes they consent or they actually initiate the activity;
 - c. displaying or distributing any sexually oriented materials where the above named individuals can see them;
 - d. creating an intimidating, hostile or offensive work/school environment by at a minimum not engaging in any of the prohibited behaviors set forth at subparagraphs a, b or c, paragraph 10, subsection C of 6.60.9.9 NMAC, above.
11. shall educate oneself at least annually about avoiding sexual harassment by either attending periodic training, reviewing sexual harassment literature or the EEOC guidelines found at Title 29 Code of Federal Regulations part 1604 (29 C.F.R. Section 1604.1 et seq.), or contacting appropriate human resources personnel.
12. shall not engage in inappropriate displays of affection, even with consenting adults, while on school property or during school events off campus.

13. shall not without permission of a supervisor, use public school property to conduct personal business or our personal affairs.
14. shall use educational facilities and property only for educational purposes or for purposes for which they are intended consistent with applicable policy, law and regulation.
15. shall not discriminate against any school employee, or any other person with whom we have any dealings or contact in the course of our official duties on the basis of race, color, national origin, ethnicity, sex, sexual orientation, disability, religion or serious medical condition.
16. shall not engage in any outside employment:
 - a. the performance of which conflicts with our public school duties as where a licensed educator takes a private job that would require performance in the very charter school where he/she is employed;
 - b. where we use confidential/p ??? that impairs our physical ability to perform our school duties.
 - c. that impairs our physical ability to perform our school duties.
17. shall not, with the intent to conceal/confuse a fact, change or alter any writing or encourage anyone else to change or alter any document:
 - a. in connection with our official school duties;
 - b. in connection with another licensed person's official school duties;
 - c. in connection with any standardized or non-standardized testing;
 - d. in connection with any school application or disclosure process;
 - e. in connection with any writing submitted to the Department of Education related to our initial or continued licensure, including endorsements.
18. shall not in connection with any State Board approved teacher test knowingly make any misrepresentations about one's identity, or engage in any false or deceptive acts of test taking or test registering.
19. shall not, engage in any conduct or make any statement:
 - a. that would breach the security of any standardized or non-standardized tests;
 - b. that would ignore administering portions or the entirety of any standardized or non-standardized testing instructions;
 - c. that would give students an unfair advantage in taking a standardized or non-standardized test;
 - d. that would give a particular school or a particular classroom an unfair advantage in taking a standardized or non-standardized test;
 - e. that would assist students in obtaining services or benefits to which they do not qualify or are not entitled.
20. shall not, when on school property or off campus while representing the school or attending a school function, engage in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct which tends to disturb the peace.
21. no employee shall be required by the Board of Directors or individual New Mexico Board member or any administrator or supervisor to violate any state statute, policy, directive or procedure. In the event this occurs, the employee shall report the incident to the Principal Lead Teacher, or if it involves the Principal Lead Teacher or New Mexico Board member, to the entire Board of Education. If the Board of Directors requires the employee to act in violation of this policy, the employee shall report this matter to the office of District Attorney, in the county where the school is located.

- a. the Board of Directors will not tolerate any retribution against any employee that reports an incident regarding a violation of this policy.

Drug-Free/Tobacco Free Work Place

A. Drug Free

Reasonable suspicion may arise from supervisory observation, co-worker reports or complaints, performance decline, attendance or behavioral changes and/or vehicular accident (See Background Investigation, Examination and Tests Policy #208) indicating a possible effort in judgment or negligence. Suspicion should be observations that a supervisor can articulate concerning appearance and/or behavior.

An employee shall be required to undergo a drug/alcohol screening/testing if there is reasonable suspicion that the employee's alcohol and/or drug use could impair job performance and/or affect safety. Where appropriate, Academic Opportunities Academy reserves the right to search all areas of the work site, personal articles at the work site and vehicle on school grounds. A site supervisor will conduct searches only after obtaining advice and consent from a Principal Lead Teacher.

If an employee violates this policy, the actions to be taken are described in the steps below. Supervisors are required to document each step.

Step 1 Remove the employee from the work area. If the employee is under the influence, the employee will not be allowed to leave without supervision. In fitness for duty incidents, the supervisor is responsible for ensuring that the employee is offered transportation home or to a test facility. If the employee refuses the transportation and attempts to drive, the supervisor should notify the local law enforcement.

Step 2 A same-day conference with the employee and the Associate Principal Lead Teacher for Human Resources and Employee Relations (or his/her designee) will be held. The employee may choose to be accompanied by a representative of his/her own choosing at any step of this procedure. If the incident occurs at an after work hours school event, the conference shall be held no later than the morning of the next workday. The employee will be asked to submit to a drug/alcohol test at the time of the conference.

Step 3 A suspension of up to three (3) days with pay shall be imposed while:

1. an investigation of the circumstances is conducted; and testing is completed. Human Resources will direct the employee to the designated doctor for immediate testing to determine if suspicion is confirmed. Human Resources will set the appointment and may escort the employee to the testing site. Testing safeguards will be in effect including an observed test. If the test is tampered with, the employee will be required to submit to a second test immediately. This second test may be at the employee's expense. If the employee refuses or does not appear for the test, the Principal Lead Teacher will remind the employee orally and in writing of the policy and that refusal may lead to discipline including termination.

2. the employee makes an appointment within that time to meet with the Employee Assistance Program Coordinator (EAP). The EAP Coordinator may make a referral for the employee to a physician who will monitor the employee's health. This may be done at the employee's expense.
3. A positive result or refusal to submit to a drug/alcohol screening, refusal of a search and/or refusal to make an appointment with the EAP and/or failure to comply with all the EAP compliance procedures will be considered insubordination and will result in a disciplinary action up to and including termination. The employee will be placed on administrative leave or suspension pending administrative review and action. Pay status is to be determined in review.

Step 4 A second conference will be held with the employee, the supervisor, the Associate Principal Lead Teacher for Human Resources and Employee Relations (or his/her designee), and the EAP Coordinator at the end of the suspension period. Final disposition of the situation will depend upon the outcome of the conference and may include, but not be limited to:

1. an opportunity for the employee to explain the positive result;
2. random drug and alcohol testing for a designated period at the employee's expense;
3. consideration of the following prior to taking disciplinary action:
 - a. job safety of others
 - b. past employment record and length of employment
 - c. employee willingness to seek assistance
4. suspension without pay;
5. participation in the Employee Assistance Program with full status regained after completion of the recommendations made by the EAP Coordinator and agreed to by the employee, supervisor, and the Associate Principal Lead Teacher for Human Resources and Employee Relations (or his/her designee); or
6. a recommendation for termination. The employee may have a representative accompany him/her to this conference. The Principal Lead Teacher will assist supervisors with any additional disciplinary action that may be taken.

STEP 5 Documentation will be kept as follows:

1. Drug testing documentation will be kept in a separate file for medical concerns.
2. Letters or memorandums addressed to the employee outlining disciplinary procedures will be placed in the personnel file.
3. Upon return or completion of treatment, the employee will contact the Principal Lead Teacher for an appointment with an HR Administrator and will be required to comply with the terms stated in a Memorandum of Agreement. This agreement shall contain specific guidelines for future expectations indicating whether further disciplinary action including termination, will be taken.
4. Once compliance has been achieved through EAP and concurred with the Human Resources Department, the employee will receive a letter of release from the memorandum of agreement.

B. Tobacco Free

Employees violating the tobacco free policy will be subject to further disciplinary action as deemed appropriate by the immediate supervisor.

C. Employees Driving a School Vehicle

As a condition of driving a school vehicle, each employee shall notify his or her supervisor of any violation such as driving under the influence, unpaid motor vehicle violation tickets, unpaid child support or any other reason that an employee may lose driving privileges and/or their driver's license.

1. Any person who drives a school vehicle must be an employee of the district.
2. The employee must possess a valid New Mexico driver's license.
3. The employee's driving record must be acceptable in accordance with the State of New Mexico Motor Vehicle Division Driver Transaction/State Statute, Violation Code and Point Index.
 - a. The employee must have less than nine points. Ten points and above will suspend driving privileges.
 - b. If the employee received a driving under the influence violation within the last three years, driving privileges will be suspended.
5. The employee must comply with Regulations for Using a School Vehicle.
6. Any point accumulation past nine points or a driving while intoxicated charge must be reported to the Human Resources Department. In this case, the employee may be:
 - a. excluded from driving a school vehicle for an undetermined time
 - b. referred to EAP
 - c. subject to further disciplinary action.

Employment:

A. Job offers will be extended only by the Principal Lead Teacher or designee. All other offers are null and void.

B. The Principal Lead Teacher is authorized to issue short-term contracts.

C. The Board of Directors will be apprised of employee(s) working under a waiver from the State Department of Education.

D. Each employee shall abide by the terms of the charter school's policy concerning a drug free/tobacco free work place , sexual harassment, and child abuse reporting.

E. Each employee is required to have a high school diploma, GED, or documentation stating they are completing their GED or enrolled in a GED program, and/or additional degree required for that position.

Assignment:

A. Certified employees shall be assigned within the scope of their teaching license and endorsement unless authorized to work outside of their licensure with a waiver granted by the State Department of Education and with the concurrence of the certified employee. Such concurrence for waiver will include the certified employee's responsibilities to comply with the requirement.

B. The Principal Lead Teacher will consult with individual certified employees regarding the number of subject areas, grade levels and preparations to be taught by the certified employee.

C. High school certified employees, excluding special education certified employees, shall not be required to teach in more than two (2) department/subject areas or have more than three (3) preparations, except by agreement with the certified employee.

D. Changes in assignment shall not be made without prior consultation between the principal and the employee(s) affected. Employees will be informed of any changes made after the end of the school year. If an employee cannot be reached, notification will be mailed to the employee's last known address on file.

E. Employees are required to comply with all aspects of their job description.

F. Duties within a school/department which are assigned in addition to the regular job description shall be assigned as equitably as possibly by the principal/supervisor.

Vacancy Postings

A. Current information on vacancies in Academic Opportunities Academy will be available to all employees by posting in the Human Resources office and telephone access. Certified and administrative postings are available on-line at lcp.s.k12.nm.us .

B. Notices will be posted for five (5) days prior to filling the position. Transfers for positions will be submitted to the office of Human Resources. The Associate Principal Lead Teacher for Human Resources and Employee Relations may modify the posting date when necessary , i.e. within ten days prior to the start of the school year or when the applicant pool does not have a sufficient number of applicants for principals to interview.

C. During non-school periods, postings of available positions will be posted on the Human Resources job vacancy board in Central Office and web site.

D. Vacancies within a school site/department may be filled by the administrator with other employees working in that location if range and qualifications are equal. The vacancy remaining shall then be posted.

E. Summer school positions will, to the extent possible, be filled by employees currently employed by Academic Opportunities Academy. Qualifications for summer school positions shall be substantially the same as those prescribed for regular term employee positions.

F. Following notification of the successful applicant by the Human Resources Department, interviewees shall be contacted within three (3) days by the supervising administrator.

Work Hours and Attendance

A. Attendance

1. Employees are expected to be at their work place ready to begin their duty day at the beginning of the assigned work hours. If an employee is unable to report to work or will arrive late, the employee is required to contact the substitute system immediately. The employee's immediate supervisor may also request that the employee call them as well. When possible, an employee should call at least three (3) hours prior to the scheduled starting time. If the employee is requesting leave without pay, the request must be given to the supervisor in writing, on a leave request form, prior to the leave.
2. Any employee who fails to call in an absence may be considered to have abandoned the job if the supervisor is unable to reach the employee by phone. This may result in immediate termination.

B. Absenteeism/Tardiness

1. An employee who has excessive absences or tardiness as observed by the immediate supervisor may be required to present a written excuse from the employee's physician. This may be requested after three days absence or if the supervisor notes a pattern to the

absences. In general, five days in a 90-day period may be considered excessive. Excessive absences or tardiness may lead to disciplinary action, up to and including termination.

Employee Evaluations

A. Guidelines for Certified Employees

1. All certified employees are required to submit a professional development plan (PDP) as part of the evaluation process. The PDP should include goals for the school year. The goals should be related to the teacher competencies identified by the State Department, the School Improvement Plan (SIP) and the Educational Plan for Student Success (EPSS). In addition to the goals, the PDP should list the resources and/or assistance needed to meet the goals, and the time frame for meeting the goals. The PDP is to be developed collaboratively between the evaluator and the certified employee.
2. The PDP should be the basis for the initial pre-observation conference for the certified employees on in-depth evaluation. For the certified employee not on in-depth evaluation, the PDP will be the evaluation instrument for the year. Professional development plans shall be submitted to the evaluator by October 1.
3. Upon signing the PDP, it is the certified employee's responsibility to meet the goals agreed upon, and it is the evaluator's responsibility to provide the leadership and agreed upon assistance to meet these goals.
4. Evaluators will use the in-depth evaluation on first and second year certified employees, employees new to the building plus one-fifth of the remaining staff. A minimum of three (3) observations is necessary.
5. When employees are assigned to work directly with another supervisory employee other than the site supervisor, that employee will, in conjunction with the site supervisor, direct the work of that employee.
6. A growth plan is required for any employee who receives a 1-unsatisfactory or 2-needs improvement on the summative evaluation instrument. A growth plan may be used at any time with written notice.
7. Certified employees on in-depth evaluation will be notified by September 15. A certified employee may be placed on the in-depth cycle after September 15 with expressed concerns. In-depth evaluations should continue until the employee is no longer receiving an unsatisfactory or needs to improve rating.
8. Summative Evaluation forms shall be completed by the date posted on the evaluation schedule sent to administrators/principals by the Human Resources Office. There must be a post-observation conference held to discuss the contents of the summative evaluation.
9. All monitoring or observation of the work performance of an employee shall be conducted openly and with full knowledge of the employee. Prior to an observation, the employee may request in writing that the evaluator return at another time to conduct the evaluation. If the request cannot be honored, the employee may place a statement to that effect on the evaluation form.
10. Employees shall be given a copy of any evaluation form and shall have the right to attach a written response to the form. The employee has the option to meet with the evaluator to discuss an observation or evaluation.
11. Employees will be evaluated whenever there is a concern regarding performance.

12. All employees will be provided with a Certified Evaluation Handbook.

B. Guidelines For Classified Employees

1. Each classified employee will be given an Classified Evaluation Handbook by their immediate supervisor at the beginning of their employment.
2. Classified staff will be evaluated on a yearly basis using the evaluation form listed for their position in the handbook. Each employee will have a copy of the evaluation form throughout the year so they know the criteria for the evaluation.
3. The supervisor will observe the employee in all situations related to their work. Observations will be conducted openly and with full knowledge of the employee.
4. A classified employee may be placed on a growth plan at any time with written notice.
5. Employees shall be given a copy of any evaluation form and shall have the right to attach a written response to the form. The employee has the option to meet with the evaluator to discuss an observation or evaluation.

Leave From Duty

A. General Information

1. The immediate family of an employee is the spouse, child, grandchild, parent, sister, brother, grandparent, son-in-law, daughter-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, a person who served as the guardian for the employee prior to the employee becoming an adult, and others who reside in the same household with the employee.
2. All leaves will be requested through and approved by the immediate supervisor unless otherwise provided herein.
3. All leaves are based upon the number of hours in the employee workday. Leave is reported in number of hours taken or full day increments.
4. Inappropriate use of any leave may be cause for disciplinary action including dismissal.
5. Employees returning to duty from an extended leave shall be assigned to a substantially equivalent position to that held by the employee at the commencement of the leave. If the leave period is for one semester or to the end of the school year, the employee shall be returned to the position previously held if it exists or to a substantially equivalent position.
6. An employee may remain in Academic Opportunities Academy's group health insurance program by paying one hundred percent of the premiums of such benefits while on approved extended leave or the employee's share of the premiums as provided by law. Premium payments must be made at the time specified by the Human Resources Department. Failure to make payment will cause termination of benefits. Academic Opportunities Academy will comply with Family Medical Leave Act regulations.
7. An employee returning from an extended leave must file by certified mail, an intent to return to Academic Opportunities Academy no later than November 1, when returning for the second semester or April 1 when returning for first semester of the next school year. Failure to do so will be considered a resignation on the part of the employee effective at the conclusion of the leave or the school year; whichever comes first.

B. Annual Leave

The Board of Directors provides annual leave for all twelve (12) month employees. Employees shall be entitled to fifteen (15) days of paid annual leave at the rate of .625 days earned per pay period if the employee is on a paid status the majority of a pay period.

1. Annual leave cannot be earned while the employee is on another leave without pay.
2. Annual leave may be accumulated to a maximum of thirty (30) days.
3. Upon termination, resignation, retirement or death, the employee shall be entitled to and shall be paid for accumulated and unused annual leave with a maximum of thirty (30) days.
4. Annual leave will not be granted in advance of the number of days earned by the employee at the time of leave.
5. Authorization will be granted only for such time as will least interfere with the efficient operation of the schools.
6. Annual leave pay shall not be granted to part-time employees.
7. The Board of Directors reserves the right to negotiate a separate annual leave agreement with the Principal Lead Teacher.
8. Annual leave must be approved by the immediate supervisor and the Associate Principal Lead Teacher for Human Resources and Employee Relations.

C. Sick Leave

1. Employees shall earn sick leave at the rate of approximately one (1) day per month. The total amount of accrual of sick leave for the entire year shall be posted at the beginning of the employee's employment year. If the number of days taken during the year exceeds the number earned for the year or the number of days accrued, employees shall be docked at their daily rate of pay for each day taken.
2. Employees employed for one hundred eighty-two (182) but not more than two-hundred nineteen (219) days, accrual shall be granted at one (1) day per month not to exceed ten (10) days per year.
3. Employees employed for two hundred twenty (220) days, accrual shall be granted at one day per month not to exceed eleven (11) days per year.
4. Employees employed for less than a full year or on a part-time basis shall have their leave accrual prorated.
5. Earned sick leave may be used provided the employee is on paid duty status.
6. Sick leave may be accumulated without limit.
7. An employee may be requested to present proof of illness in order to qualify for pay during sick leave. A medical certificate will not be required to substantiate sick leave for three (3) days or less unless the employee has been notified in writing about an excessive use or abuse of sick leave.
8. Immediate supervisors will oversee absences to determine if a pattern of absences or a frequency of absences is occurring. Absences on Friday and the following Monday and day before and after a holiday will be observed and may be cause for the immediate supervisor to require a medical certificate for such absence.
9. An employee who is out on sick leave for more than five days, must submit an Extended Sick Leave Form #105 to the Human Resources Office with the appropriate physician's signature.

D. Extended Sick Leave

Appendix E

An employee who is unable to work because of a personal illness, disability or due to caring for an ailing immediate family member, and who has exhausted all available sick leave shall be granted leave for the duration of the illness or disability up to one year without pay. Any request for this leave must state the probable date of return and be accompanied by a verifying physician's statement. This leave shall not exceed two (2) years. Before returning, such employees must submit a physician's release to return to work.

E. Bereavement

Employees will be provided leave with pay for the three (3) workdays following the death of someone in their immediate family. Two (2) additional days will be provided for the death of an employee's spouse or child. In extenuating circumstances, additional days may be granted by the immediate supervisor to be charged against the employee's accrued sick leave.

F. Funeral

Employees may be excused without loss of pay by their immediate supervisor, for a period up to three (3) hours, to attend funeral services of others than members of the immediate family provided no substitute is required.

G. Maternity

1. An employee shall be granted upon request a leave to begin any time between commencement of pregnancy and birth of a child and one (1) year or after a child is born to her. Requests must be made thirty (30) days in advance of leave except in case of emergency.
2. An employee who is pregnant may continue in active employment as late into her pregnancy as she desires, provided she is able to perform her contractual duties.
3. Any portion of an employee's absence from work because of a medical disability connected with or resulting from her pregnancy may be charged to her available sick leave. (See paragraph U., Family Medical Leave Act.)

H. Paternity

Employees shall be entitled to use one week of accumulated sick leave or one week of unpaid leave for the birth of their child. (See paragraph U., Family Medical Leave Act.)

I. Adoption

An employee adopting a child shall be entitled to use up to one week of accumulated sick leave or one week of unpaid leave. The employee shall notify the Principal Lead Teacher thirty (30) days in advance of the intention of requesting the leave and whether or not it will be with pay. In cases of an emergency, the Principal Lead Teacher shall waive the thirty (30) day requirement. (See paragraph U., Family Medical Leave Act.)

J. Parental

Upon request and verification of birth date, an employee shall be entitled to a leave without pay beginning at anytime between the birth of his/her child or adopted child and one year thereafter. This leave may be for a period of time up to one (1) year. An extension may be granted for an additional year. (See paragraph U., Family Medical Leave Act.)

K. Assault

Paid leave is provided to any employee who is the victim of an assault, a battery, or other physical confrontation and is injured while acting within the scope of the employee's job assignment, subject to limitations as noted in current Board Policy 252 - Employee Assistance.

L. Jury Duty/Court Subpoena

1. Absence will be granted when an employee is subpoenaed to appear in an official proceeding, if such proceeding does not involve self-employment or the employer and does not concern the employee's own personal life.
2. Leave will be granted to an employee for appearance in court as a witness, to serve on a jury, or to respond to an official order from another government jurisdiction.
3. Employees shall notify their immediate supervisor of their desire to apply for such leave as soon as possible prior to the date services must be rendered.
4. Employees may not receive compensation from Academic Opportunities Academy and from jury duty/court subpoena leave.

M. Military

1. As provided by law, employees who are members of an organized unit of the National Guard, or reserve unit of any of the U.S. military branches shall be given military leave with pay in accordance with their official orders when they are ordered to active duty training with such organized units.
2. As provided by law, employees who leave their employment to enter the armed forces, voluntarily or involuntarily, have the right to return to their job provided certification of satisfactory service and application for reemployment occurs within thirty-one (31) days of separation from active duty. Employees will be placed in their pre-service position or an equivalent assignment.

N. Personal / Paid Personal

With the exception of twelve (12) month employees, employees shall be granted up to four (4) days of leave for personal reasons to be deducted from the employee's salary at the daily rate of degreed substitute pay established by the Board of Directors for that school year. Certified employees will have their salary deducted at the full daily rate of pay and classified employees will have their salary deducted at half of the daily rate of pay. Requests for such leave must be made five (5) days in advance unless the employee's immediate supervisor waives the notice requirement. Leave for certified employees may be denied if substitute teachers are not available. Personal leave is not cumulative. With the exception of twelve (12) month employees, employees may use one (1) day of their sick leave accumulation per year for personal reasons at no reduction in pay.

O. Political

Upon request, the Board of Directors may grant an employee political leave to serve in public office. The employee may be charged the cost of a degreed substitute for the time the employee serves in public office. The Board of Directors may also grant an employee an extended political leave without pay to campaign for an election. Applications for such leave shall be made to the Principal Lead Teacher.

P. Professional

1. Leave with pay may be granted for professional visitation and attendance at job-related meetings, conferences and training services or other activities that in the Principal Lead Teacher's judgment would be beneficial to the work of the employee or to Academic Opportunities Academy.
2. Such leave may or may not involve the reimbursement of expenses, including substitutes, depending upon the mutually agreeable arrangements made prior to leave.
3. One day of leave may be granted to a certified employee on the day of the certified employee's oral examination for an advanced degree.

Q. Public Service

1. Employees appointed or elected to other than full time government office, boards or commissions may be granted leave without pay at the discretion of the Board of Directors after receiving a recommendation from the Principal Lead Teacher regarding the effect the absence would have upon the employee's job assignment and responsibilities.
2. An employee who is called to serve as a firefighter, on a search and rescue operation, or to law enforcement duty, may be granted leave with pay provided the Principal Lead Teacher receives documentation of the service. An employee may not receive compensation from Academic Opportunities Academy and from another agency for performing these duties.

R. Family Medical Leave Act

This Leave Article is in compliance with the Family and Medical Leave Act (FMLA) enacted in 1993.

1. The requirements of the Act entitles eligible employees to take up to twelve (12) weeks of unpaid, job protected leave each year for specified family and medical reasons. To be eligible for FMLA benefits, an employee must have completed the full previous school year working in a position at .5FTE or more. Eligible employees working between a .5FTE up to 1.0FTE may receive six weeks family medical leave.
2. An eligible employee is eligible for up to a total of twelve (12) workweeks of unpaid leave during any twelve (12) month period for one or more of the following reasons:
 - a. for the birth or placement of a child for adoption or foster care;
 - b. to care for an immediate family member with a serious health condition; or
 - c. to take medical leave when the employee is unable to work because of a serious health condition.
3. Spouses employed by the Board of Directors are jointly entitled to a combined total up to twelve (12) workweeks of family leave.
4. Leaves that fall within the FMLA will be credited toward the twelve (12) weeks of entitlement.

S. Other Extended Leaves

Academic Opportunities Academy at its own discretion may grant an employee an extended leave without pay. In order to be eligible for this extended leave, certified employees must have been continuously employed by Academic Opportunities Academy for seven (7) or more years. Leave will be granted up to one (1) year.

Insurance

The Board of Directors will provide all eligible employees with an insurance program through the New Mexico Public Schools Insurance Authority. The insurance program includes medical, dental, vision, life and long term disability benefits.

- A. All eligible employees have thirty-one (31) days from date of employment to enroll in the insurance benefit program.
- B. If a full-time position becomes a job sharing position, Academic Opportunities Academy will provide insurance benefits for one person only.
- C. Insurance contributions will be deducted through a payroll deduction plan.
- D. Employees working 15 hours or more per week may elect to receive free life insurance provided by the Board of Directors.
- E. All employees are covered by Workers Compensation insurance for on-the-job injuries in accordance with New Mexico Public Schools Insurance Authority requirements.

Political Activities by Employees And Others

Employees seeking political office, as well as other candidates, are prohibited from conducting campaign activities during regular work hours on school premises.

- A. Under no circumstances will a school employee require a student or a group of students to participate in any campaign or political activity.
- B. School machines or materials may not be used to produce campaign literature.
- C. Campaign materials may only be placed in the staff lounge, not in individual mail boxes.
- D. Employees will not be required to attend a meeting for political purposes, after school or during school hours.
- E. Employees may not use classrooms for campaigning purposes.
- F. Students are not to be asked to take home campaign literature for individual candidates.
- G. School phones will not be used for political campaign purposes.
- H. Campaign fund raising will not be permitted on the school premises.
- I. The use of campaign materials, programs, and candidate forums for instructional purposes will be permitted and should reflect opposing viewpoints.

Conflict of Interest - Business Transactions

- A. The provisions of this policy shall not apply to any employee making a sale in the regular course of the employee's business when the sale complies with all applicable provisions of the law.
- B. Any concern regarding the application of this policy shall be presented in writing to the Principal Lead Teacher.

Gifts and Gratuities

- A. Employees of the Academic Opportunities Academy shall understand that any gift contributed to the school/charter school shall become the property of the charter school and are subject to the same controls and regulations that govern the use of other school property.
- B. Penalties for acceptance of any personal gratuities are set forth in state statutes .

Personnel Files

There shall be one (1) official file for each employee including the Principal Lead Teacher, that shall be maintained in perpetuity in the Principal Lead Teacher except for files provided in the

A. References provided in confidence shall not be subject to inspection by the employee.

B. No anonymous or unsigned information may be placed in the employee's file.

C. The employee will be given the opportunity to see any information prior to placement in their official file except information related to routine file maintenance.

1. The employee shall acknowledge having read these materials by affixing one's signature on the actual copy/copies to be filed.

2. Any information or materials that are derogatory to an employee's conduct, service, character or personality shall not be placed in an employee's file unless and until the employee has been given the opportunity to examine the information or material.

3. The employee has the right to respond in writing to anything placed in that employee's file and have such response attached to the material to which the response relates.

D. Employees may inspect their official files by appointment with a Human Resources Administrator. At the employee's option, a representative may accompany the employee. In the event the employee is unable to review his or her own personnel file, the employee may designate an individual to conduct such a review by providing that person with a notarized statement to be presented to the Human Resources Administrator. No file shall be removed from the Human Resources Department. Copies of materials may be provided to the employee at the cost to the employee.

E. When a court of law, arbitrator, or a grievance procedure determines that an evaluation was done improperly, it will be removed with written authorization of the determining authority.

F. If a person files a written complaint regarding the performance or behavior of an employee, the complaint shall specify the time frame, the individuals involved, and location of the alleged incident(s).

1. The Associate Principal Lead Teacher for Human Resources and Employee Relations shall review written complaints submitted to Academic Opportunities Academy and may determine, depending on the nature of the complaint, to dismiss the complaint or direct the complaint to the appropriate school official for investigation.

2. Those complaints forwarded to the appropriate school official(s) will be investigated. Such official(s) will make a recommendation to the Associate Principal Lead Teacher for Human Resources and Employee Relations as to the placement of such complaint in the employee's file.

3. The Associate Principal Lead Teacher for Human Resources and Employee Relations will then make a determination on the placement of the complaint in the employee's personnel file and will notify the employee in writing of the decision.

4. The employee will have the right to appeal the Associate Principal Lead Teacher for Human Resources' and Employee Relations' decision to the Principal Lead Teacher as a final review.

G. Employees may request in writing that a negative report be removed from their personnel file after three (3) years from the date of occurrence. Such report will be removed provided no further action relating to the incident has occurred. No report shall be removed that involved a substantiated incident of physical or sexual abuse towards students or staff. District evaluation

reports shall not be considered for removal.

H. Only administrators and school officials on specific school business will have access to employee files.

Safety and Support

It is the policy of the Board of Directors to provide the safest possible working environment for its employees within the resources available to Academic Opportunities Academy and the restrictions of applicable law and regulations.

A. Each building site will be required to have available to every employee including substitutes and volunteers, a copy of the Safe School Plan. This plan will identify all procedures used by the building to keep students and staff safe during emergency situations.

B. Safety Procedures

It is the responsibility of every employee to read and follow safety instructions given. Safety is to be given primary importance in every aspect of planning and performing in Academic Opportunities Academy. Below are some general safety rules. Principals and/or supervisors will post other safety procedures at their site.

1. Avoid overloading electrical outlets with too many appliances or machines.
2. Use and store flammable items with caution and according to label instruction.
3. Avoid animals on the school grounds.
4. It is the employee's responsibility to know where the Materials Safety Data Sheets (MSDS) Sheets are kept at their site.
5. Report to a supervisor and/or principal if a co-worker becomes ill or is injured.
6. Ask for assistance when lifting heavy objects or moving heavy furniture.
7. Sit firmly and squarely in chairs that roll or tilt.
8. Use a site designated stepladder for all jobs performed above your arm's reach.
9. Do not stand on tables and/or chairs.
10. Employees with a physical limitation are responsible to limit activities that will cause further injury.
11. Wear appropriate protective equipment like shoes, hats, gloves, back brace, goggles as required.

C. Violation of Safety Rules

Any employee's willful violation of safety rules or failure to observe safety rules or practices, negligence or any careless action that endangers the life and/or safety of other employees, students or the public, will result in disciplinary action up to and including termination.

D. Property and Equipment Care

It is an employee's responsibility to utilize equipment in the proper manner. Employees should monitor the condition of the equipment required to perform their duties. If an employee finds that a piece of equipment is not working properly or in any way appears unsafe, the principal or supervisor must be notified immediately so that repairs or adjustments may be made. Equipment should not be used until it is repaired or replaced.

E. Worker's Compensation Procedures

Procedures to apply for Worker's Compensation Benefits are available from the school nurse, office secretary, principal or the Human Resources Department.

F. Accidents or Illness

Academic Opportunities Academy is required to keep records of all accidents that occur during the workday. Academic Opportunities Academy requires that employees report any occupational illness, communicable disease, and occupational injury on the job to their supervisor. If an employee fails to report any injury or fails to fill out the appropriate paperwork, the employee may jeopardize their right to collect Worker's Compensation benefits.

G. Academic Opportunities Academy shall provide reasonable support and assistance to employees so they can maintain control and proper discipline while engaged in their assigned duties and responsibilities.

1. Employees shall receive assistance from the principal when student(s) behavior is disruptive to the point of impeding learning by other students and after efforts have been made to correct the problem.
2. Employees shall not be required to conduct body searches.
3. The certified employee may temporarily dismiss a student from class to the principal when in the judgment of the certified employee; the student is seriously disrupting the instruction program for other students. The certified employee will furnish the principal with written or verbal particulars of the incident, at the time of the student's dismissal. If requested by the principal, full particulars of the incident including the efforts that have been made to correct the problem shall subsequently be provided to the principal in writing. If requested by the certified employee, the principal shall inform the certified employee of the corrective measures taken.
4. In cases of extreme chronic student disruption to a classroom, the certified employee may call a case conference with the principal, parents and others as necessary, for the purpose of discussing the problem and determining and initiating corrective measures.
5. Corporal punishment, which is defined as any disciplinary action taken by school personnel with the intention of producing physical pain, shall not be used as a disciplinary measure in Academic Opportunities Academy. Disciplinary consequences will be aimed toward assisting students in the development of constructive personal and social behavior. Certified employees will deal justly and considerately with each student.

H. Self-Defense or the Defense of Others

1. Employees have the right to use such force as is necessary to protect themselves, students or other employees from physical injury which they reasonably believe might result from actual or threatened physical attack upon themselves, students, other employees or the public.
2. No disciplinary action shall be taken against an employee who acts in self-defense or for the defense of others, if the Principal Lead Teacher is satisfied after investigation that the defensive action including the amount of force used was appropriate under the circumstances.

I. In the event that an administrator is provided documented evidence that a student or parent is potentially dangerous, certified employees who are assigned specific responsibilities with that student or potential contact with the student's parents, will be so informed. An exception to this notification requirement will occur when the confidentiality is protected under the law.

J. Employees shall refrain from discussing information about colleagues and/or students obtained in the course of professional service for other than professional purposes.

Employee Assault

The Board of Directors is committed to provide its employees with a safe working environment and to assist employees, who when acting within the scope of their duties, are subjected to assault, battery, or physical confrontation or resulting in physical or mental injury or property damage.

Definitions:

As used in this policy:

A. "Employee" means any person authorized to act and acting on behalf of Academic Opportunities Academy, with or without compensation, including but not limited to, certified school instructors and administrators, non-certified staff members, coaches, sponsors, volunteers, and New Mexico Board members, but shall not include independent contractors providing services to Academic Opportunities Academy.

B. "Scope of duties" means the range of actions undertaken by an employee in the performance of any duties that such employee is requested, required, or authorized to perform by the Board of Directors or its administration, regardless of the time and place of performance.

C. "Assault" means:

1. An attempt to commit a battery upon the person of an employee while he/she is lawfully acting within the scope of his/her duties.
2. Any unlawful act, threat or menacing conduct which causes any employee lawfully acting within the scope of his duties to responsibly believe he/she is in danger of receiving an immediate battery.

D. "Battery" means the unlawful, intentional touching or application of force to the person of an employee while he/she is lawfully acting within the scope of his duties.

E. "Injury" means any physical or mental harm to the employee or to the employee's property, resulting from an assault, a battery or other physical confrontation occurring while the employee was lawfully acting within the scope of their duties.

F. "Incident" means an occurrence governed by this policy.

Academic Opportunities Academy recognizes it is impossible to guarantee the absolute safety of its employees from assaults, battery or physical or mental injury resulting from confrontations with parents, students, or other parents, or loss or injury to property in conjunction with their work.

All employees have the right to use such force as is necessary to protect themselves, students, or other employees from physical injury which they reasonably believe might result from actual or threatened physical attack upon themselves, students, other persons, or employees.

Mere verbal statements do not justify the use of force by an employee, unless such statements cause the employee to reasonably believe he, a student, or another person is in danger of receiving an immediate battery. In the face of mere verbal statements, an employee shall, if possible, withdraw rather than engage in further verbal confrontation.

In the event of an assault an employee shall, if possible, withdraw. If withdrawal is not possible, an employee may defend himself or others with reasonable force.

No disciplinary action shall be taken against an employee who acts in self-defense or for the defense of others, if the Principal Lead Teacher or New Mexico Board is satisfied, after investigation, that the defensive action including the amount of force used, was appropriate under the circumstances.

PROGRAMS FOR PROTECTION OF EMPLOYEES:

Academic Opportunities Academy provides or makes available the following programs or insurance coverage to assist employees suffering physical or psychological injury or loss as a result of their lawful actions within the scope of their duties:

A. Attorney Consultation - Consultation with the charter school's attorney concerning issues arising out of the incident, including but not limited to:

1. Rights under this policy;
2. Worker's compensation benefits to which they may be entitled as a result of the incident;
3. Medical insurance benefits and procedures;
4. Victim's rights under statute or regulation;
5. Procedures and obligations in connection with filing and prosecution of criminal complaints against the person or persons assaulting, battering, or injuring the employee;
6. Civil remedies available to the employee as a result of the incident; provided, however, Academic Opportunities Academy shall not provide the attorney for the employee wishing to bring any civil action for damages arising out of the incident; and
7. Assistance in connection with the employee's appearance as a witness in criminal or civil legal actions.

B. Protection - Academic Opportunities Academy shall cooperate with local law enforcement authorities in providing protection to the employee and their immediate family, to the degree such protection is necessary and the need therefore arises out of the incident. Such protection may include, but not be limited to the following:

1. Meeting with law enforcement authorities to explain the need for protection and to solicit police protection for the employee;
 2. Seeking such judicial orders as may assist in protecting the employee.
- C. Counseling - Academic Opportunities Academy shall provide psychological counseling to any employee who is the victim of an assault, a battery or other physical confrontation while acting within the scope of their duties, subject to the following conditions:
- a) The employee receives counseling from a psychologist or psychiatrist acceptable to Academic Opportunities Academy, which acceptance shall not be unreasonably withheld; and
 - b) The employee agrees to allow the psychologist or psychiatrist to reveal to the Principal Lead Teacher the nature and extent of the psychological injury to the employee, the treatment being provided, the progress of the treatment and notification of termination of the counseling.

D. Paid Leave - Academic Opportunities Academy shall provide any employee who is the victim of an assault, a battery or other physical confrontation while acting within the scope of their duties with paid leave, in the following circumstances, subject to limitations as noted:

1. Court appearances to testify concerning the incident;
2. Interviews with law enforcement officials concerning the incident;
3. Consultation with the charter school's attorney pursuant to employee assistance;
4. Any period of medically required hospitalization, doctor prescribed convalescence or follow-up visits resulting from the incident; provided, however, that;
 - a. If the employee receives worker's compensation benefits as a result of the incident, the employee shall only be paid the difference between the worker's compensation benefit paid and the employee's full salary, and such obligation shall not exceed the remainder of the school year in which the injury occurs;
 - b. The attending physician is directed by the employee to provide such reports to the Principal Lead Teacher as the Principal Lead Teacher requests, describing the employee's condition, treatment being provided, prognosis and estimates as to when the employee will be released to return to work.
5. Any other absences from work approved in advance by the Principal Lead Teacher which are related to the incident and the activity to be done during such absences cannot reasonably be conducted during non-work hours.

E. Defense in Civil Cases - Academic Opportunities Academy, to the extent such risks are covered by its insurance, shall provide any employee who is involved in an assault, a battery or other physical confrontation, while acting within the scope of their duties, with a defense in connection with any lawsuit arising out of such incident, as required by and to the extent allowed by the New Mexico Tort Claims Act. In the event a final judgment is rendered determining the employee's actions were improper in dealing with the incident, the employee shall not thereafter receive any further benefits provided under this policy and Academic Opportunities Academy may, at its discretion, recover the value of any benefits provided to the employee prior to such determination.

F. Defense in Criminal Cases

1. In the event criminal charges are filed against the employee arising out of an incident covered by this policy, the employee shall be responsible for defending himself or herself in such action. If the criminal action is dismissed or the employee is acquitted, the employee may request Academic Opportunities Academy reimburse them for attorney's fees and expenses incurred in successfully defending against the charges through its New Mexico Public Schools Insurance Authority coverage. Subject to any required budgetary approval by the State Department of Education, Academic Opportunities Academy shall reimburse the employee, provided it has sufficient funds with its budget, the supporting documentation as to such fees and expenses is provided to Academic Opportunities Academy and the fees and expenses are found by Academic Opportunities Academy to be reasonable.
2. In the event the employee pleads guilty or is convicted of wrong doing in connection with the incident, the employee shall receive no further benefits under the policy and Academic Opportunities Academy shall have the right to recover the value of any

benefits provided to the employee prior to such determination.

G. Make Whole Program - When an employee suffers an injury or loss as a result of an incident covered by this policy for which injury or loss the employee is not reimbursed or compensated under other elements of this policy, the employee may petition Academic Opportunities Academy for compensation to make the employee free from financial loss as a result of the incident. In petitioning for compensation (such as insurance), and all claims have been exhausted, employees may be reimbursed for deductible and co-payment amounts under insurance policies. Academic Opportunities Academy shall determine what portion, if any, of the amount petitioned for, shall be paid and its determination shall be final.

Employee Assault

A. Reporting

In the event an employee is subjected to an assault, a battery or physical confrontation while acting within the scope of their duties, the following procedure should be followed:

1. As soon as possible under the circumstances, the employee shall verbally report the incident to their supervisor, and fill out a district incident report form.
2. The employee shall also submit to the Principal Lead Teacher, a written report on the incident as soon as they are able to do so.
3. The supervisor shall be responsible for investigating the incident as soon as is reasonably possible and submitting a written report to the Principal Lead Teacher.
4. In the event an assault or a battery has occurred, the incident is to be reported to the police authority having jurisdiction where the assault or battery occurred. The employee involved should make the report, but if they are unable or unwilling to do so, the immediate supervisor or the Principal Lead Teacher shall make the report.
5. The employee shall not be charged with leave time or with the cost of substitutes, if necessary, while the employee is preparing any required reports, or participating in the investigation of the incident.

B. Investigation and Determination of Employee Freedom from Fault

1. Investigation - After an incident has been reported, the Principal Lead Teacher or his designee shall conduct an investigation of the circumstances surrounding an incident of assault, battery, or physical confrontation involving an employee acting within the scope of their duties. Such investigation shall be conducted in a timely manner after the incident is reported.
2. Determination - Upon completion of the investigation, the Principal Lead Teacher shall render to the employee, in writing, the determination as to whether the employee acted properly or improperly with regard to the incident. A determination of proper action shall entitle the

employee to the benefits described in this policy; a determination of improper action shall deny the employee the benefits described in this policy.

3. Appeal - Employees determined to have acted improperly shall have the right to appeal the Principal Lead Teacher's findings to the Board of Directors, which shall conduct an informal hearing to review the matter. Notice of such appeal shall be in writing and must be delivered to the Principal Lead Teacher within ten (10) calendar days after the determination was provided to the employee. The informal hearing shall be scheduled at the convenience of the Board of Directors. The decision of the Board of Directors shall be final and binding on the issue of entitlement to the benefits hereunder. At will employees shall not be granted the right to appeal.

4. Disciplinary Action - In the event the Principal Lead Teacher determines the employee acted improperly in the incident, the Principal Lead Teacher shall take such disciplinary action as deemed appropriate; provided however, any deprivation of a property right shall be preceded by the requisite due process, including if necessary, a hearing before the Board of Directors.

Re-Employment

A. The assignment of employees is determined on a yearly basis.

B. The assignment is based on the needs of Academic Opportunities Academy and is delegated to the Principal Lead Teacher.

C. A schedule will be developed by the Principal Lead Teacher for re-employment.

D. The Board of Directors may also extend the contract of any employee in the intervening of a two-year contract.

E. Academic Opportunities Academy will ensure comparability among schools in the assignment of teachers, administration, and support staff.

Reduction in Force

A. The term reduction-in-force (RIF) as used herein refers to reduction of employment status of any employee by Academic Opportunities Academy due to loss of revenue, decreased enrollment or a decrease or revision of educational programs. RIF does not refer to decisions to discharge or non renew an individual for unsatisfactory work performance or insubordination.

B. The proper certification and qualification of staff to maintain a sound and balanced educational program and environment shall be maintained pursuant to Educational Standards for New Mexico Schools, State Board of Directors Rules and Regulations, and/or other authorities which are law or have the force of law to Academic Opportunities Academy.

C. Seniority

1. Seniority, for the purpose of RIF, is defined as years of continuous service with Academic

Opportunities Academy.

2. Partial year and/or half-time employment shall be prorated.
3. Leave of absence shall not be considered as interruptive of continuous service except that an individual on a leave of absence shall not accrue additional seniority while on such leave.
4. A seniority list of personnel hired during the last (3) three years will be used for reference prior to the implementation of RIF.
5. When seniority is equal, positions on the seniority list shall be determined by a drawing. The first person drawn will have more seniority.

D. In the event the Board of Directors deems it necessary to initiate a reduction in the work force, the following conditions shall apply:

1. LAYOFF

- a. The Board of Directors shall approve the number and the type of positions to be affected by the RIF taking into consideration what will have the least impact on the instructional program.
- b. Prior to initiating a RIF, the Board of Directors will attempt to absorb the necessary reductions through attrition, transfers, non-renewal of temporary short-term employees, and hiring freezes.
- c. Academic Opportunities Academy shall meet with the appropriate bargaining representatives prior to the implementation of the Reduction in Force plan to discuss the process of the implementation of the plan. Such discussion will include the reasons for the proposed action, the number of positions affected and the financial impact on Academic Opportunities Academy.
- d. In the event of a RIF, the Associate Principal Lead Teacher for Human Resources and Employee Relations shall provide written notice to all affected employees. Any employee who is to be RIFed will be so notified in writing at least thirty (30) days before the effective date of the layoff, except in cases of emergency. Such notice shall include date of lay off and reason for the action.
- e. Reduction-in-force shall be by inverse seniority.

2. Recall Procedure

- a. A RIFed employee shall be considered to have recall status for a period of twelve (12) months.
- b. The Associate Principal Lead Teacher for Human Resources and Employee Relations shall determine the number and types of positions to be affected by the recall.
- c. The Board of Directors shall offer employment to a person on the recall list who qualifies for the position available and possesses the most seniority from those available.

d. Any employee selected for recall shall be given written notice of the recall by telegram or certified mail to the last address provided to Academic Opportunities Academy by the employee. Failure to accept the position in writing within fifteen (15) calendar days of the mailing of the recall notice shall constitute forfeiture by the recalled person of further rights under the provision.

e. Any employee recalled within one (1) year shall not lose any seniority or unused sick leave held previous to having been subject to the RIF procedure.

f. If a RIFed employee has been recalled to a position other than that which the employee held immediately prior to being RIFed, the employee shall have the right to return to the position held at the time of the RIF if said position becomes open within twelve (12) months following the employee's recall. An employee must, at the time of return to reemployment, indicate in writing the desire to return to the position vacated.

Resignation of Employees

Certified/administrative employees shall provide the Principal Lead Teacher or designee with at least thirty (30) days written notice of the intent to resign. Non-certified employees shall provide at least fifteen (15) days written notice of the intent to resign. Under extenuating circumstances, the Principal Lead Teacher may waive notice requirement or may accept a verbal resignation .

A. Resignations may only be rescinded by the approval of the Principal Lead Teacher.

B. A copy of the written notification or the Standard Resignation Form (#103) must be on file with the Principal Lead Teacher to make the resignation official.

C. A verbal resignation may be accepted by the Principal Lead Teacher with written documentation placed in the employee file and including copy of acceptance to the employee.

D. The Principal Lead Teacher will submit all resignations to the Board of Directors for approval.

Dismissal/Termination of School Employees

The Academic Opportunities Academy New Mexico Board of Directors will comply with state statutes and State Department of Education regulations in its dismissal/termination decisions of school employees.

Definitions:

Non-Renewal (Temporary Terminate) - Employees hired after the beginning of the school year are considered a temporary employee and will be automatically non-renewed at the end of their hire year.

Dismissal - Those employees released at any time during the school year for cause

Termination - Those employees released at the end of a school year.

Probationary Employees - Classified employees are considered probationary during the first three years of employment and are also considered an at-will employee. Certified employees are considered probationary during the first two years of employment and have not received their third consecutive contract.

Tenured Employees - Classified employees become tenured after their third consecutive year of employment and they have signed the fourth contract. A certified employee becomes tenured after the second consecutive year of employment and they have signed their third contract. Administrators do not have tenure.

At Will Employee - This category includes all substitutes, monitors, and classified employees with less than three years employment and can be released with two weeks notice.

Procedures:

A. Within ten (10) working days following receipt of notice/termination, the probationary employee will, upon written request, be afforded a meeting with the Associate Principal Lead Teacher of Human Resources and Employee Relations or designee. A representative may accompany the employee.

B. A certified employee may be dismissed at any time but has a right to a hearing and just cause before the school New Mexico Board if the dismissal occurs during the school year or at the end of the school year after they become tenured.

C. The following shall be followed by Academic Opportunities Academy in supervising and correcting unsatisfactory work performance of all tenured school personnel before serving them with notice of intent to discharge.

1. Conference - Two or more conferences shall have been held with school personnel charged with unsatisfactory work performance. Such conferences shall be held with the individual's immediate supervisor. The conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences.
2. Sufficient time shall have elapsed between the conferences to allow the school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.
3. Record - A written record of all conferences shall be made by the supervisor, specifying the areas of uncorrected, unsatisfactory work performance, all action that might improve such performance, and all improvements made.
4. Signed - Each written record shall be signed by all parties to the conference. In the event of a refusal to sign, a notation shall be made of the refusal.
5. A copy of each record shall be given to the person charged with unsatisfactory work performance. The Board of Directors shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance. A copy shall be placed in the personnel file of the person charged.

6. Termination - The Board of Directors shall serve a notice of termination upon said school personnel, which shall be a notice of intention not to re-employ. Such notice shall be served prior to the last day of the school year.
7. Terminated tenured employee shall have a right to appeal the termination before the Board of Education, only if the employee's request is submitted in writing to the Principal Lead Teacher within ten (10) working days from date written notice of termination is served on employee.
8. The hearing shall be informal and in executive session
 - a. the school employee is entitled to be accompanied by a person of his/her choice;
 - b. the Principal Lead Teacher or designee shall present the factual basis for his determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee;
 - c. then, the school employee shall present his/her contentions limited to those matters specified in his/her request;
 - d. the Board of Directors may offer rebuttal testimony;
 - e. witnesses may be questioned by the Board of Directors, licensed school instructor and Principal Lead Teacher, or their representative;
 - f. the Board of Directors may consider only evidence presented at hearing, and need consider only such evidence as it deems reliable;
 - g. no record shall be made of the hearing.
9. The Board of Directors shall notify the tenured school employee and Principal Lead Teacher of its decision in writing within five (5) working days from conclusion of the hearing.
10. The individual may appeal the decision to an independent arbitrator as described in statute statutes.

Employee References

All official employment recommendations made on behalf of Academic Opportunities Academy must be authorized in advance by the Principal Lead Teacher.

Release of Reference Information

1. The Principal Lead Teacher shall require a signed release from the current employee, past employee or the requesting district allowing the release of reference information.
2. When a request is made for a reference, the employee must contact the Human Resources Department, submit a formal request for and provide the information needed to make the reference from the Human Resources Department.
3. The Principal Lead Teacher shall keep and maintain copies of all completed references submitted in response to outside requests.
4. Any personal reference provided must be accompanied by a statement that the current/former employee is speaking for themselves and not on behalf of the Academic Opportunities Academy

and as a result, assumes all liability for its contents.

Substitute Teachers

The Principal Lead Teacher shall maintain an active list of persons licensed by the State Department of Education to act as substitute teachers in accordance with state statutes.

A. A substitute teacher shall be defined as one who meets the regulations of the State Board of Directors Substitute License or a regular Teaching Certificate for the State of New Mexico. The role of the substitute teacher is to temporarily replace a regularly assigned teacher for a period of time not extending beyond sixty (60) consecutive days of full-time instruction or its equivalent services as the need arises.

A continuing substitute is defined as having an earned degree from an accredited college or university or a minimum of two (2) years' work at an accredited college or university. The role of this teacher is to temporarily replace a regularly assigned teacher for a period of time extending beyond ten (10) consecutive days of full time instruction or its equivalent of half time instruction. The Associate Principal Lead Teacher for Human Resources and Employee Relations will approve this status when it is required.

B. When it is necessary for a teacher to be absent, it is his/her responsibility to notify the sub finder system. Selection of the substitute will be made by the system.

C. In the event the "sub finder system" fails, the principal will secure the substitute.

D. In order to qualify for substitute teaching within the Academic Opportunities Academy, an applicant must meet all state and local charter school regulations. (See Substitute Handbook)

E. The substitute teacher is expected to fulfill the contractual obligation of the regular teacher unless specifically relieved by the principal.

F. The regular teacher is obligated to provide the substitute with an adequate instructional lesson plan and schedule, as well as a statement of assigned duties. These plans should be available prior to any vacation and in the event of unforeseen illness.

G. The substitute teacher shall be compensated at a rate established and approved annually at the School Budget hearing. Pay shall be accrued on a bi-monthly basis and awarded on or about the 15 th and 30 th day of the month following the service period. There is no provision for contributions to Educational Retirement or Academic Opportunities Academy Insurance Program. Federal law requires that 6.2% Social Security Tax in addition to the 1.45% Medicare Tax be withheld from all paychecks.

H. Substitutes are considered an at-will employee (See Policy #260 for definition) and may be removed from the substitute list at the discretion of the Human Resources Administration with the approval of the Principal Lead Teacher.

GRIEVANCE POLICY

The Board of Directors provides for an employee grievance procedure to address allegations by an eligible employee that has been adversely and/or unfairly affected by a perceived violation, misinterpretation or inequitable application of a specific provision(s) of the negotiated agreement(s).

A. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise. All grievances shall be processed as provided herein.

B. DEFINITIONS:

1. A "grievance" is an allegation by an employee that there has been a violation, misinterpretation or misapplication of a specific provision(s) of his/her employment.
2. Matters not grievable are the contents of an evaluation of work performance of an employee, the refusal to reemploy a non-tenured employee or the discharge of an employee. Employees who are discharged during the course of their employment contract shall have the right, as guaranteed by law, to a hearing with the Board of Directors with appeal rights to arbitration. These rights are provided to tenured employees at any time, if discharged.
3. The grievant shall be required to exhaust the grievance procedure set forth in this Article before seeking alternative remedies, where there is a specific method of review by law (i.e. EEOC, HEW, OSHA). An exception to this would occur if time lines for review by law would expire before resolution through the grievance procedure would be reached. Said employees shall not be deemed to have waived or otherwise prejudiced any constitutional, statutory or other legal rights they may have.
4. Employee(s) having a concern that does not fall within the definition of a grievance can discuss the matter with their immediate supervisor or with the Principal Lead Teacher.
5. The term "day" when used in this Article shall mean working duty days for the employee concerned.
6. The "immediate supervisor" is the Principal Lead Teacher.
7. A "grievant" or "aggrieved" shall mean the employee.
8. "Group grievance" is a grievance that involves the same or similar allegations of those employees filing a group grievance and the same supervisor, provided the claim is signed by those individuals in the group grievance.

C. No grievance shall be initiated unless it has been discussed by the aggrieved with the immediate supervisor.

D. All written materials related to the processing of a grievance will be filed separately from the personnel files. The name(s) of the grievant shall remain confidential.

E. The Board of Directors agrees to make available to the aggrieved, all information in its possession or control that is relevant to the issue raised by the grievance.

F. The processing of grievances will be accomplished at times agreed to by the parties of the grievance. The employees requested to participate in a grievance meeting shall not bear any loss of pay as a result of this participation.

G. No party shall take reprisals on any member of the unit, supervisor or administrator, appropriate bargaining representative(s) or other participant in the procedure by reason of such participation.

H. STEPS OF GRIEVANCE

1. Discussion Level . Prior to filing a grievance, the employee shall meet with the immediate supervisor in an attempt to resolve the issue. The employee will identify the potential grievance and the solution sought discussed. If the matter is not resolved, the employee may proceed to Supervisor Level of the Grievance Procedure.

2. Supervisor Level.

a. If the grievance is not settled at Discussion Level, the aggrieved may, within five (5) days, submit a formal written grievance to the immediate supervisor.

b. The grievance statement shall identify the violation, the circumstances involved, the specific remedy sought and the date of the alleged act.

c. The immediate supervisor shall communicate a decision in writing within ten (10) days after receiving the grievance.

3. Board of Directors Level

a. If not satisfied with the decision at the Supervisor Level, the grievant may, within five (5) days of receipt of the decision, appeal the grievance in writing to the Board of Directors.

b. The Board of Directors shall meet with the grievant and the supervisor involved in the grievance to review the record of the prior steps and other information that may be presented. Parties to the grievance may be accompanied by representative(s) to the meeting. The Principal Lead Teacher shall render a decision on the grievance within fifteen (15) days following receipt of the appeal.

Federal Grievance

A federal grievance is an allegation that the Civil Rights Act of 1964 which prohibits discrimination in educational programs receiving federal funds; Title Seven, Civil Rights Act of 1964 and EEO 1972 which prohibits discrimination in employment and/or Title Nine, Education Amendments Act of 1972 which expressly prohibits sex discrimination against students or others in educational programs or activities; has been violated.

Employees, as a result of such allegations, are provided the following procedure to seek resolution to the issue.

A. The grievant shall prepare and file the grievance with the Title VII, Title IX, Compliance Officer within thirty (30) days of the occurrence or first knowledge of the alleged discrimination. Grievances related to handicapping conditions (Section 504 of the Rehabilitation Act) must be filed with the Compliance Officer within one-hundred and eighty (180) days.

B. The Compliance Officer shall investigate the complaint within fifteen (15) working days after the grievance is filed.

C. The Compliance Officer shall issue a written report of his findings and recommendations for resolution or remediation of the grievance within ten (10) working days after the conclusion of the investigation.

D. Copies of the report shall be sent to the grievant and the Principal Lead Teacher of schools. The grievance shall be considered resolved if both the grievant and the charter school accept the recommendations as set forth in the report.

E. Grievances filed under Title VI, Title VII, and Title IX which are not resolved satisfactorily may be filed with the Principal Lead Teacher of schools.

F. Grievances filed under Section 504 that are not resolved satisfactorily may be appealed by filing for a "Due Process Procedures", available at the office of Employee Relations.

Salary Schedules

A. Salary Schedules

Employees of the Academic Opportunities Academy are paid according to various salary schedules. Salary schedules will be reviewed and approved annually when the budget is approved.

It is the employee's responsibility to provide the appropriate documentation to verify their placement on the salary schedule. Credit for work experience and education may affect placement on the salary schedule. The Principal Lead Teacher with New Mexico Board approval may, in certain job categories, establish a salary that deviates from the established salary schedule. The following is a list of the various salary schedules and the class of employees paid on each schedule.

Salary Schedule 1 Campus Instructional Management

Appendix E

Applicable to Principal Lead Teachers

Salary Schedule 2 Campus Office Management

Applicable to Office Managers

Salary Schedule 3 Certified Teacher

Applicable to Teachers, Grades 1-12, Special Education Teachers, Early Childhood Teachers, Pre-School Teachers

Salary Schedule 4 Certified Educational Support

Applicable to Subject Matter Specialists, Counselors/Social Workers, Registered Nurses, Diagnosticians, Speech Therapists, Occupational Therapists, Physical Therapists, Psychologists, Interpreters, and other professionally trained and certified employees

Salary Schedule 5 Non-certified Educational Support

Applicable to Tutors and Teaching Assistants

Salary Schedule 6 Secretarial/Clerical

Applicable to Secretarial, Accounting, Data Processing, Attendance Manager and other clerical personnel

Salary Schedule 7 Custodians and Maintenance Employees

Salary Schedule 8 Food Service Employees

B. Salary Deductions

The Board of Directors has approved payroll deductions as authorized when requested by the employee and are in addition to those deductions required by law, such as federal and state withholding tax, social security, workman's compensation and educational retirement. The Board of Directors will contribute its share of benefits as required by law to all eligible employees. Eligible employees are defined as those employees who are working three hours per day five days per week. Exception to this would be any full-time position that becomes a job sharing position, substitutes, and temporary employees. Voluntary deductions are as follows:

1. Group Health Insurance
2. Group Dental Plans
3. Group Life Insurance Plans
4. Group Vision Insurance
5. Disability Insurance
6. Tax Sheltered Annuities
7. Savings
8. Professional Dues
9. United Way Contributions
10. Savings Bonds
11. Flexible Spending Accounts

By law, United States levies and/or garnishments may be deducted from the employee's salary.

Payroll check automatic deposit is also available.

Academic Opportunities Academy

Discipline Policy

Promoting Good Behavior

Since the school is designed to be a small campus with an open architectural structure and a student-to-adult ration of less than 10:1, the majority of serious discipline problems will be avoided. A sense of community will be developed by treating all students fairly and concentrating on helping students succeed in all of their studies and activities. Several activities are planned to accomplish this positive atmosphere at the school.

1. Regularly scheduled group meetings where students are recognized for their accomplishments and progress
2. The use of Tai Chi and Yoga, in the physical education program, and their emphasis on deep breathing and relaxation techniques to reduce stress
3. The reduction of down-time or wasted time for students through the self-paced emphasis of the program
4. The one-on-one tutoring used to help students who are struggling with assignments
5. The presence of a social worker whose job will be to help students work through their personal and family problems
6. The opportunity for student to take breaks for a healthy snack or for some physical activity
7. Activities, such as tutoring younger students or serving internships, that will help each student connect with other people and the community

The net result of these practices will be stress reduction and openness on the part of all students. Students who are engaged in their studies and actively working with other individuals are much less prone to acting out.

Developing the Discipline Plan

The Community Advisory Group (CAG) will be tasked with developing community acceptable rules and consequences. Before school opens each year, the current discipline policy will be provided to all parents and discussed during a CAG meeting, to which all parents are always invited. This discussion will be videotaped and provided to all parents through the school's website.

The following are suggestions for the CAG to consider.

School Wide Rules

1. Treat everyone with respect
2. Follow directions
3. Respect school and personal property
4. Keep all of your body and objects to yourself

Serious Offenses:

There are some instances which require a student be sent to the office immediately. These types of serious offenses are as follows:

1. Fighting
2. Acting Openly Defiant/Disrespectful

3. Vulgarities (by mouth or gesture)
4. Possession of Illegal Substances or Weapon

Consequences:

- After-school detention
- Additional community service duties
- In-school suspension.
- Out-of-school suspension

No Bullying Policy

Our goal is to create a safe, healthy, and happy environment that is conducive to learning. Every student deserves to be treated with kindness and respect. Therefore, we do not allow bullying behavior at our school. Bullying behavior is when one or more students intentionally do something mean or hurtful to another student. When a person feels bullied he or she may feel very scared, very hurt, or not feel well at school.

The following behaviors are considered bullying behavior:

- Saying things that hurt feelings
- Teasing or making fun of someone
- Laughing at someone in a disrespectful way
- Trying to force someone to do something she or he does not want to do
- Sending mean notes
- Telling or making up stories about someone (verbal or written)
- Scaring others
- Threatening to hurt someone
- Breaking or taking something that belongs to someone else
- Physically hurting others

Proposed Student Discipline Procedures

The following proposed procedures will be reviewed and refined by the CAG and then approved by the Board of Directors before the opening of the school.

Student Interrogations

School authorities have a responsibility to cooperate with law enforcement agencies and/or child abuse investigators who are seeking to interview students at the school site. Individual students should not be interrogated on campus without the knowledge of the principal. There is no requirement to notify the parents of the student prior to the questioning if there suspected child abuse; however, school authorities must immediately make a good faith effort to notify the parents or legal guardians of a student if the student has been removed from campus by law enforcement authorities.

If a commissioned law enforcement officer must place a student under arrest, the parents or legal guardians of the student should be notified immediately and have the opportunity to meet the student at the school. The student must be made aware of his/her legal rights by the law

enforcement before the student may be removed from the campus for either further questioning or to be held at a detention facility.

In either case, Academic Opportunities Academy will seek to address the situation by seeking positive support for the student and family. This would be accomplished by connecting the student and family to appropriate supports and services that has the potential to mitigate the barriers that the student and family have that led to law enforcement involvement.

Student Dress

The New Mexico Board expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. Student dress may not present a health or safety hazard, violate municipal or state law or present a potential for disruption to the instructional program. Attire or accessories which advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry towards any group are not acceptable.

Unacceptable clothing and accessories include, but are not limited to, gang-related attire, excessively tight or revealing clothes, short shorts, and bare midriff, low-cut and/or off the shoulder blouses, spiked jewelry, chains, and belts with more than 6 inches excess. "Sagging", or the wearing of pants below the waist and/or in a manner that allows underwear or bare skin to show, and "bagging", or the wearing of excessively baggy pants with low hanging crotches are prohibited. As a matter of common courtesy and respect, hats/caps are not to be worn while inside buildings except when related to specific instructional, safety, religious or medical reasons.

Academic Opportunities Academy Community Advisory Group(s) may customize its individual dress codes to address the needs and standards of their communities and neighborhoods through use of a process which ensures input from students, parents, faculty and staff of the school and other interested community members. Students and their parents/guardians have the responsibility to be aware of the school specific dress codes and to conform to those requirements. The responsibility to interpret and enforce the policy rests with the Principal of Academic Opportunities Academy.

This policy should be reviewed periodically with Community Advisory Group representatives to enlist their support and encourage pride and good taste. Attire or accessories which advertise, display, or promote any drug, including alcohol and tobacco, sexual activity, violence, disrespect and/or bigotry toward any group shall be considered unacceptable.

Student Dress: Hats and Caps

The New Mexico Board expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. With increasing awareness of the prolonged health concerns of prolonged or excessive exposure to direct ultraviolet radiation of sunlight, students are encouraged to wear hats and caps

while participating in activities out of doors. Outdoor activities include recess, athletic and sports activities, music rehearsals, and other extracurricular activities.

As with all student dress, the wearing of hats or caps may not present a health or safety hazard, violate municipal or state law or present a potential for disruption to the instructional program. Hats and caps will not advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry towards any group. Hats and caps that are deemed gang-related attire are prohibited.

As a matter of common courtesy and respect, hats/caps are not to be worn while inside buildings except when related to specific instructional, safety, religious or medical reasons.

Academic Opportunities Academy may customize its individual dress codes to address the needs and standards of its communities and neighborhoods through use of a process which ensures input from students, parents, faculty and staff of the school and other interested community members. Students and their parents/guardians have the responsibility to be aware of the school specific dress codes and to conform to those requirements. The responsibility to interpret and enforce the policy rests with each principal for his/her school.

This policy should be reviewed periodically with Community Advisory Group representatives to enlist their support and encourage pride and good taste.

Student Smoking and/or Tobacco Use

The use of tobacco or tobacco products on Academic Opportunities Academy property is prohibited for parents, visitors, students, faculty, and staff.

Long Term Suspension of Student

All efforts will be made to prevent long term suspensions by doing whatever it takes to address the barriers that our students may face. However, Academic Opportunities Academy will maintain a long term suspension of student policy in the unlikelihood that there is no alternative.

All students have due process procedures available to them under the New Mexico Board's Student Behavior Handbook. Any student for whom Academic Opportunities Academy is requesting long-term suspension has the right to a suspension hearing held before an selected independent hearing officer, or other party selected by the student. Students or their parents may waive the right to a hearing by signing a waiver. Academic Opportunities Academy Principal Lead Teacher may not encourage the signing of waivers by saying or implying that hearing officers are likely to impose more severe discipline than the Academic Opportunities Academy Principal Lead Teacher.

A long-term suspension is defined as the removal of a student from school and all school- related activities for more than ten (10) days and up to the balance of the semester.

A student with an identified disability may not be suspended in excess of ten school days, cumulative, without an IEP review to determine whether the student's IEP is appropriate and whether the behavior(s) in question is a manifestation of the student's disability.

The burden of proving that the student violated a provision of the Student Behavior Handbook to the degree a student must be suspended is the responsibility of school authorities.

Procedure for Long-Term Suspension through the Hearing Process

A. Parent and student must be advised of all the charges both orally and in writing a minimum of five (5) days prior to the scheduled hearing. The written notice should be on the form "Notice of Discipline and/or Anticipated Temporary or Long-Term Suspension".

B. Hearings will be scheduled through the Principal Lead Teacher. Hearings must be scheduled within ten (10) working days of the notice of discipline being sent to the parents.

C. If the hearing will require the services of an interpreter ,including sign language, Academic Opportunities Academy will work with parents to arrange such services in a timely manner.

D. Academic Opportunities Academy must present copies of the following information to the hearing officer during the hearing.

1. The copy of the "Notice of Discipline and/or Anticipated Long-Term Suspension."
2. Report of current grades, current attendance, and class progress reports.
3. Written witness reports, incident reports, and school police reports.
4. Current IEP Committee report for special education students, inclusive of IEP documents related to the requested action.
5. Student Assistance Team review reports and/or 504 plan reviews, if applicable.
6. Copies of all reports will become part of the official hearing record. Failure to provide these documents may result in student reinstatement.
7. Hearings will be scheduled through the Principal. Hearings must be scheduled within ten (10) working days of the notice of discipline being sent to the parents.
8. Copy of arrangement notice that services of an interpreter will be required for the hearing.

Procedures for Long-Term Suspension When Parents Waive the Right to Hearing

1. The Principal Lead Teacher or designee must advise parents and student of the charges orally and in writing.
2. The Academic Opportunities Academy Principal Lead Teacher must advise parents of their right to a hearing. They must explain the hearing procedure and they may not state or imply that requesting a hearing will increase the likelihood of a more severe penalty.

3. The Academic Opportunities Academy Principal Lead Teacher must explain to the parents that the student will not be allowed to attend Academic Opportunities Academy and/or an other public school while he/she is suspended.
4. The Academic Opportunities Academy Principal Lead Teacher must advise parents of students with an identified disability of the availability of alternative continuation services during the term of the suspension.
5. Parents must sign the request to waive the due process hearing.
6. The Academic Opportunities Academy Principal Lead Teacher must advise parents and the student regarding possible education alternatives during the term of the suspension.
7. The Academic Opportunities Academy Principal must attach documentation of parent contacts and intervention to the copy of the "Notice of Discipline and/or Anticipated Long-Term Suspension" form.
8. Academic Opportunities Academy must maintain reports on all long-term suspensions on the discipline summary report each 20-day reporting period.

Student Expulsion

All efforts will be made to prevent expulsion by doing whatever it takes to address the barriers that our students may face. However, Academic Opportunities Academy will maintain a long term suspension of student policy in the unlikelihood that there is no alternative.

An expulsion is a disciplinary exclusion (suspension) from Academic Opportunities Academy that is at least two semesters in length. It may be longer or even permanent.

Generally Academic Opportunities Academy wishes to limit exclusion from school to no longer than the end of the current semester. In some cases, there is a need to implement an expulsion as an **extreme** last resort for disciplining students who exhibit unacceptable behaviors such as drug possession, drug sales, acts of extreme violence, vandalism, weapons possession, weapons use, and other felonies.

To Recommend Expulsion

Academic Opportunities Academy must follow the same due process procedures outlined for long-term suspension. In addition, the Principal Lead Teacher must be prepared to justify to the hearing officer the request for the most severe disciplinary action possible. The following special requirements will apply when the hearing officer elects to uphold the school's recommendation for expulsion.

- A. Unlike long-term suspension actions, the due process hearing for an "expulsion" cannot be waived. Even if the student and parents do not appear, the school must present its case to the hearing officer.

B. The Principal or designee will review for affirmation all cases in which the hearing officer decides upon expulsion prior to final imposition of the discipline.

C. Any student who has been expelled may petition for re-entry to Academic Opportunities Academy after one calendar year from the date of expulsion. Students desiring re-entry should submit a request in writing to the Principal Lead Teacher requesting a reconsideration hearing.

Student Searches

To ensure the safety of Academic Opportunities Academy staff and students, school personnel may conduct searches of students. Before any searches occur, the Principal Lead Teacher will make reasonable efforts to contact the parent and have them present before a search occurs.

Academic Opportunities Academy acknowledges both state and federal constitutional rights which are applicable to personal searches of students, searches of their possessions (e.g., pocket contents, backpacks, handbags, etc.) and vehicle searches.

Academic Opportunities Academy officials need only have individualized reasonable suspicion that a particular search will reveal evidence that a crime or breach of the disciplinary code is being committed by the student or that a safety or security issue may exist. Individualized reasonable suspicion is established when the observation of specific and describable behavior or information from a credible informant leads one to reasonably believe that a particular student is engaging in or has engaged in prohibited conduct. The reasonableness of the search will depend upon:

1. The value and reliability of information used as justification for the search;
2. The prevalence and seriousness of the problem to which the search is directed;
3. The urgency requiring an immediate search.

Even if individualized reasonable suspicion exists, the scope of the search must be such that the measures used are reasonably related to the purpose of the search and not excessively intrusive.

Types of Searches

Vehicle Searches - Search of a vehicle while parked on school property may be conducted only if a certified school employee, school security officer, campus security aide or school bus driver has reasonable suspicion that a crime or breach of the disciplinary code is being committed.

Physical Searches - Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code. Searches may be conducted by a certified school employee, school security officer, or campus security aide.

Appendix F

1. Minimally Intrusive Searches - Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee, school security officer, campus security aide, or school bus driver.
2. More Intrusive Searches - Searches such as pat downs and frisks may only be conducted by an authorized person of the same sex as the student being searched.
3. Academic Opportunities Academy staff shall not conduct any strip searches of students. Law enforcement will be contacted in life-threatening situations or in situations that pose a possible danger to the school population.

School staff will separate, and/or restrain a student from harming others.

Student desks, school lockers, storage spaces, school computers, and tablet computers are not the private property of a student but the property of Academic Opportunities Academy and may be opened and subject to inspection without student consent.

Academic Opportunities Academy

Code of Ethics and Conflict of Interest Policies

Code of Ethics for all Board Members, Employees and Volunteers

1. All board members, employees and volunteers of Academic Opportunities Academy values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship.
2. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
3. The primary concern of the board members, employees and volunteers will always be for the student and for the development of the student's potential.
4. The board members, employees and volunteers will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
5. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the board members, employees and volunteers will strive to achieve and sustain the highest degree of ethical conduct.
6. All board members, employees and volunteers of Academic Opportunities Academy have a series of obligations to the student that require that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
2. All board members, employees and volunteers of Academic Opportunities Academy have a series of obligations to the public that require that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

- b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
3. All board members, employees and volunteers of Academic Opportunities Academy have a series of obligations to the profession of education that require that the individual:
- a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by Academic Opportunities Academy) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of the state statutes of the state in which the campus is located.

- l. Shall report to appropriate authorities any known allegation of a violation of the laws and regulations for public schools of the state in which the campus is located.
- m. Shall seek no reprisal against any individual who has reported any allegation of a violation of the laws and regulations for public schools of the state in which the campus is located.
- n. Shall comply with the conditions of an order of the courts, commissions and agencies of the state in which the campus is located.

Conflict of Interest

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions

1. Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2 of the Article of Incorporation for Academic Opportunities Academy, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Procedures

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest:
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. Violations of the Conflicts of Interest Policy
 - a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

State of New Mexico
Public School Facilities Authority



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May 4, 2012

Mr. Mark Casavantes, M.Ed.
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas, 79902

Dear Mr. Casavantes:

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec) for the proposed Academic Opportunities Academies. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283 (HB283), your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan. If you are a successful applicant, PSFA also request that you send us the plan in a 3-ring binder and include an electronic version once the PED approves your charter.

Through our review of the FMP/Ed Spec, PSFA understands the following:

- You are seeking to locate schools in Anthony, Deming, Las Cruces, Alamogordo, and Carlsbad. You are required to contact the Districts where you plan to locate to determine if they have space in any of their existing facilities that may be able to accommodate your schools.
- You plan to have a cap of 400 students and consist of 1-12th grades. The school will explore the possibility of adding kindergarten to the enrollment in the future. With this in mind, the school should be aware of the facility needs for square footage for kindergarten students.
- The school anticipates having a total of six conference room classrooms for 12 students, one open space classroom that accommodates 200 students, specialty classrooms, and administrative/support services.
- You have reviewed our adequacy standards, planning guide and HB 283.

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

A handwritten signature in dark ink, appearing to read "John M. Valdez", with a long, sweeping flourish extending to the right.

John M. Valdez, AICP
Facility Master Planner

cc: Martica Casias, Planning and Design Manager
Brent Flenniken, Regional Manager, PSFA
Earl Franks, Regional Manager, PSFA
Jorge Au, Regional Manager, PSFA
Damon Armstrong, Regional Manager, PSFA

PURPOSE

In conjunction with the Facility Master Plan and Educational Specifications vendors, Public School Facilities Authority staff has revised our facility master plans/educational specifications requirements for charter schools. This revision is based upon the unique characteristics of charter schools that differentiate them from traditional schools and districts. Some of the master plan and educational specifications requirements do not apply to charter schools. For instance, charter school enrollments are capped at a certain number so that a full scale demographics component is unnecessary. Additionally, charters may deliver their educational programs in different ways, meaning that not all the requirements of the facility master plans and educational specifications apply.

The aim of this revision is to create a process that is fair and equitable for charter schools that make it easy for the vendor and the schools to create a streamlined tool that is beneficial and valuable. PSFA and the vendors met on two occasions to craft these revisions and they are the product of discussions based on the vendor's experiences in preparing these documents.

The following components are required for any charter school facility master plan/educational specifications document.

Are there other Academic Opportunities Academies in operation currently? I saw a reference to a private school and I see that a graduate and a student will be involved in the steering committee.

We do operate a small private school in El Paso. We thought it would be a good idea to operate a school until our charter schools opened. It provides us with the opportunity to try out aspects of our plan, to test ideas, etc... We currently have 14 students in a one room school house environment. Our students range from 3rd grade to community college level. We also teach G.E.D. classes at the Salvation Army in El Paso where we have about 8 students.

Are you looking to open one charter school with the potential of locating in either Deming, Anthony, Las Cruces, Alamogordo, or Carlsbad or do you intend on opening a school in each of these communities?

We are applying to operate charter schools in all five locations and we are submitting five applications. One for Deming, Anthony, Las Cruces, Alamogordo, and Carlsbad, New Mexico. We are planning for future locations in Albuquerque and Roswell, New Mexico. We plan to have more than one location in each city we are located in the future as well.

CHARTER SCHOOL OVERVIEW

- ☐ Year of the initial charter: Application July 2, 2012, Opening Fall 2013.
- ☐ First renewal, If any: N/A

GENERAL

- ☐ Clear and Concise
- ☐ Clearly presented major ideas
- ☐ Separate detailed supporting forms and analysis
- ☐ Clearly labeled tabs
- ☐ Title identifying FMP as 5-year plan/years
- ☐ Electronic file included
- ☐ Include documentation of adoption by school governing board
School governing boards are to be established during the start up year.
- ☐ Acknowledgements page
- ☐ School physical address and contact information

Contact Information:

Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902

Mark Casavantes M.Ed.
Superintendent / Founder
cell: 915-471-7104
fax: 915-849-1904
AOATexas@gmail.com

Wes Clarkson M.Ed.
Associate Superintendent / Founder
cell: 915-496-7933
fax: 915-849-1904
wesclarkson@sbcglobal.net

Proposed School Locations:

Deming, New Mexico
Anthony, New Mexico
Las Cruces, New Mexico
Alamogordo, New Mexico
Carlsbad, New Mexico

ACRONYMS/DEFINITIONS

- ☐ Abbreviations, acronyms, and uncommon terms identified

CATE - Career And Technology Education
Medical / Nursing / Dental / Pharmacy
Computer IT / Computer Programming

1. GOALS / MISSION

1.1 Goals

- a. All students and staff will be provided a safe and productive, working and learning environment.
- b. All students will graduate ready for post secondary education at a university or other institution and ready to work in the modern job market.
- c. All students will graduate being fully bilingual in both English and Spanish.
- d. All students will graduate being excellent citizens.

1.1.1 Mission

Academic Opportunities Academy will lead all New Mexico schools in all important measures of quality and efficiency through continuous incremental improvement using teamwork and innovation. We will serve all students, including students from low-income families, students from Spanish speaking homes, recent immigrants, children in the foster care system, children residing in homeless shelters, and children with disabilities. We will take students from where they are and help them achieve at exceptionally high levels preparing them for post-secondary education and the modern job market.

- ☐ Desired future state of schools educational programs

Academic Opportunities Academy seeks to be the best charter school provider in New Mexico.

1.1.2 General Educational Philosophy

Academic Opportunities Academy knows that all children learn differently, have different interests, and come to us with different levels of knowledge, skills and abilities. We seek to find the best methods to deliver instruction to all our students. We will use strategies from several continuous improvement practices such as Lean Six Sigma, Total Quality Management, the DuPont Integrative Improvement System, Baldrige, ISO 9001:2000. We will use a state of the art curriculum

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

mapping database that will provide real time data on every student using a set of proprietary metrics. This data will be available in real time to each student, parent, guardian, administrator, teacher, social worker and tutor. This data will be used to improve every aspect of instruction and learning.

We believe that the citizen of the future must be bilingual in English and Spanish, be trained to have self sustaining job skills, and prepared to continue their education at any university, or any post secondary institution in the English or Spanish speaking world. Our education will focus on two of the main areas of high paying employment in the world today, health care and computer IT fields. This job preparation knowledge and skills will begin at the earliest appropriate level and be integrated into the New Mexico Content Standards with Benchmarks and Performance Standards as well as the alignment with the Common Core Standards. We will include standards for world class college preparation as well.

☐ Desired future state of school's community involvement

Academic Opportunities Academy will have a robust and fully integrated community involvement program. In our continuous improvement model, community members will be involved in the study, research, discussions, planning, design, implementation, and monitoring of all aspects of our operations. All members of our community are encouraged to be active and contributing members to our continuous improvement process.

Are there specific community groups in which the school will focus in the school's environment?

We seek all like minded community groups to partner with us in helping New Mexico's children succeed. We currently work with the Salvation Army, the El Paso Rescue Mission, the Yucca Council of the Boy Scouts of America with their Explorer Program, the Boys and Girls Clubs, and the University of Texas at El Paso Foster Children Program.

We hope to partner with local hospitals, doctors, clinics, Texas Tech, the University of Texas, El Paso Community College, Donna Ana Community College, New Mexico State University, the University of New Mexico, Engineering firms, Computer Science / Programming firms, and other related institutions.

☐ Conformance with Adequacy Standards

Academic Opportunities Academy will comply with the New Mexico Public School Facility Adequacy Standards and the New Mexico Public School Adequacy Planning Guide. We will use these documents to guide us in the selection, remodeling and maintenance our school campuses to insure we meet all adequacy requirements.

1.2 Process

All members are encouraged to provide all the guidance, assistance and expertise they are able to contribute. Ideas from all members is considered in an open discussion. Items are decided by mutual consensus or vote when members are divided.

Members were consulted to develop and prioritize the capital needs for the school for the next five years. The process included the following steps:

1.2.1 Data Gathering and Analysis

Data gathering on the available properties for lease that met our facility requirements, including lease documents, facility and site plans.

Conduct site inspections of available properties for lease to assess the condition of the overall facility for New Mexico adequacy.

Conducted meetings with our steering committee members.
Submitted our plan to PSFA representatives for their review and recommendations.

Conducted an abbreviated energy audit of the proposed facilities.

Examined the educational adequacy of the proposed facilities for the next five years and extrapolated a phased plan to reach the enrollment cap of 400 students.

We think that about 300 students would be our ideal number of students to operate our schools. When we plan to open a new school nearby, we want to be able to temporarily increase our enrollment to 400 students as well as increase our staff accordingly. When our new campus is open, we would split our student population between the two campuses and then let both campuses grow to about 300 students. We plan to operate our campuses with about 300 students, but our cap to be 400 students.

Presented to Academic Opportunities Governing Board members for plan acceptance and approval.

Submitted facilities plan to PSFA for State approval.

1.2.2 Authority and Facilities Decision Making

- ☐ Identify process for capital planning and decision-making

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

Mr. Gilbert Pineda, CPA is our primary consultant with all capital planning and decision making. He is experienced in school finance issues and has been the past CPA for the Ysleta Independent School District located in El Paso, Texas.

All members are encouraged to provide all the guidance, assistance and expertise they are able to contribute. Ideas from all members is considered in an open discussion. Items are decided by mutual consensus or vote when members are divided, unless overruled by Mr. Gilbert Pineda.

☐ Identify how community input is considered

We have placed fliers in all cities where we seek to open charter schools asking for all interested individuals, and businesses to become members of our Community Advisory Groups. We also have placed ads on Craig's List for individuals and businesses in Southern New Mexico to become members of our Community Advisory Groups.

We are developing our Community Advisory Groups and their membership is growing.

All members of our Community Advisory Groups are encouraged to provide all the guidance, assistance and expertise they are able to contribute. Ideas from all members is considered in an open discussion. Items are decided by mutual consensus or vote when members are divided.

Meeting Ground Rules:

- a. Only one person speaks at a time; no one will interrupt while someone is speaking.
- b. Each person expresses their own views, rather than speaking for others at the table or attributing motives to them.
- c. Avoid grandstanding (i.e., extended comments/speaking), so that every one has a fair chance to speak.
- d. No personal attacks. Challenge ideas, not people.
- e. Everybody agrees to make a strong effort to stay on track with the agenda and to move the deliberations forward.
- f. Everybody will seek to focus on the merits of what is being said, making a good faith effort to understand the concerns of others. Questions of clarification are encouraged. Disparaging comments are not permitted.

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

- g. Everybody will follow the "no surprises" rule. Concerns should be voiced when they arise, not later in the deliberations when a "surprise" objection is raised.
- h. Each person will seek to identify options or proposals that represent shared interests, without minimizing legitimate disagreements. Each person agrees to do their best to take account of the interests of the group as a whole.
- i. Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodates their interests and the interests of others.

We will use Six Sigma, Total Quality Management, Quality New Mexico, and other proven improvement systems in the field of achieving excellence will be incorporated into the Community Advisory Groups. These Community Advisory Groups will oversee all aspects of our organization. They will seek out areas to improve, research, design, improve, measure, monitor, refine, develop, change, and/or eliminate. Community Advisory Groups will have different membership requirements to insure that no group feels intimidated. School administration will not be members of any other group so that all other groups are free from any form of intimidation, or influence. There will be student groups, parent groups, community groups, and some mixed groups.

Six Sigma at many organizations simply means a measure of quality that strives for near perfection. Six Sigma is a disciplined, data-driven approach and methodology for eliminating defects (driving toward six standard deviations between the mean and the nearest specification limit) in any process - including the operations of our charter school. We seek to exceed anyone's standards of excellence.

Rita Casavantes has been an Industrial Engineer for Texas Instruments and Raytheon. She was a constant to the British government during the Falklands War. She was sent to Russia as an advisor after the collapse of the Soviet Union. She is a Six Sigma Black Belt and Certified Six Sigma Trainer. She has been a consultant on our quality initiatives and will be involved in the training of our Community Advisory Groups. True she is a sister of Mark Casavantes, but she is very qualified to be involved in this aspect of our charter schools.

Total Quality Management (TQM) is an integrated system of principles, methods, and best practices that provide a framework for organizations to strive for excellence in everything they do.

Quality New Mexico helps organizations throughout the state improve their performance through the use of the Baldrige Criteria for Performance Excellence.

- o list members that attended and affiliation

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

| | |
|--------------------|--|
| Mark Casavantes, | Superintendent / Governing Board Member |
| Wes Clarkson, | Associate Superintendent |
| Mark Berry | Attorney |
| Gilbert Pineda | CPA |
| Rita Casavantes | Industrial Engineer / Quality Initiatives / Six Sigma Trainer |
| Ellen Casavantes | Retired Army Military Police and Recruiter, Bachelors in Home Economics pursuing Masters in Social Work |
| Joaquin Moreno | Owner of Sunset Photo / Parent / Governing Board Member |
| Mary Alice Prats | Manager of a J.C. Penny's in El Paso, Texas |
| Joe Sandoval | Real Estate Consultant / Governing Board Member |
| Jo Ann Fontanez | Wells Fargo Bank |
| Rita Casavantes | Six Sigma Black Belt and Industrial Engineer with Raytheon |
| Josefina Diaz | Nursing Consultant and Registered Nurse |
| Nancy Casavantes | Nursing Consultant and Registered Nurse |
| Carol Elliott | Nursing Consultant and Registered Nurse |
| Brian Clement | IT Information Architecture and Databases |
| Aaron Skinner | Computer Programmer Masters in Computer Science Parent |
| Raul Cruz | Mechanical and Chemical Engineer |
| Armando Garcia Jr. | Bilingual Education Teacher |
| Francisco Wong | Restaurant Owner / Parent |
| Nancy Bond | Mother / Parent / Special Education and 504 Advocate |
| Ailcia Rodriguez | Beauty Salon Owner / Parent |
| Jenipher Rodriguez | Student / Has tested and evaluated various software |
| Alanis Skinner | Student |
| Beth Skinner | Student / Graduate |
| Jake Saldivar | Our First Graduate / Currently Studying Business Management |
| Catalina Wong | Student / Has tested and evaluated various software |

☐ Steering committee involvement

The Steering committee has been involved in determining our Mission and Vision Statement. Members have been involved in developing ideas for our charter school, consulting with Mark Casavantes and Wes Clarkson on all aspects of our current plan, researching and determining that we should offer a Nursing/Medical and Computer Science/Computer Programming Curriculum, to offer an extended day due to parent's work schedules, this also was considered a good idea to have all student work done during school hours so parents would not have to deal with homework. Some parents felt unqualified to assist their children or did not want to bother with homework after a long work day. Some parents felt that their children should be bilingual in both English and Spanish to be most effective now and in the future. Issues that are currently being discussed involve the Special Education processes and to insure all students are being properly and adequately served.

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

We are working to develop additional members and to incorporate them into more and more aspects of our plan until we have members into every aspect of our operations.

- identify members of the steering committee

| | |
|--------------------|--|
| Mark Casavantes, | Superintendent / Governing Board Member |
| Wes Clarkson, | Associate Superintendent |
| Mark Berry | Attorney |
| Gilbert Pineda | CPA |
| Rita Casavantes | Industrial Engineer / Quality Initiatives / Six Sigma Trainer |
| Ellen Casavantes | Retired Army Military Police and Recruiter, Bachelors in Home Economics pursuing Masters in Social Work |
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| Beth Skinner | Student / Graduate |
| Jake Saldivar | Our First Graduate / Currently Studying Business Management |
| Catalina Wong | Student / Has tested and evaluated various software |

- Identify how staff input is considered

All members are encouraged to provide all the guidance, assistance and expertise they are able to contribute.

Currently we do not have any staff.

- Identify how student input is considered

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Students in our El Paso, Texas private school are encouraged to provide all the guidance, assistance and expertise they are able to contribute regarding our charter school plans in various states and our current operations.

Some students have tested and evaluated various software that we are considering for use in our charter school.

2. EXISTING AND PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

- ☐ Provide overview of current educational programs and facilities

Currently we have no facilities in New Mexico.

Academic Program:

Developed by committed, well-educated professionals using first-rate curriculum and instructional methods.

Based in rich, important, and meaningful content that aligns with New Mexico standards / benchmarks.

- ☐ How grade levels are configured

2013-2014 school year 1-12 open graded school.

2014-2015 open graded schools with grades 1-6 and 6-12.

We will make a decision in the future regarding including kindergarten into our program.

- ☐ Identify any existing shared/joint use facilities with other public or private entities

None

- identify the relationships with the joint use facilities

N/A

- ☐ Describe the School's Instructional Program

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

Academic Opportunities Academy offers a non-graded, self-paced, academically rigorous two-way dual language program in English and Spanish curriculum, that prepares students to enter the modern job market. We offer an dual credit program leading to an associates degree in computer science / programming or medical / nursing, or continue their education at any college or university. We will incorporate a state-of-the-art computer database that will provide real time data and metrics to insure we are offering the best education possible to our students. This database will be available to the student, their parents or guardians, administrators, teachers, tutors and staff on a real time basis. Instruction will take place using individual studying by the student, peer tutoring, staff tutoring, and pull out conference room like classrooms. Students will have a choice of learning activities based on their interests, learning styles and other factors. Administrators, Teachers, Tutors and Staff will all be held accountable for the success of all of our students. Students will have access to their individual tablet computers linked to the schools database.

- ☐ Description of the General Instructional Organization (grade levels, groups, academies)

Multi-graded K-12 or K-6 and 6-12 groupings.

Students will select the Medical / Nursing or Computer Science / Programming options at the 6th grade. Students in grades K-5 will be offered a composite curriculum of both the Medical / Nursing and Computer Science / Programming.

- ☐ Schedule Approach (periods, block schedule)

Under schedule approach the text indicates that students will use iPads. Does the school also intend on issuing text books to the students? Would you need storage for text books in a facility?

We intend to use tablet computers, not necessarily iPads.

We intend to have all textbooks in a digital format on the student's tablet computers.

We think that traditional textbooks will become obsolete.

We may have some reference materials available for students, but this should be a minimal quantity.

Building Opens at 7:00 AM

Breakfast 7:00 - 8:00 AM

Opening Activities 8:00 - 8:15 AM

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Pledge
Awards
Recognitions
Announcements
Motivation and Encouragement

Attendance Check

Student Work and Tutoring Begins 8:15 AM

Teacher Lead Pull Out Classes Begins 9:00 AM

Students are pulled out of our main academic area into conference room like classrooms based on the student's academic needs. The teacher presents their lesson, conducts discussions, or activities for as long as the teacher determines is best to achieve success for all students. The teacher may dismiss, at any time, students who have mastered the concepts to the main academic area.

Attendance Check

Extended Instructional Day 8:00 AM to 6:00 PM with lunch and snack periods. There are no set class periods in our charter school design.

Lunch Period(s) To be determined.

Snack Period(s) To be determined.

Collection of iPads, clean-up,

End of the Official Class Day 6:00 PM

Attendance Check

Review of Daily Data and Reflection with Staff Members 6:00 - 6:15 PM

Building Closes 7:00 PM

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- ☐ List special anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

Since the school plans to enroll young grades, does it have the need for a site with playground and / or fields in the event the school does field competitive sports teams?

We would like to enclose an outdoor playground.

We are considering working with any charter school group to collectively offer competitive sports, but do not plan to have our own facilities. The Boys and Girls Clubs have such facilities and we plan to work with them on our after school program.

We seek to develop academic teams to compete in competitions in New Mexico and El Paso, Texas.

We are open to participate with other charter schools in developing competitive sports teams.

Extracurricular activities will be determined by our Community Advisory Groups. We anticipate the extracurricular interests to be different at each campus, as well as change over time.

We have consulted with the Boys and Girls Clubs, Boy Scouts, and Girl Scouts. We are also considering University Interscholastic League competitions in Texas, various robotic competitions, and chess tournaments.

2.1.2 Anticipated Changes in Programs

None at this time.

- ☐ Identify projected changes in programs that impact use/need for facilities

None at this time.

- ☐ With regard to School Size, Class Size, Grade Level Configuration, Schedule

No change anticipated at this time.

- ☐ Discuss opportunities for continuing or increasing shared/joint use in the future.

2.2 Enrollment

2.2.1 Historic and Current Enrollment

- ☐ Graph of historic and current enrollment by grade level (40 day counts)

Currently we have no New Mexico charter school historic or current enrollment.

- ☐ Current year enrollment and five year historical enrollment; if available

Currently we have no New Mexico charter school historic or current enrollment.

2.2.2 Projected Enrollment

- ☐ Graph of projected 5 or 10 year enrollment

Need to develop graph

- ☐ Enrollment cap per current approved charter

400 Students

- ☐ Identify the five-year post occupancy projection of attendance in the grade levels affected by the facility.

We intend to operate our charter schools with about 300 students.

When we will be opening a new school we plan to temporarily increase enrollment to 400 students until the new campus opens.

In cities such as Las Cruces, where we think we will reach our targeted enrollment of 300 quickly, we have thought of planning for two 300 student campuses in one building. This is how we would reach an enrollment of 600. The schools would be completely separate, but share administrative and office staff. We would consider the maximum cap to still be 400 students for each campus.

2.2.3 Student Origination

- ☐ Map identifying attendance areas of existing and proposed facilities

To Be Determined

2.2.4 Classroom Loading Policy

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The text states that the school needs a total of 14 classrooms and the six conference room classrooms will be used for 12 students in a room at the same time. Fourteen classrooms for a cap of 400 or 600 seems low, especially since the way I read the text, the specialty classrooms are included in the 14 total. Does the school have an anticipated breakdown of the students per grade levels? We are not encouraging more space than you need by this comment but just want to insure that you have adequate space for all your students.

We consider the One Main Room Open Space Classroom to be a classroom as well where our tutors will be assisting students individually and in small groups. This is where students will work on activities, assignments, and study. We plan to staff the room with tutors who will provide the students with the academic assistance they need to be successful. Students will work individually and in small groups in this area. We will also require students to provide two hours of peer tutoring per week as part of their service learning component.

We plan to have an extended school day where all the required activities can be completed at our charter school so students will not have any homework. They will leave our campus free of any academic responsibilities. Due to an extended day, we can offer more classes in each classroom than in a traditional school day.

Also, only students who need instruction in a particular concept will be pulled out to be instructed in our classrooms. We will not waste the time of the students who have mastered this material. We estimate that at least 1/3 of a traditional classroom has students who have mastered the material taught.

We plan to have approximately equal representation of each grade level at a campus.

- ☐ Identify anticipated class loading requirements or district policy

Six Conference Room Classrooms 15 x 30 for approximately 12 students.

One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

- Total number of permanent specialty classrooms

One Science Lab 26 x 30 for approximately 16 students.

One Music Room 30 x 34 for approximately 20 students.

One Art Room 30 x 34 for approximately 20 students.

One Gym Room 30 x 34 for approximately 40 students each.

Two CATE Rooms 20 x 34 for approximately 20 students each.

- Total number of portable classrooms

None

- Total number of classrooms

14 (fourteen) classrooms

2.2.5 Classroom Needs

- Identify existing/future classroom needs to accommodate the projected enrollment

Six Conference Room Classrooms 15 x 30 for approximately 12 students.

- 13 Chairs
- 3 2 x 6 Tables
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 1 12 x 4 White Board
- 3 10 x 4 White Boards

One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

- 20 Kidney Tutoring Tables (seat 4)
- 10 4 foot diameter tables (seat 6)
- 20 2 x 6 Tables (seat 4)

- Total number of permanent specialty classrooms

One Science Lab 26 x 30 for approximately 16 students.

- 4 Science Tables
- 16 Stools
- 1 Chair
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 2 12 x 4 White Boards
- 3 10 x 4 White Boards

One Music Room 30 x 34 for approximately 20 students.

- 21 Chairs
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 2 12 x 4 White Boards
- 3 10 x 4 White Boards

One Art Room 30 x 34 for approximately 20 students.

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- 21 Chairs
- 5 2 x 6 Tables

One Gym Room 30 x 34 for approximately 40 students each.

Wood floor for Dancing
Mirrors on the 34 foot wall
Music system with speakers
Soundproofing

Floor Mats for Martial Arts
Heavy Bags
Speed Bags

Two CATE Rooms 20 x 34 for approximately 20 students each.

One Classroom equipped for Medical / Nursing Program

- 21 Chairs
- 5 2 x 6 Tables
- 5 10 x 4 White Boards
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen
- 1 Hospital Bed w/ Equipment

One Classroom equipped for Computer Science / Programming

- 21 Chairs
- 10 2 x 6 Computer Tables
- 20 Desktop Computers
- 5 10 x 4 White Boards
- 1 Ceiling Projector
- 1 79 inch x 140 inch Projection Screen

2.3 Site and Facilities

2.3.1 Location

- ☐ Map(s) identify the location of any existing and proposed facilities.

Site to be determined.

2.3.2 Site

Site to be determined.

2.3.3 Facility

- ☐ Overview of sites and facilities , existing or proposed

Facility to be determined.

2.3.4 Facility Evaluation (If Applicable)

Facility to be determined.

2.3.5 Statewide Adequacy Standards

- ☐ Identify how the facility conforms to Statewide Adequacy Standards

Facility to be determined.

- ☐ Summary of facility condition evaluation (FAD Executive Summary Report)

- Has PSFA evaluated the facility for code and adequacy? Summarize of PSFA/Code analysis of any existing facilities that are proposed for future use, if so, include in this section.

PSFA has not evaluated any facility.

Facility to be determined.

2.4 Utilization and Capacity

2.4.1 Utilization (If available)

- ☐ Identify special factors that influence facility use

Utilization not available.

2.4.2 Capacity

- ☐ Identify functional student capacity (capacity based on educational program)

Approximately 300 students

Maximum cap of 400 students

- ☐ Identify anticipated student capacity and efficiency of facility use and provide supporting analysis.

To be determined.

2.5 Technology

- ☐ Overview of Tech. plan and needed equip.

T-1 or better internet service.

Server

300 Tablet Computers

20 Desktop Computers

10 Networked Ceiling Projectors

Charging Stations for 300 Tablet Computers

Wi-Fi Network

Medical Equipment

2.6 Energy Management - of existing or proposed facilities

To be determined.

2.6.1 Energy Assessment, if available

Not available.

2.6.2 Energy Efficiency Recommendations, if available

Not available.

2.6.3 Energy Management Plan, if available

- ☐ Overview of energy management plan, if available

Not available.

3. FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Goals

3.1.2 Concepts

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Academic Opportunities Academy - Facility Master Plan 2013 - 2018

- Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs.

No safety issues involving students walking to school.

No safety issues involving traffic patterns for vehicles dropping off students.

No safety issues involving bus safety conditions.

Proximity to major roadways

Control of access to and from site is obtained.

Facility has well controlled entrance and egress points.

Proximity to airports

Proximity to high-voltage power transmission lines

Presence of toxic and hazardous substances

Hazardous air emissions and facilities within a quarter mile.

Other health hazards

Proximity to railroads

Proximity to pressurized gas, gasoline, or sewer pipelines

Proximity to high-pressure water pipelines, reservoirs, water storage tanks

Proximity to propane storage tanks

Noise levels

Compatibility with nearby businesses

3.2.1 Space Summary

In your itemized list of spaces I don't see a lunch room and/or kitchen. How will the school deliver meal service (i.e. do you need full service kitchen or warming kitchen?) and where will the students eat their meals (classrooms, Gym rooms)?

Our plan is to have food delivered to the campus for each meal.

We plan to have students eat in our Main Room Open Space Classroom.

We don't plan to have a full service kitchen or warming kitchen.

We have consulted with a few restaurants who would love to provide our meals.

We think there is enough competition in this area to get excellent food at reasonable prices.

Or

Will kids bring their own lunch, or go off campus?

Students will be permitted to bring their own lunches.

Students will not be permitted to leave the campus during lunch.

We believe that all our students need to be supervised while under our care.

Since Health Sciences is a primary focus of the proposed charter school, will one science lab be enough to accommodate the full enrollment cap? Or will the

Appendix I

Academic Opportunities Academy - Facility Master Plan 2013 - 2018

science lab only apply to the middle and high school students with the elementary students receiving instruction in the classroom?

We have consulted with our Registered Nurses regarding our curriculum and classroom requirements and they think we have adequate classroom space. With so much material now available on tablet computers and the internet there is a lot of instruction that does not need to be in a classroom.

We plan to have an integrated Medical / Computer Science curriculum in grades 1st to 6th. During the 6th grade students will select their area of specialization to be Medical / Nursing Program or the Computer Science / Programming Program. In both programs we intend to fully use all our classrooms. Our students will be pulled out for various classes from the Main Room Open Space Classroom into our various classrooms. When the teacher dismisses the students they will return to the Main Room Open Space Classroom to work on various activities, assignments, and study.

The Science Lab will be used by all students regardless if they are in the Medical / Nursing or Computer Science / Programming programs.

One of our CATE Rooms will have medical equipment and the other CATE Room will have desktop computers. Our Registered Nurses are contemplating the Medical CATE Room to be set up like a hospital room and / or medical lab. So in some respects we will have two science labs.

- ☐ Itemize the quantity and sizes of spaces required to accommodate the instructional program

Six Conference Room Classrooms 15 x 30 for approximately 12 students.

One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

One Science Lab 26 x 30 for approximately 16 students.

One Music Room 30 x 34 for approximately 20 students.

One Art Room 30 x 34 for approximately 20 students.

Two Gym Rooms 15 x 34 for approximately 20 students each.

Two CATE Rooms 20 x 34 for approximately 20 students each.

Faculty Restrooms

Student Restrooms

Reception Area

Office Area

Conference Room

Social Worker Room 1

Social Worker Room 2

Server Room

Tablet Computer Storage

Educational Equipment Storage

Furniture Storage

Office Supply Storage
Secure Room for Student Files
Secure Room for Special Education Student Files
Art Room Storage
Science Room Storage
Medical / Nursing Classroom Storage
Computer Science Classroom Storage
Teacher Workroom
Custodial Storage

3.2.2 Site Requirements

See **3.1.2 Concepts**

3.2.3 Descriptions and Diagrams of Required Spaces

- ☐ Provide a graphic diagram illustrating the relationship between the program areas

3.2.4 Alternative Methods

3.2.5 Space Needs

3.2.6 Detailed Space and Room Requirements

3.3 Implementation of Space Needs

3.3.1 Scenarios for Implementation

Regarding potentially opening a second campus to accommodate growth. Will you consider this once you reach your cap at the existing facility or will you split your cap with two facilities? With they be considered two different charter schools if you do reach the point where you need to split off?

We will begin considering an additional campus once we have about 300 students, particularly if we reached this enrollment quickly.

We consider our ideal operating enrollment of 300 students and a not to exceed cap of 400 students.

We would like to find facilities in which there is enough vacant building space that when we grow beyond 300 students we could create another campus within the same building. We would have two separate campuses of 300 students each. We intend to keep each campus separate, but share administrative and office staff. This is where our 600 student number comes from. Initially we intend to open with 300 student campuses with a 400 student not to exceed cap.

Appendix I

Academic Opportunities Academy - Facility Master Plan 2013 - 2018

Many of the classroom sizes (especially the six conference room classrooms) appear to be too small, for elementary students. According to our adequacy planning guide”

Grades 1 - 5th require a 32 net square foot per student, which for 12 students (your stated loading), we would need 384 NSF.

We would also consider these rooms to be half classrooms and our adequacy planning guide states that the minimum size for half classrooms is 450 NSF.

We will follow your recommendation and increase these rooms to 450 NSF.

The plan indicates that the school plans to have two Gym Rooms, each totaling 510 SF. Do you intend to locate the two Gym Rooms into one, thereby (possibly with a divider down the middle) in the event you need performance space, multi use space, or more athletic space? The plan indicates that you plan to teach martial arts. Having studied martial arts myself, you need enough space to stretch, spar, and conduct drills. My concern is that 510 SF might not be enough.

We like your idea of on larger Gym Room of 1020 SF. We will then conduct larger classes and alternate their use between martial arts and dance. When appropriate we will reduce class sizes when the activity warrants.

Do you envision having your full cap on campus upon opening or do you intend to phase in your cap?

We plan to market our school and open with close to the 300 students we desire. We have gotten a lot of interest in our charter schools already and have several families who have indicated they would enroll their children with us. Parents from Mesquite, New Mexico plan to attend our Anthony charter school.

- ☐ Identify facility phasing strategies considered for meeting required needs with projected growth.

When it is determined we need to grow, our plan is to find another facility within the city to locate a second campus. The existing campus will remain as is.

We plan to find a facility that will meet our requirements without needing extensive repair and remodeling costs. We do not anticipate the need to use any phasing strategies.

4. CAPITAL PLAN

4.1 Capital Funding

4.1.1 Historic and Current Funding

- ☐ Provide a brief history of how the school has met its capital funding needs

We do not have any current capital expenses.

4.1.2 Current Capital Expenses

We do not have any current capital expenses.

4.1.3 Potential Future Sources of Revenue

To be determined.

4.1.4 PSCOC Capital Outlay Funding

- ☐ Identify the school's current and future financial resources available or expected (indicating by year(s) available to meet capital needs)

Planning without knowing exactly what will be available is difficult at this time.

4.2 Capital Needs

4.2.1 Projects

- ☐ Summarize total capital needs identified including renewal of existing facilities, technology requirements, and educational and programmatic requirements

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- ☐ Provide an estimate of probable costs for the total project including:

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Site development cost

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Facility construction

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Other projected costs

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- ☐ cost estimating assumptions including:

- Anticipated project delivery schedule

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Unit costs

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

- Inflation

We have been looking at available properties, but could not finalize our requirements until a specific property has been identified.

4.3 Implementation Strategy

4.3.1 Project Prioritization

- ☐ Identify the process and criteria to prioritize capital needs

With the possibility for no start up funds we would see if we could negotiate lease terms that reduced or eliminated any payments during our first year of operation.

We would purchase just enough of all student furniture, computer tablets, and other similar purchases to keep up with enrollment.

We might have to reduce our staffing to below our initial planned levels to operate in a financially sound manner.

We would be interested in any reasonable loan agreement with New Mexico to operate until all start up costs could be funded through regular payments.

We would aggressively seek any grants we could apply for to mitigate any funding shortfalls.

4.3.2 Capitalization Analysis

- ☐ Identify financial strategies and alternatives considered to meet capital needs

We have consulted with Wells Fargo Bank regarding financing start up costs.

They will not fund all of the anticipated \$250,000 estimated to start up each charter school location.

We have consulted with the Small Business Administration and SCORE regarding funding options that may be available to us.

We have some businesses that are considering loaning us money to start our charter school.

- ☐ Summary of capital improvement for the next 5 (or 10) yrs.

If funding prohibits us from doing all the remodeling work we desire, then we would complete as much as possible each year.

Our goal is to have enough funding to perform all repair and remodeling prior to opening of our charter school and to only need to perform required maintenance and repair as needed.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

•

- ☐ A table summarizing characteristics of site and facilities Name of facility

Exact site locations to be determined.

Academic Opportunities Academy - Deming, NM
Academic Opportunities Academy - Anthony, NM
Academic Opportunities Academy - Las Cruces, NM
Academic Opportunities Academy - Alamogordo, NM
Academic Opportunities Academy - Carlsbad, NM

- State identification number

Not yet assigned.

- Physical address

To be determined.

Appendix I

Academic Opportunities Academy - Facility Master Plan 2013 - 2018

Deming, New Mexico
Anthony, New Mexico
Las Cruces, New Mexico
Alamogordo, New Mexico
Carlsbad, New Mexico

- Date of opening

Fall 2013

- Dates of major additions and renovations

To be determined, if necessary.

- Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available

N/A

- Site owned or leased

Plan to lease initially and then create a foundation to purchase the property by 2015.

- Total building area gross sq/ft.

Approximately 15000 square feet

- Site acreage

Approximately 0.6 acres

- Total number of permanent general classrooms

Six Conference Room Classrooms 12 x 30 for approximately 12 students.
One Main Room Open Space Classroom 60 x 96 for approximately 200 students.

- Total number of permanent specialty classrooms

One Science Lab 26 x 30 for approximately 16 students.
One Music Room 30 x 34 for approximately 20 students.
One Art Room 30 x 34 for approximately 20 students.
Two Gym Rooms 15 x 34 for approximately 20 students each.
Two CATE Rooms 20 x 34 for approximately 20 students each.

Appendix I

Academic Opportunities Academy - Facility Master Plan 2013 - 2018

- Total number of portable classrooms

None

- Total number of classrooms

14 (fourteen) classrooms

5.2 Site Plan

- Percentage of portable classrooms compared to total number of permanent classrooms

No portable classrooms are anticipated.

- Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)

Not available

- Number of gross sq. ft per student per school facility

48 square feet / student

- ☐ Scaled School Site Plan

5.3 Floor Plan

- ☐ Scaled school floor plan(s) with rooms numbers to match inventory

To be determined.

5.4 Facility Inventory

- ☐ Include room use and square footage of each room

Appendix I

Academic Opportunities Academy - Facility Master Plan 2013 - 2018

| | |
|---------------------------------|--------------|
| Main Room | 5760 sq. ft. |
| Science Lab | 780 sq. ft. |
| Music Room | 1020 sq. ft. |
| Art Room | 1020 sq. ft. |
| Gym Room 1 | 510 sq. ft. |
| Gym Room 2 | 510 sq. ft. |
| CATE Room 1 | 680 sq. ft. |
| CATE Room 2 | 680 sq. ft. |
| Conference Room Classroom 1 | 450 sq. ft. |
| Conference Room Classroom 2 | 450 sq. ft. |
| Conference Room Classroom 3 | 450 sq. ft. |
| Conference Room Classroom 4 | 450 sq. ft. |
| Conference Room Classroom 5 | 450 sq. ft. |
| Conference Room Classroom 6 | 450 sq. ft. |
| Testing Center | 680 sq. ft. |
| Boy's Restroom | 260 sq. ft. |
| Girl's Restroom | 260 sq. ft. |
| Men's Staff / Public Restroom | 60 sq. ft. |
| Women's Staff / Public Restroom | 60 sq. ft. |
| Private Meeting Room 1 | 100 sq. ft. |
| Private Meeting Room 2 | 100 sq. ft. |
| Custodial | 24 sq. ft. |
| Teacher Work Room | 180 sq. ft. |
| Server Room | 100 sq. ft. |
| Office Supply Room | 180 sq. ft. |
| School Supply Room | 180 sq. ft. |
| Computer Tablet Storage Room | 120 sq. ft. |
| Office Staff | 192 sq. ft. |
| Reception Room | 240 sq. ft. |

5.5 Photographs

To be determined.

- ☐ Illustrative photographs as appropriate (min. one exterior and one interior)

To be determined.

5.6 Facility Evaluation

- ☐ Evaluation report

To be determined.

5.7 FAD Update

Appendix I

Academic Opportunities Academy - Facility Master Plan 2013 - 2018

| | |
|---------------------------------|--------------|
| Main Room | 5760 sq. ft. |
| Science Lab | 780 sq. ft. |
| Music Room | 1020 sq. ft. |
| Art Room | 1020 sq. ft. |
| Gym Room 1 | 510 sq. ft. |
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| Office Supply Room | 180 sq. ft. |
| School Supply Room | 180 sq. ft. |
| Computer Tablet Storage Room | 120 sq. ft. |
| Office Staff | 192 sq. ft. |
| Reception Room | 240 sq. ft. |

5.5 Photographs

To be determined.

- ☐ Illustrative photographs as appropriate (min. one exterior and one interior)

To be determined.

5.6 Facility Evaluation

- ☐ Evaluation report

To be determined.

5.7 FAD Update

- ☐ FAD forms updated

5.8 Detailed Space and Room Requirements (EdSpec), if applicable

5.8.1 Technology and Communications Criteria

We intend to have Wi-Fi service to all areas of our facility.

We are considering double wiring the facility to insure we can operate if any problems occur with the primary wiring.

We plan to have tablet computers for every student's use and some desk top computers for some activities that a tablet is not as capable. An example would be to teach keyboarding skills.

We intend to have cameras in our school to record lectures and activities for future instruction and/or review.

We intend to have cameras to study and evaluate our operations and to use to evaluate any incidents that may occur.

5.8.2 Power Criteria

5.8.3 Lighting and Day Lighting Criteria

Classroom spaces will have natural and artificial light sources capable of maintaining at least 50 foot-candles of well-distributed light.

5.8.4 Environmental Conditioning Criteria

5.8.5 Classroom Acoustics Criteria

Music Room to be soundproofed

5.8.6 Furnishing and Equipment Criteria

Sturdy, durable, safe, and economical.

5.8.7 Table types

5.8.8 Storage types

Shelves
File Cabinets
Storage Room

5.8.9 Criteria Sheets

- ☐ Provide as appropriate information to support space recommendations such as an existing calendar of events or breakdowns from comparable facilities.

Evaluating of space requirements are based on our experiences with Premiere High School and Paso del Norte in El Paso, Texas. Both are charter schools that serve less than the number of students we anticipate to serve.

Mark Casavantes has a degree in Architecture from Southern California Institute of Architecture and he is familiar with space programming and requirements for various spaces within a facility.

5.9 Capital Improvement Plan(CIP), if available

N/A

- ☐ Summary table of priority capital improvement for the next 5 years and project cost details.

N/A

Each square is approximately 10 ft x 10 ft.



May 17, 2012

Ms. Leslie Cervantes

Superintendent

Las Cruces Public Schools

565 South Main Street, Suite 249

Las Cruces, New Mexico 83100

Dear Ms. Leslie Cervantes,

We are applying for a charter school in Las Cruces, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,



Mark Casavantes M.Ed.

Superintendent

Academic Opportunities Academy

817 East Missouri Avenue, Suite B

El Paso, Texas 79902

(915) 471-7104

(915) 849-1904 Fax

AOATexas@gmail.com

May 17, 2012
Dr. George Straface
Superintendent
Alamogordo Public Schools
1211 Hawaii Avenue
Alamogordo, New Mexico 83100

Dear Dr. George Straface,

We are applying for a charter school in Alamogordo, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Mark Casavantes". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

Mark Casavantes M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902
(915) 471-7104
(915) 849-1904 Fax
AOATexas@gmail.com

May 17, 2012
Ms. Cynthia Nava
Superintendent
Gadsden ISD
4950 McNutt Road
Santa Teresa, New Mexico 88008

Dear Ms. Cynthia Nava,

We are applying for a charter school in Anthony, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,



Mark Casavantes M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902
(915) 471-7104
(915) 849-1904 Fax
AOATexas@gmail.com

May 17, 2012

Ms. Harvielee Moore

Superintendent

Deming Public School District

400 Cody Road

Deming, New Mexico 88030

Dear Ms. Harvielee Moore,

We are applying for a charter school in Deming, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Mark Casavantes". The signature is fluid and cursive, with the first name "Mark" being more prominent than the last name "Casavantes".

Mark Casavantes M.Ed.

Superintendent

Academic Opportunities Academy

817 East Missouri Avenue, Suite B

El Paso, Texas 79902

(915) 471-7104

(915) 849-1904 Fax

AOATexas@gmail.com

May 17, 2012

Mr. Gary Perkowski
Superintendent
Carlsbad Municipal Schools
408 North Canyon Street
Carlsbad, New Mexico 88220

Dear Mr. Gary Perkowski,

We are applying for a charter school in Carlsbad, New Mexico.

PSFA requires us to contact the Districts where we plan to locate to determine if you have space in any of your existing facilities that may be able to accommodate our charter schools.

We would require about 15000 square feet.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Mark Casavantes". The signature is fluid and cursive, with the first name "Mark" being more prominent and the last name "Casavantes" following in a similar style.

Mark Casavantes M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902
(915) 471-7104
(915) 849-1904 Fax
AOATexas@gmail.com

Appendix J

STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONSCharter Name **Academic Opportunities Academy**

Charter Number

| | 3 & 4 Yr. DD | 3 & 4 Yr. A/B | C & C-GIFTED | D & D-GIFTED | *BASIC | GRADE TOTAL |
|--|--------------|---------------|-----------------|-----------------|--------|----------------------------|
| Kindergarten Program | | | | | | |
| ECE/KN | | | | | | 0.00 |
| FDK | | | | | | 0.00 |
| Basic Program | | | | | | |
| Grade 1 | | | | | 25.00 | 25.00 |
| Grade 2 | | | | | 25.00 | 25.00 |
| Grade 3 | | | | | 25.00 | 25.00 |
| Grade 4 | | | | | 25.00 | 25.00 |
| Grade 5 | | | | | 25.00 | 25.00 |
| Grade 6 | | | | | 25.00 | 25.00 |
| Grade 7 | | | | | 25.00 | 25.00 |
| Grade 8 | | | | | 25.00 | 25.00 |
| Grade 9 | | | | | 25.00 | 25.00 |
| Grade 10 | | | | | 25.00 | 25.00 |
| Grade 11 | | | | | 25.00 | 25.00 |
| Grade 12 | | | | | 25.00 | 25.00 |
| Totals | 0.00 | 0.00 | 0.00 | 0.00 | 300.00 | |
| *INCLUDE STUDENTS RECEIVING A/B SERVICES | | | | | | ECE FTE 0.00 |
| | | | | | | TOTAL GRADES 1-12 300.00 |
| | | | | | | SUBTOTAL MEM 300.00 |
| | | | | | | TOTAL MEM 300.00 |

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

| | ECE FTE | COST INDEX | PROGRAM UNITS | | |
|---|------------|---------------|------------------|-------------------------------|---------|
| Kindergarten | | | | | |
| ECE, FDK-New, and FDK | 0.00 | 1.44 | 0.000 | Kindergarten Units | 0.000 |
| Basic Program (Grade Total) | | | | | |
| Grade 01 | 25.00 | 1.20 | 30.000 | | |
| Grade 02 | 25.00 | 1.18 | 29.500 | | |
| Grade 03 | 25.00 | 1.18 | 29.500 | | |
| Grade 04 | 25.00 | 1.045 | 26.125 | | |
| Grade 05 | 25.00 | 1.045 | 26.125 | | |
| Grade 06 | 25.00 | 1.045 | 26.125 | | |
| Grade 07 * | 25.00 | 1.25 | 31.250 | | |
| Grade 08 * | 25.00 | 1.25 | 31.250 | | |
| Grade 09 * | 25.00 | 1.25 | 31.250 | | |
| Grade 10 * | 25.00 | 1.25 | 31.250 | | |
| Grade 11 * | 25.00 | 1.25 | 31.250 | | |
| Grade 12 * | 25.00 | 1.25 | 31.250 | | |
| * Includes Vocational Weighting | | | | | |
| | | | | Basic Program Units | 354.875 |
| Special Education | | | | | |
| | MEM | Factor | | | |
| C & C-Gifted | 0.00 | 1.00 | 0.000 | | |
| D & D-Gifted | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. DD | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. A/B | 0.00 | 0.70 | 0.000 | | |
| A/B MEM (Reg/Gifted) | | 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 | | | |
| | | 0.0500 | | Fine Arts Program Units | 0.000 |
| Bilingual Program | | | | | |
| HOURS | MEM | FTE | Factor | | |
| 1 | | 0.00 | | | |
| 2 | | 0.00 | | | |
| 3 | 300.00 | 150.00 | | | |
| Total Bilingual | 300.00 | 150.00 | 0.500 | Bilingual Units | 75.000 |
| (May not total more than the no. of students in grades K-12.) | | | | | |

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

Elementary P.E. Program

| | | | |
|------------|---------------|---------------------------------------|---------|
| <i>MEM</i> | <i>Factor</i> | Elementary P.E. Units | 0.000 |
| | 0.060 | | |
| | | TOTAL MEMBERSHIP PROGRAM UNITS | 429.875 |
| | | T & E Index (Oct 2011) | 1.000 |

National Board Certified Teachers

| | | | |
|-------------|---------------|---|----------|
| <i>FTE:</i> | <i>Factor</i> | ADJUSTED PROGRAM UNITS | 429.875 |
| | 1.500 | National Board Certified Teachers Units: | 0.000 |
| | | District Size Adjustment Units | 41.625 |
| | | Charter Schools not eligible for District Size | (41.625) |

Size Adjustment Units

| | | | |
|-------------------------|--------------|-------------------------------|---------|
| | <i>UNITS</i> | School Size Adjustment Units | 120.000 |
| Elementary/Mid/Jr. High | 0.000 | Rural Isolation Units | 0.000 |
| Senior High | 120.000 | New District Adjustment Units | 0.000 |
| District Size | 41.625 | At Risk Units | 16.800 |

| | | |
|-----------------------------|----------------------|------------|
| <u>At-Risk Units</u> | <i>At-risk index</i> | <i>MEM</i> |
| 2012-2013: | 0.056 | 300.00 |

Charter Schools Student Activities

| | | | | |
|------------------|------------|---------------|---|-------|
| (Districts Only) | <i>MEM</i> | <i>Factor</i> | Growth Units | 0.000 |
| | | 0.100 | Charter Schools Student Activities Units | 0.000 |
| | | | (Charters not eligible for CS Student Activities) | 0.000 |

Home School Student Activities

| | | | | |
|------------------|------------|---------------|--|-------|
| (Districts Only) | <i>MEM</i> | <i>Factor</i> | Home School Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for Home School Student Activities) | 0.000 |

TOTAL PROGRAM UNITS 566.675

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

| | |
|--|--------|
| Projected Mem: | 300.00 |
| (Enter the District Mem EXCLUDING Charter Mem) | |
| Projected Mem: | 300.00 |
| (Enter the District Mem EXCLUDING Charter Mem) | |
| Projected Mem: | 300.00 |
| (Enter the District Mem EXCLUDING Charter Mem) | |

Save-Harmless Data

| | |
|--|-------|
| 2012-2013 40th Day TOTAL PROGRAM UNITS | 0.000 |
| (Not Grand Total Program Units) | |

Growth Data

| | |
|---|-------|
| 2012-13 Operating Budget Calculation | 0.000 |
| Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE | |
| 40th Day Calculation | 0.000 |
| Takes Prior Year 40th-Day and compares to Current Year 40th-Day | |

GRAND TOTAL UNITS 566.675

× Unit Value **\$3,668.18**

PROGRAM COST \$2,078,665.90

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:

| | |
|-----------------------------------|--------|
| Cash Balance Credit | |
| Energy Efficiency | |
| Energy Efficiency Renewable Bonds | |
| Other Misc Credits | |
| Total Other Credits | \$0.00 |

Less: Other Credits/Adjustments \$0.00

(\$41,573.32)

STATE EQUALIZATION GUARANTEE \$2,037,092.58

SIZE ADJUSTMENT UNITS:

PED 910B-5

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

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

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

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 |
|---------------------------------------|------|--------|--------|--------------|
| | | 1-12 | 300.00 | 120.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | <u>0.000</u> |
| TOTAL SENIOR HIGH SCHOOL UNITS | | | | 120.000 |

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?

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

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | PROJ. AMT (YEAR 2) | PROJ. AMT (YEAR 3) | PROJ. AMT (YEAR 4) | PROJ. AMT (YEAR 5) |
|---------------------------------------|----------|-----------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| FUND 11000-Operational Revenue | | | | | | | | |
| | | Revenue From Local Sources | | | | | | |
| 11000 | 0000 | 41701 | Fees Activities | | | | | |
| 11000 | 0000 | 41702 | Fees Educational | | | | | |
| 11000 | 0000 | 41705 | Fees Users | | | | | |
| 11000 | 0000 | 41706 | Fees Summer School | | | | | |
| 11000 | 0000 | 41920 | Contributions and Donations From Private Sources | | | | | |
| | | Revenue From State Sources | | | | | | |
| 11000 | 0000 | 43101 | State Equalization Guarantee | \$2,037,092.58 | \$2,037,092.58 | \$2,037,092.58 | \$2,037,092.58 | \$2,037,092.58 |
| 11000 | | TOTAL: OPERATIONAL | | \$2,037,092.58 | \$2,037,092.58 | \$2,037,092.58 | \$2,037,092.58 | \$2,037,092.58 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|--------------|------------------------------------|--------|-----------|---|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-1000 - Instruction | | | | | | | | | | | | | |
| | | | | Personnel Services - Compensation | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1411 | Salaries Expense: Teachers Grades 1-12 | \$350,000.00 | 7.00 | \$350,000.00 | 7.00 | \$350,000.00 | 7.00 | \$350,000.00 | 7.00 | \$350,000.00 | 7.00 |
| 11000 | 1000 | 51100 | 1412 | Salaries Expense: Teachers Special Education | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 |
| 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 | \$100,000.00 | 2.00 | \$100,000.00 | 2.00 | \$100,000.00 | 2.00 | \$100,000.00 | 2.00 | \$100,000.00 | 2.00 |
| 11000 | 1000 | 51100 | 1416 | Salaries Expense: Teachers Other Instruction | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1611 | Salaries Expense: Substitutes Sick Leave | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1612 | Salaries Expense: Substitutes Other Leave | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1613 | Salaries Expense: Separation Pay | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1618 | Salaries Expense: Athletics | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1621 | Salaries Expense: Summer School/After School | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1624 | Salaries Expense: Activities Salaries | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1711 | Salaries Expense: Instructional Assistants Grades 1-12 | \$300,000.00 | 15.00 | \$400,000.00 | 20.00 | \$400,000.00 | 20.00 | \$400,000.00 | 20.00 | \$400,000.00 | 20.00 |
| 11000 | 1000 | 51100 | 1712 | Salaries Expense: Instructional Assistants Special Ed. | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1713 | Salaries Expense: Instructional Assistants ECE | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1714 | Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.) | | | | | | | | | | |
| | | | | Total: Personnel Services Compensation | \$800,000.00 | 25.00 | \$900,000.00 | 30.00 | \$900,000.00 | 30.00 | \$900,000.00 | 30.00 | \$900,000.00 | 30.00 |
| | | | | Personnel Services - Employee Benefits | | | | | | | | | | |
| 11000 | 1000 | 52111 | 0000 | Educational Retirement | \$54,500.00 | | \$54,500.00 | | \$54,500.00 | | \$54,500.00 | | \$54,500.00 | |
| 11000 | 1000 | 52112 | 0000 | ERA - Retiree Health | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| 11000 | 1000 | 52210 | 0000 | FICA Payments | \$49,600.00 | | \$55,800.00 | | \$55,800.00 | | \$55,800.00 | | \$55,800.00 | |
| 11000 | 1000 | 52220 | 0000 | Medicare Payments | \$11,600.00 | | \$13,050.00 | | \$13,050.00 | | \$13,050.00 | | \$13,050.00 | |
| 11000 | 1000 | 52311 | 0000 | Health and Medical Premiums | \$55,385.00 | | \$55,385.00 | | \$55,385.00 | | \$55,385.00 | | \$55,385.00 | |
| 11000 | 1000 | 52312 | 0000 | Life | \$2,050.00 | | \$2,050.00 | | \$2,050.00 | | \$2,050.00 | | \$2,050.00 | |
| 11000 | 1000 | 52313 | 0000 | Dental | \$47,250.00 | | \$47,250.00 | | \$47,250.00 | | \$47,250.00 | | \$47,250.00 | |
| 11000 | 1000 | 52314 | 0000 | Vision | \$600.00 | | \$600.00 | | \$600.00 | | \$600.00 | | \$600.00 | |
| 11000 | 1000 | 52315 | 0000 | Disability | \$300.00 | | \$300.00 | | \$300.00 | | \$300.00 | | \$300.00 | |
| 11000 | 1000 | 52316 | 0000 | Other Insurance | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 1000 | 52500 | 0000 | Unemployment Compensation | \$16,000.00 | | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | |
| 11000 | 1000 | 52710 | 0000 | Workers Compensation Premium | \$172.00 | | \$516.00 | | \$516.00 | | \$516.00 | | \$516.00 | |
| 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 | \$247,457.00 | | \$257,451.00 | | \$257,451.00 | | \$257,451.00 | | \$257,451.00 | |
| | | | | 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 | | \$0.00 | | \$0.00 | | \$0.00 | | \$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 | \$15,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 11000 | 1000 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 1000 | 55819 | 0000 | Employee Travel - Teachers | | | | | | | | | | |
| 11000 | 1000 | 55820 | 0000 | Employee Training - Teachers | \$25,000.00 | | \$29,722.58 | | \$27,722.58 | | \$25,722.58 | | \$25,722.58 | |
| 11000 | 1000 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 1000 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$40,000.00 | | \$49,722.58 | | \$47,722.58 | | \$45,722.58 | | \$45,722.58 | |
| | | | | Supplies | | | | | | | | | | |
| 11000 | 1000 | 56112 | 0000 | Other Textbooks | | | | | | | | | | |
| 11000 | 1000 | 56113 | 0000 | Software | \$36,000.00 | | \$50,000.00 | | \$50,000.00 | | \$50,000.00 | | \$50,000.00 | |
| 11000 | 1000 | 56118 | 0000 | General Supplies and Materials | \$29,216.58 | | \$30,000.00 | | \$30,000.00 | | \$30,000.00 | | \$30,000.00 | |
| | | | | Total: Supplies | \$65,216.58 | | \$80,000.00 | | \$80,000.00 | | \$80,000.00 | | \$80,000.00 | |
| | | | | Property | | | | | | | | | | |
| 11000 | 1000 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 1000 | 57332 | 0000 | Supply Assets (\$5,000 or less) | \$150,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| | | | | Total: Property | \$150,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| 11000 | 1000 | | | TOTAL: INSTRUCTION | \$1,302,673.58 | 25.00 | \$1,297,173.58 | 30.00 | \$1,295,173.58 | 30.00 | \$1,293,173.58 | 30.00 | \$1,293,173.58 | 30.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--|--------|-----------|---|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-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 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 |
| 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 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 | \$50,000.00 | 1.00 |
| | Personnel Services - Employee Benefits | | | | | | | | | | | | | |
| 11000 | 2100 | 52111 | 0000 | Educational Retirement | \$5,450.00 | | \$5,450.00 | | \$5,450.00 | | \$5,450.00 | | \$5,450.00 | |
| 11000 | 2100 | 52112 | 0000 | ERA - Retiree Health | \$1,000.00 | | \$1,000.00 | | \$1,000.00 | | \$1,000.00 | | \$1,000.00 | |
| 11000 | 2100 | 52210 | 0000 | FICA Payments | \$3,100.00 | | \$3,100.00 | | \$3,100.00 | | \$3,100.00 | | \$3,100.00 | |
| 11000 | 2100 | 52220 | 0000 | Medicare Payments | \$725.00 | | \$725.00 | | \$725.00 | | \$725.00 | | \$725.00 | |
| 11000 | 2100 | 52311 | 0000 | Health and Medical Premiums | \$5,539.00 | | \$5,539.00 | | \$5,539.00 | | \$5,539.00 | | \$5,539.00 | |
| 11000 | 2100 | 52312 | 0000 | Life | \$205.00 | | \$205.00 | | \$205.00 | | \$205.00 | | \$205.00 | |
| 11000 | 2100 | 52313 | 0000 | Dental | \$4,725.00 | | \$4,725.00 | | \$4,725.00 | | \$4,725.00 | | \$4,725.00 | |
| 11000 | 2100 | 52314 | 0000 | Vision | \$60.00 | | \$60.00 | | \$60.00 | | \$60.00 | | \$60.00 | |
| 11000 | 2100 | 52315 | 0000 | Disability | \$30.00 | | \$30.00 | | \$30.00 | | \$30.00 | | \$30.00 | |
| 11000 | 2100 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2100 | 52500 | 0000 | Unemployment Compensation | \$1,000.00 | | \$1,000.00 | | \$1,000.00 | | \$1,000.00 | | \$1,000.00 | |
| 11000 | 2100 | 52710 | 0000 | Workers Compensation Premium | \$18.00 | | \$18.00 | | \$18.00 | | \$18.00 | | \$18.00 | |
| 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 | \$21,852.00 | | \$21,852.00 | | \$21,852.00 | | \$21,852.00 | | \$21,852.00 | |
| | Purchased Professional and Technical Services | | | | | | | | | | | | | |
| 11000 | 2100 | 53211 | 0000 | Diagnosticians - Contracted | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| 11000 | 2100 | 53212 | 0000 | Speech Therapists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53213 | 0000 | Occupational Therapists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53214 | 0000 | Physical/Recreational Therapists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53215 | 0000 | Psychologists/Counselors - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53215 | 0000 | Psychologists/Counselors - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53216 | 0000 | Audiologists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53217 | 0000 | Interpreters - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53218 | 0000 | Specialists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53219 | 0000 | Special Ed Assistants (Non-Instructional) - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53414 | 0000 | Other Professional Services | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | | | Total: Purchased Professional and Tech Services | \$7,500.00 | | \$7,500.00 | | \$7,500.00 | | \$7,500.00 | | \$7,500.00 | |
| | Purchased Professional and Technical Services | | | | | | | | | | | | | |
| 11000 | 2100 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2100 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Support Services - Students | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | Other Purchased Services | | | | | | | | | | | | | |
| 11000 | 2100 | 55200 | 0000 | Property/Liability Insurance | | | | | | | | | | |
| 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 | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|--------------|---|--|-----------|---|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2100 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2100 | 56118 | 0000 | General Supplies and Materials | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | | | Total: Supplies | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2100 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2100 | 57332 | 0000 | Supply Assets (\$5,000 or less) | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| | | | | Total: Property | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| 11000 | 2100 | | | TOTAL: SUPPORT SERVICES - STUDENTS | \$86,852.00 | 1.00 | \$86,852.00 | 1.00 | \$86,852.00 | 1.00 | \$86,852.00 | 1.00 | \$86,852.00 | 1.00 |
| | 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 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 |
| 11000 | 2200 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Support Services - Instruction | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 | \$25,000.00 | 1.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2200 | 52111 | 0000 | Educational Retirement | \$2,725.00 | | \$2,725.00 | | \$2,725.00 | | \$2,725.00 | | \$2,725.00 | |
| 11000 | 2200 | 52112 | 0000 | ERA - Retiree Health | \$500.00 | | \$500.00 | | \$500.00 | | \$500.00 | | \$500.00 | |
| 11000 | 2200 | 52210 | 0000 | FICA Payments | \$1,550.00 | | \$1,550.00 | | \$1,550.00 | | \$1,550.00 | | \$1,550.00 | |
| 11000 | 2200 | 52220 | 0000 | Medicare Payments | \$363.00 | | \$363.00 | | \$363.00 | | \$363.00 | | \$363.00 | |
| 11000 | 2200 | 52311 | 0000 | Health and Medical Premiums | \$2,770.00 | | \$2,770.00 | | \$2,770.00 | | \$2,770.00 | | \$2,770.00 | |
| 11000 | 2200 | 52312 | 0000 | Life | \$103.00 | | \$103.00 | | \$103.00 | | \$103.00 | | \$103.00 | |
| 11000 | 2200 | 52313 | 0000 | Dental | \$2,363.00 | | \$2,363.00 | | \$2,363.00 | | \$2,363.00 | | \$2,363.00 | |
| 11000 | 2200 | 52314 | 0000 | Vision | \$30.00 | | \$30.00 | | \$30.00 | | \$30.00 | | \$30.00 | |
| 11000 | 2200 | 52315 | 0000 | Disability | \$15.00 | | \$15.00 | | \$15.00 | | \$15.00 | | \$15.00 | |
| 11000 | 2200 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2200 | 52500 | 0000 | Unemployment Compensation | \$500.00 | | \$500.00 | | \$500.00 | | \$500.00 | | \$500.00 | |
| 11000 | 2200 | 52710 | 0000 | Workers Compensation Premium | \$18.00 | | \$18.00 | | \$18.00 | | \$18.00 | | \$18.00 | |
| 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 | \$10,937.00 | | \$10,937.00 | | \$10,937.00 | | \$10,937.00 | | \$10,937.00 | |
| | | 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 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2200 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2200 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2200 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 2200 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2200 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2200 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2200 | 56114 | 0000 | Library And Audio-Visual | | | | | | | | | | |
| 11000 | 2200 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2200 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2200 | 57332 | 0000 | Supply Assets (\$5,000 or less) | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| | | | | Total: Property | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| 11000 | 2200 | | | TOTAL: SUPPORT SERVICES - INSTRUCTION | \$38,437.00 | 1.00 | \$38,437.00 | 1.00 | \$38,437.00 | 1.00 | \$38,437.00 | 1.00 | \$38,437.00 | 1.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|--------------|---|--|-----------|---|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-2300 - General Administration | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2300 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 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 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2300 | 53411 | 0000 | Auditing | \$15,000.00 | | \$17,000.00 | | \$18,000.00 | | \$19,000.00 | | \$19,000.00 | |
| 11000 | 2300 | 53412 | 0000 | Bond/Board Elections | | | | | | | | | | |
| 11000 | 2300 | 53413 | 0000 | Legal | \$15,000.00 | | \$16,000.00 | | \$17,000.00 | | \$18,000.00 | | \$18,000.00 | |
| 11000 | 2300 | 53414 | 0000 | Other Professional Services | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| 11000 | 2300 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$40,000.00 | | \$43,000.00 | | \$45,000.00 | | \$47,000.00 | | \$47,000.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2300 | 55400 | 0000 | Advertising | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| 11000 | 2300 | 55811 | 0000 | Board Travel | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| 11000 | 2300 | 55812 | 0000 | Board Training | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| 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 | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2300 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2300 | 56115 | 0000 | Board Expenses | | | | | | | | | | |
| 11000 | 2300 | 56118 | 0000 | General Supplies and Materials | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | | | Total: Supplies | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2300 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2300 | 57332 | 0000 | Supply Assets (\$5,000 or less) | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| | | | | Total: Property | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | | \$2,500.00 | |
| 11000 | 2300 | | | TOTAL: GENERAL ADMINISTRATION | \$72,500.00 | 0.00 | \$75,500.00 | 0.00 | \$77,500.00 | 0.00 | \$79,500.00 | 0.00 | \$79,500.00 | 0.00 |
| | Function-2400 - School Administration | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2400 | 51100 | 1112 | Salaries Expense: Principal | \$80,000.00 | 1.00 | \$80,000.00 | 1.00 | \$80,000.00 | 1.00 | \$80,000.00 | 1.00 | \$80,000.00 | 1.00 |
| 11000 | 2400 | 51100 | 1211 | Salaries Expense: Coordinator/Subject Matter Specialist | | | | | | | | | | |
| 11000 | 2400 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | \$50,000.00 | 2.00 | \$50,000.00 | 2.00 | \$50,000.00 | 2.00 | \$50,000.00 | 2.00 | \$50,000.00 | 2.00 |
| 11000 | 2400 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$130,000.00 | 3.00 | \$130,000.00 | 3.00 | \$130,000.00 | 3.00 | \$130,000.00 | 3.00 | \$130,000.00 | 3.00 |

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|--------|----------------------------------|--|-----------|---|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2400 | 52111 | 0000 | Educational Retirement | \$14,170.00 | | \$14,170.00 | | \$14,170.00 | | \$14,170.00 | | \$14,170.00 | |
| 11000 | 2400 | 52112 | 0000 | ERA - Retiree Health | \$2,600.00 | | \$2,600.00 | | \$2,600.00 | | \$2,600.00 | | \$2,600.00 | |
| 11000 | 2400 | 52210 | 0000 | FICA Payments | \$8,060.00 | | \$8,060.00 | | \$8,060.00 | | \$8,060.00 | | \$8,060.00 | |
| 11000 | 2400 | 52220 | 0000 | Medicare Payments | \$1,885.00 | | \$1,885.00 | | \$1,885.00 | | \$1,885.00 | | \$1,885.00 | |
| 11000 | 2400 | 52311 | 0000 | Health and Medical Premiums | \$14,401.00 | | \$14,401.00 | | \$14,401.00 | | \$14,401.00 | | \$14,401.00 | |
| 11000 | 2400 | 52312 | 0000 | Life | \$533.00 | | \$533.00 | | \$533.00 | | \$533.00 | | \$533.00 | |
| 11000 | 2400 | 52313 | 0000 | Dental | \$12,285.00 | | \$12,285.00 | | \$12,285.00 | | \$12,285.00 | | \$12,285.00 | |
| 11000 | 2400 | 52314 | 0000 | Vision | \$156.00 | | \$156.00 | | \$156.00 | | \$156.00 | | \$156.00 | |
| 11000 | 2400 | 52315 | 0000 | Disability | \$78.00 | | \$78.00 | | \$78.00 | | \$78.00 | | \$78.00 | |
| 11000 | 2400 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2400 | 52500 | 0000 | Unemployment Compensation | \$2,600.00 | | \$2,600.00 | | \$2,600.00 | | \$2,600.00 | | \$2,600.00 | |
| 11000 | 2400 | 52710 | 0000 | Workers Compensation Premium | \$52.00 | | \$52.00 | | \$52.00 | | \$52.00 | | \$52.00 | |
| 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 | | | \$56,820.00 | | \$56,820.00 | | \$56,820.00 | | \$56,820.00 | | \$56,820.00 | |
| | | 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 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2400 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2400 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2400 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2400 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | Total: Other Purchased Services | | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2400 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2400 | 56118 | 0000 | General Supplies and Materials | \$7,500.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| | | Total: Supplies | | | \$7,500.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2400 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2400 | 57332 | 0000 | Supply Assets (\$5,000 or less) | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | Total: Property | | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| 11000 | 2400 | TOTAL: SCHOOL ADMINISTRATION | | | \$199,320.00 | 3.00 | \$201,820.00 | 3.00 | \$201,820.00 | 3.00 | \$201,820.00 | 3.00 | \$201,820.00 | 3.00 |
| | 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 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 |
| 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 | | | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 | \$60,000.00 | 1.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2500 | 52111 | 0000 | Educational Retirement | \$6,540.00 | | \$6,540.00 | | \$6,540.00 | | \$6,540.00 | | \$6,540.00 | |
| 11000 | 2500 | 52112 | 0000 | ERA - Retiree Health | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | |
| 11000 | 2500 | 52210 | 0000 | FICA Payments | \$3,720.00 | | \$3,720.00 | | \$3,720.00 | | \$3,720.00 | | \$3,720.00 | |
| 11000 | 2500 | 52220 | 0000 | Medicare Payments | \$870.00 | | \$870.00 | | \$870.00 | | \$870.00 | | \$870.00 | |
| 11000 | 2500 | 52311 | 0000 | Health and Medical Premiums | \$6,647.00 | | \$6,647.00 | | \$6,647.00 | | \$6,647.00 | | \$6,647.00 | |
| 11000 | 2500 | 52312 | 0000 | Life | \$246.00 | | \$246.00 | | \$246.00 | | \$246.00 | | \$246.00 | |
| 11000 | 2500 | 52313 | 0000 | Dental | \$5,670.00 | | \$5,670.00 | | \$5,670.00 | | \$5,670.00 | | \$5,670.00 | |
| 11000 | 2500 | 52314 | 0000 | Vision | \$72.00 | | \$72.00 | | \$72.00 | | \$72.00 | | \$72.00 | |
| 11000 | 2500 | 52315 | 0000 | Disability | \$36.00 | | \$36.00 | | \$36.00 | | \$36.00 | | \$36.00 | |
| 11000 | 2500 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2500 | 52500 | 0000 | Unemployment Compensation | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | |
| 11000 | 2500 | 52710 | 0000 | Workers Compensation Premium | \$18.00 | | \$18.00 | | \$18.00 | | \$18.00 | | \$18.00 | |
| 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 | | | | | | | | | | |
| 9/2012 | | Total: Personnel Services - Employee Benefits | | | \$26,219.00 | | \$26,219.00 | | \$26,219.00 | | \$26,219.00 | | \$26,219.00 | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|---------------------------|---|--|-----------|---|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| 11000 EXPENDITURES | | | | | | | | | | | | | | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2500 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2500 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Technical Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2500 | 55400 | 0000 | Advertising | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| 11000 | 2500 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2500 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2500 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2500 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2500 | 56113 | 0000 | Software | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |
| 11000 | 2500 | 56118 | 0000 | General Supplies and Materials | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| | | | | Total: Supplies | \$30,000.00 | | \$30,000.00 | | \$30,000.00 | | \$30,000.00 | | \$30,000.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2500 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2500 | 57332 | 0000 | Supply Assets (\$5,000 or less) | \$1,500.00 | | \$1,500.00 | | \$1,500.00 | | \$1,500.00 | | \$1,500.00 | |
| | | | | Total: Property | \$1,500.00 | | \$1,500.00 | | \$1,500.00 | | \$1,500.00 | | \$1,500.00 | |
| 11000 | 2500 | | | TOTAL: CENTRAL SERVICES | \$122,719.00 | 1.00 | \$122,719.00 | 1.00 | \$122,719.00 | 1.00 | \$122,719.00 | 1.00 | \$122,719.00 | 1.00 |
| | 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 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 |
| 11000 | 2600 | 51100 | 1623 | Salaries Expense: Crosswalk Guards | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 | \$15,000.00 | 0.50 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2600 | 52111 | 0000 | Educational Retirement | \$1,635.00 | | \$1,635.00 | | \$1,635.00 | | \$1,635.00 | | \$1,635.00 | |
| 11000 | 2600 | 52112 | 0000 | ERA - Retiree Health | \$300.00 | | \$300.00 | | \$300.00 | | \$300.00 | | \$300.00 | |
| 11000 | 2600 | 52210 | 0000 | FICA Payments | \$930.00 | | \$930.00 | | \$930.00 | | \$930.00 | | \$930.00 | |
| 11000 | 2600 | 52220 | 0000 | Medicare Payments | \$218.00 | | \$218.00 | | \$218.00 | | \$218.00 | | \$218.00 | |
| 11000 | 2600 | 52311 | 0000 | Health and Medical Premiums | \$1,662.00 | | \$1,662.00 | | \$1,662.00 | | \$1,662.00 | | \$1,662.00 | |
| 11000 | 2600 | 52312 | 0000 | Life | \$62.00 | | \$62.00 | | \$62.00 | | \$62.00 | | \$62.00 | |
| 11000 | 2600 | 52313 | 0000 | Dental | \$1,418.00 | | \$1,418.00 | | \$1,418.00 | | \$1,418.00 | | \$1,418.00 | |
| 11000 | 2600 | 52314 | 0000 | Vision | \$48.00 | | \$48.00 | | \$48.00 | | \$48.00 | | \$48.00 | |
| 11000 | 2600 | 52315 | 0000 | Disability | \$9.00 | | \$9.00 | | \$9.00 | | \$9.00 | | \$9.00 | |
| 11000 | 2600 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2600 | 52500 | 0000 | Unemployment Compensation | \$300.00 | | \$300.00 | | \$300.00 | | \$300.00 | | \$300.00 | |
| 11000 | 2600 | 52710 | 0000 | Workers Compensation Premium | \$9.00 | | \$9.00 | | \$9.00 | | \$9.00 | | \$9.00 | |
| 11000 | 2600 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2600 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2600 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2600 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2600 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2600 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$6,591.00 | | \$6,591.00 | | \$6,591.00 | | \$6,591.00 | | \$6,591.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2600 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Property Services | | | | | | | | | | | | |
| 11000 | 2600 | 54311 | 0000 | Maintenance & Repair - Furniture/Fixtures/Equipment | | | | | | | | | | |
| 11000 | 2600 | 54312 | 0000 | Maintenance & Repair - Buildings and Grounds | | | | | | | | | | |
| 11000 | 2600 | 54313 | 0000 | Maintenance & Repair - Vehicles | | | | | | | | | | |
| 11000 | 2600 | 54411 | 0000 | Electricity | | | | | | | | | | |
| 11000 | 2600 | 54412 | 0000 | Natural Gas (Buildings) | | | | | | | | | | |
| 11000 | 2600 | 54413 | 0000 | Propane/Butane (Buildings) | | | | | | | | | | |
| 11000 | 2600 | 54414 | 0000 | Other Energy (Buildings) | | | | | | | | | | |
| 11000 | 2600 | 54415 | 0000 | Water/Sewage | | | | | | | | | | |
| 11000 | 2600 | 54416 | 0000 | Communication Services | | | | | | | | | | |
| 11000 | 2600 | 54610 | 0000 | Rental - Land and Buildings | \$150,000.00 | | \$150,000.00 | | \$150,000.00 | | \$150,000.00 | | \$150,000.00 | |
| 11000 | 2600 | 54620 | 0000 | Rental - Equipment and Vehicles | | | | | | | | | | |
| 11000 | 2600 | 54630 | 0000 | Rental - Computers and Related Equipment | | | | | | | | | | |
| | | | | Total: Purchased Property Services | \$150,000.00 | | \$150,000.00 | | \$150,000.00 | | \$150,000.00 | | \$150,000.00 | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|--------------|---|--------|-----------|---|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | | | Other Purchased Services | | | | | | | | | | |
| 11000 | 2600 | 55200 | 0000 | Property/Liability Insurance | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | |
| 11000 | 2600 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2600 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2600 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2600 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | | \$18,000.00 | |
| | | | | Supplies | | | | | | | | | | |
| 11000 | 2600 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2600 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| 11000 | 2600 | 56210 | 0000 | Natural Gas (Vehicles) | | | | | | | | | | |
| 11000 | 2600 | 56211 | 0000 | Gasoline | | | | | | | | | | |
| 11000 | 2600 | 56212 | 0000 | Diesel Fuel | | | | | | | | | | |
| 11000 | 2600 | 56213 | 0000 | Propane (Vehicles) | | | | | | | | | | |
| 11000 | 2600 | 56214 | 0000 | Lubricants/Anti-Freeze | | | | | | | | | | |
| 11000 | 2600 | 56215 | 0000 | Tires/Tubes | | | | | | | | | | |
| 11000 | 2600 | 56216 | 0000 | Maintenance Supplies/Parts | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |
| | | | | Total: Supplies | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |
| | | | | Property | | | | | | | | | | |
| 11000 | 2600 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2600 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2600 | | | TOTAL: OPERATION AND MAINTENANCE OF PLANT | \$214,591.00 | 0.50 | \$214,591.00 | 0.50 | \$214,591.00 | 0.50 | \$214,591.00 | 0.50 | \$214,591.00 | 0.50 |
| | Function-2700 - Student Transportation | | | | | | | | | | | | | |
| | | | | Personnel Services - Compensation | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1319 | Salaries Expense: Special Ed. Assistants | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | | | Personnel Services - Employee Benefits | | | | | | | | | | |
| 11000 | 2700 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 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 | | | | | | | | | | |
| 11000 | 2700 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Purchased Professional and Technical Services | | | | | | | | | | |
| 11000 | 2700 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Technical Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Purchased Property Services | | | | | | | | | | |
| 11000 | 2700 | 55111 | 0000 | Transportation Per-Capita Feeders | | | | | | | | | | |
| 11000 | 2700 | 55112 | 0000 | Transportation Contractors | | | | | | | | | | |
| | | | | Total: Purchased Property Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2700 | | | TOTAL: STUDENT TRANSPORTATION | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 11000 | 2000 | | | TOTAL: SUPPORT SERVICES | \$734,419.00 | 6.50 | \$739,919.00 | 6.50 | \$741,919.00 | 6.50 | \$743,919.00 | 6.50 | \$743,919.00 | 6.50 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|--------------|--|--------|-----------|---|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-3100 - Food Service Operations | | | | | | | | | | | | | |
| | | | | Personnel Services - Compensation | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1617 | Salaries Expense: Food Service | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 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 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | Function-3100 - Food Service Operations | | | | | | | | | | | | | |
| | | | | Purchased Professional and Technical Services | | | | | | | | | | |
| 11000 | 3100 | 53411 | 0000 | Auditing | | | | | | | | | | |
| 11000 | 3100 | 53413 | 0000 | Legal | | | | | | | | | | |
| 11000 | 3100 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 3100 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Purchased Property Services | | | | | | | | | | |
| 11000 | 3100 | 54311 | 0000 | Maintenance & Repair - Furniture/Fixtures/Equipment | | | | | | | | | | |
| 11000 | 3100 | 54312 | 0000 | Maintenance & Repair - Buildings and Grounds | | | | | | | | | | |
| 11000 | 3100 | 54313 | 0000 | Maintenance & Repair - Vehicles | | | | | | | | | | |
| 11000 | 3100 | 54411 | 0000 | Electricity | | | | | | | | | | |
| 11000 | 3100 | 54412 | 0000 | Natural Gas (Buildings) | | | | | | | | | | |
| 11000 | 3100 | 54413 | 0000 | Propane/Butane (Buildings) | | | | | | | | | | |
| 11000 | 3100 | 54414 | 0000 | Other Energy (Buildings) | | | | | | | | | | |
| 11000 | 3100 | 54415 | 0000 | Water/Sewage | | | | | | | | | | |
| 11000 | 3100 | 54416 | 0000 | Communication Services | | | | | | | | | | |
| 11000 | 3100 | 54610 | 0000 | Rental - Land and Buildings | | | | | | | | | | |
| 11000 | 3100 | 54620 | 0000 | Rental - Equipment and Vehicles | | | | | | | | | | |
| 11000 | 3100 | 54630 | 0000 | Rental - Computers and Related Equipment | | | | | | | | | | |
| | | | | Total: Purchased Property Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Other Purchased Services | | | | | | | | | | |
| 11000 | 3100 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 3100 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 3100 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 3100 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Supplies | | | | | | | | | | |
| 11000 | 3100 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 3100 | 56116 | 0000 | Food | | | | | | | | | | |
| 11000 | 3100 | 56117 | 0000 | Non-Food | | | | | | | | | | |
| 11000 | 3100 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Property | | | | | | | | | | |
| 11000 | 3100 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 3100 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 3100 | | | TOTAL: FOOD SERVICES OPERATIONS | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--|--------|-----------|---|--------------------|-------|--------------------|-------|--------------------|-------|--------------------|-------|--------------------|-------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-3300 - Community Services Operations | | | | | | | | | | | | | |
| | | | | Personnel Services - Compensation | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1619 | Salaries Expense: Adult Education | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1620 | Salaries Expense: Recreation | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1621 | Salaries Expense: Summer School/After School | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1622 | Salaries Expense: Bus Drivers | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1625 | Salaries Expense: Extended Services to Students | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 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 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Other Purchased Services | | | | | | | | | | |
| 11000 | 3300 | 55200 | 0000 | Property/Liability Insurance | | | | | | | | | | |
| 11000 | 3300 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 3300 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 3300 | 55817 | 0000 | Student Travel | | | | | | | | | | |
| 11000 | 3300 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 3300 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 3300 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Supplies | | | | | | | | | | |
| 11000 | 3300 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 3300 | | | TOTAL: COMMUNITY SERVICES OPERATIONS | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 11000 | 3000 | | | TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 11000 | | | | TOTAL: OPERATIONAL FUND | \$2,037,092.58 | 31.50 | \$2,037,092.58 | 36.50 | \$2,037,092.58 | 36.50 | \$2,037,092.58 | 36.50 | \$2,037,092.58 | 36.50 |

Certified Employees Salary Schedules

Teachers

Level I

| Step | BA R1 | BA + 15 R2 | MA/BA + 45 R3 | MA + 15 R4 | MA + 45 R5 |
|------|----------|---------------|------------------|---------------|---------------|
| 0 | 33,132 | 33,961 | 34,979 | 36,029 | 37,470 |
| 1 | 33,133 | 33,962 | 34,980 | 36,030 | 37,471 |
| 2 | 33,134 | 33,963 | 34,981 | 36,031 | 37,472 |
| 3 | 33,631 | 34,472 | 35,507 | 36,571 | 38,034 |
| 4 | 34,136 | 34,989 | 36,039 | 37,120 | 38,604 |
| 5 | 34,648 | 35,515 | 36,580 | 37,677 | 39,183 |
| 6 | 35,167 | 36,048 | 37,129 | 38,241 | 39,771 |
| 7 | 35,695 | 36,589 | 37,686 | 38,815 | 40,367 |
| 8 | 36,230 | 37,138 | 38,251 | 39,398 | 40,972 |
| 9 | 36,773 | 37,694 | 38,825 | 39,988 | 41,586 |
| 10 | 37,325 | 38,260 | 39,408 | 40,588 | 42,211 |

Level II

| | | | | | |
|----|--------|--------|--------|--------|--------|
| 0 | 40,000 | 40,001 | 40,002 | 40,003 | 40,004 |
| 1 | 40,001 | 40,002 | 40,003 | 40,004 | 40,081 |
| 2 | 40,002 | 40,003 | 40,004 | 40,005 | 40,082 |
| 3 | 40,226 | 40,275 | 40,384 | 40,483 | 40,577 |
| 4 | 40,751 | 40,752 | 40,753 | 40,754 | 40,755 |
| 5 | 41,205 | 41,577 | 41,578 | 41,580 | 41,581 |
| 6 | 42,085 | 42,086 | 42,087 | 42,089 | 42,090 |
| 7 | 42,165 | 42,167 | 42,169 | 42,170 | 42,171 |
| 8 | 44,126 | 44,127 | 44,337 | 44,338 | 44,339 |
| 9 | 44,207 | 44,208 | 44,418 | 44,419 | 44,420 |
| 10 | 44,287 | 44,288 | 44,498 | 44,499 | 44,500 |
| 11 | 44,368 | 44,369 | 44,578 | 44,579 | 44,580 |
| 12 | 44,448 | 44,449 | 44,659 | 44,660 | 44,662 |
| 13 | 44,528 | 44,529 | 44,740 | 44,742 | 44,743 |
| 14 | 44,608 | 44,609 | 44,821 | 44,822 | 44,823 |
| 15 | 44,689 | 44,690 | 44,901 | 44,902 | 44,903 |
| 16 | 44,769 | 44,770 | 44,981 | 44,982 | 44,983 |
| 17 | 44,849 | 44,851 | 45,062 | 45,063 | 45,064 |
| 18 | 44,931 | 44,932 | 45,142 | 45,143 | 45,144 |
| 19 | 45,011 | 45,012 | 45,222 | 45,223 | 45,436 |
| 20 | 45,092 | 45,093 | 45,302 | 45,303 | 46,908 |
| 21 | 45,172 | 45,173 | 45,384 | 46,187 | 47,974 |
| 22 | 45,252 | 45,253 | 45,904 | 47,677 | 49,062 |
| 23 | 45,332 | 45,415 | 47,385 | 48,757 | 50,171 |
| 24 | 46,444 | 48,457 | 49,858 | 51,302 | 52,716 |

Level III

| | BA R1 | BA + 15 R2 | MA/BA + 45 R3 | MA + 15 R4 | MA + 45 R5 |
|----|----------|---------------|------------------|---------------|---------------|
| 0 | 50,000 | 50,001 | 50,002 | 50,003 | 50,004 |
| 1 | 50,001 | 50,002 | 50,003 | 50,004 | 50,005 |
| 2 | 50,002 | 50,003 | 50,004 | 50,005 | 50,006 |
| 3 | 50,003 | 50,004 | 50,005 | 50,006 | 50,007 |
| 4 | 50,004 | 50,005 | 50,006 | 50,007 | 50,008 |
| 5 | 50,005 | 50,006 | 50,007 | 50,008 | 50,009 |
| 6 | 50,006 | 50,007 | 50,008 | 50,009 | 50,010 |
| 7 | 50,546 | 50,547 | 50,548 | 50,549 | 50,550 |
| 8 | 51,613 | 51,614 | 51,615 | 51,616 | 51,617 |
| 9 | 51,703 | 51,704 | 51,705 | 51,706 | 51,707 |
| 10 | 51,793 | 51,794 | 51,795 | 51,796 | 51,797 |
| 11 | 51,883 | 51,884 | 51,885 | 51,886 | 51,887 |
| 12 | 51,973 | 51,974 | 51,975 | 51,976 | 51,977 |
| 13 | 52,063 | 52,064 | 52,065 | 52,066 | 52,067 |
| 14 | 52,152 | 52,154 | 52,155 | 52,156 | 52,157 |
| 15 | 52,241 | 52,244 | 52,245 | 52,246 | 52,247 |
| 16 | 52,330 | 52,335 | 52,336 | 52,337 | 52,338 |
| 17 | 52,420 | 52,425 | 52,426 | 52,427 | 52,428 |
| 18 | 52,509 | 52,515 | 52,516 | 52,517 | 52,518 |
| 19 | 52,598 | 52,605 | 52,606 | 52,607 | 52,608 |
| 20 | 52,687 | 52,695 | 52,696 | 52,697 | 52,698 |
| 21 | 52,776 | 52,785 | 52,786 | 52,787 | 52,788 |
| 22 | 52,865 | 52,875 | 52,876 | 52,877 | 52,878 |
| 23 | | 52,965 | 52,966 | 52,967 | 52,968 |
| 24 | | 53,055 | 53,056 | 53,057 | 53,462 |
| 25 | | 53,146 | 53,147 | 53,148 | 54,665 |
| 26 | | 53,236 | 53,237 | 54,331 | 55,894 |
| 27 | | 53,326 | 53,998 | 55,550 | 57,147 |
| 28 | | | 55,208 | 56,792 | 58,425 |
| 29 | | | 58,848 | 60,613 | 6,243,125 |
| 30 | | | | | |

Principal Lead Teacher

| | |
|---|--------|
| 0 | 80,000 |
| 1 | 80,100 |
| 2 | 81,200 |
| 3 | 83,230 |
| 4 | 85,311 |
| 5 | 87,444 |
| 6 | 89,630 |
| 7 | 93,215 |

**SOUTHERN LUNA COUNTY ECONOMIC AND COMMUNITY
DEVELOPMENT CORPORATION**

P.O. BOX 810
COLUMBUS, NM. 88029

6-7-2012

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

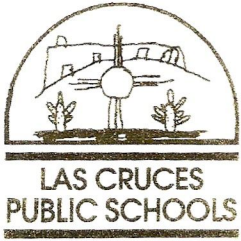
We have been presented information on the charter school plan of Academic Opportunities Academy. We think they have a innovative and creative educational plan that will benefit students of New Mexico.

They plan to prepare students to be able to enter a post-secondary program and be prepared to work as a Nurse or Computer Programmer. Both of these fields are well paid and in demand.

We believe their charter school will improve education for our New Mexico students and for this reason we support their charter school application.

We are very much in favor of some of the items in their program. We support a dual language, English-Spanish curriculum that will teach all students to read and write the 2 languages. Student data that is available to Parents/Guardians, Teachers and Tutors online is a great way to help students achieve more. We think a low staff to student ratio is important so that the students can receive more individual instruction.

Philip Skinner
President,
Southern Luna County Economic and Community Development Corp.



BOARD OF EDUCATION

Chuck Davis

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Barbara Hall

Connie Phillips, Ph.D.

Bonnie Votaw, Ed.D.

Stan Rounds
Superintendent



OUR MISSION

The Las Cruces Public Schools,
in partnership with students,
families, and the community,
provides a student-centered
learning environment that
cultivates character, fosters
academic excellence, and
embraces diversity.

June 6, 2012

Mark Casavantes, M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso. Texas 79902

Dear Mr. Casavantes:

I am in receipt of your May 17, 2012 letter addressed to Leslie Cervantes. First, let me clarify that Ms. Cervantes is the coordinator of community relations and executive director of the Las Cruces Public Schools Foundation, not the superintendent.

In your letter, you ask whether we have existing facilities (approximately 15,000 square feet) to accommodate your charter school. Unfortunately, we do not have any facilities available to accommodate any entity outside of LCPS schools, programs and/or departments.

Thank you for contacting us and we wish you success in your efforts.

Sincerely,

Stan Rounds
Superintendent of Schools

SR:oh



BBB of El Paso
720 Arizona Avenue
El Paso, TX 79902
Tel: 915-577-0191 Fax: 915 577-0209

June 6, 2012

Mark Casavantes, President/Superintendent
Academic Opportunities Academy
817 E. Missouri, Ste. B
El Paso, TX 79902

Dear Mark Casavantes, President/Superintendent,

Your business was initially welcomed to the BBB of El Paso as a New Business Associate (NBA) in June of 2011. But now that your company has been in business for more than one year and show a clear record, we look forward to welcoming you as an Accredited Business.

I have included the BBB Accredited Business Application that **requires your signature** in order for us to complete the BBB Accreditation process. There are no additional fees to this program. You will automatically become an Accredited Business once we receive the signed application.

Soon afterwards, we will be sending you the Accreditation packet which contains a new certificate and a BBB decal to display at your place of business. However, if you still have questions or concerns regarding this matter, please feel free to call me at 915.577.0195 or email me at accreditation@bbbelpaso.org and I will be more than happy to further explain what this transition means.

We thank you for your continued support and look forward to your BBB Accreditation.

Sincerely,

Carola Chavez
Accreditation Specialist
Better Business Bureau

ALAMOGORDO PUBLIC SCHOOLS

PO Box 650

Alamogordo, NM 88311-0650



OFFICE OF THE SUPERINTENDENT

Dr. George Straface
1211 Hawaii Avenue
Alamogordo, NM 88310

Office: (575) 812-6000

Fax: (575) 812-6003

May 22, 2012

Mark Casavantes, M.Ed.
Superintendent
Academic Opportunities Academy
817 East Missouri Avenue, Suite B
El Paso, Texas 79902

Dear Mr. Casavantes:

I am in receipt of your letter requesting information about any existing facilities that may accommodate your charter school. At this point, we have no spaces that could accommodate your charter or any school.

When you have formulated an application for the charter school, I would appreciate a copy. I assume you are applying through the state rather than our district.

Sincerely,

Dr. George W. Straface,
Superintendent of Schools

June 11, 2012

Academic Opportunities Academy
817 E. Missouri Ave suite b
El Paso, TX 79902

To Whom it May Concern:

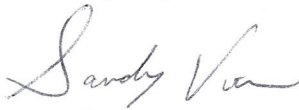
Mr. Mark Casanova have helped me in my math classes so I can be more marketable in the workforce.

I have to go back to college to obtain a different degree so as to have better opportunities.

I recommend for Mr. Casanova to have his Charter School because if he can help so many people who have to be retrained to go back into the workforce then how much more can he do with young people who have a fresh mind and need to finish high school. With Charter Schools there are less drop outs because they concentrate on the student more.

He has talent in teaching and he knows how to motivate people. I should know he was my motivator when I felt my mind could not open up anymore and that college was out of the question for myself.

Thank you,

A handwritten signature in cursive script, appearing to read "Sandy Vivar".

Sandy Vivar

To whom it may concern,

I recently went to a presentation and received some valuable information on the charter school plan of Academic Opportunities Academy. I feel the presentation showed a very innovative, creative, and productive educational plan that would fit a multitude of students with a variety of needs in New Mexico.

It is very evident that this Academy will prepare the students to enter into the workforce as well as prepare them to continue on with their education should it be a vocational college, community college or a university. New Mexico does not rank in the top of the educational ladder in the United States and I strongly feel that this Academy could have a direct impact on that statistic.

I am very much in favor of the ratio of students to teachers and feel that the students will get more help and attention in a situation where the ratio is low student numbers to one teacher. I think part of the innovative approach to getting all students to graduate is to accommodate all work schedules. In the day of stay home moms and single parents it is important that the students can go to school at a time that is more convenient to them rather than sticking to the norm of 7:30 to 3:30. The other idea that I like is that not all students learn at the same pace as others so if a student presents the evidence that they meet the standard for the state the student can move on to the next class rather than wait till the end of the semester and be bored because they are not being challenged.

Respectfully yours

Ellen Casavantes