

Appendices

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* included in Sharepoint

**Excel Documents

Appendix A

Dream Dine' English Curriculum, Grades K through 5th Aligned with New Mexico Common Core State Standards

GRADE K ENGLISH CURRICULUM

Grade K RDG Comprehension

Not Applicable

Grade K RDG Wrđ Recognition

► Uses basic elements of phonetic analysis to decode unknown words (*e.g., using common letter/sound relationships, beginning and ending consonants, short vowel sounds, word families*)

Grade K LANG Conventions

► Uses action words (*e.g., using “is walking”, “walks”, “are running”, “runs”, “were skipping”, and “skipped” as action words to express different ways people can be mobile*)

► Uses names for simple objects, family members, and community workers (*e.g., accurately describing the objects found on the playground using common nouns – slide, fence, teacher, cup*)

► Correctly uses commonly confused words (*Bloomfield K list—be/bee*)

Grade K LANG Mechanics

► Uses correct letter formation to write upper case letters (*e.g., demonstrating proper letter formation by writing upper case letters in the space provided*)

► Uses correct letter formation to write lower case letters (*e.g., demonstrating proper letter formation by writing lower case letters in the space provided*)

► Spaces words appropriately (*e.g., demonstrating proper spacing of words by mimicking the spacing of a given sentence in the space provided*)

Grade K LANG Spelling

► Represents spoken language with emergent and/or conventional spelling

► Recognizes sounds in a word and writes main consonant letters

► Spells basic two-letter words (*to, by, go, in, at*)

► Spells basic three-letter consonant-vowel-consonant (cvc) words

Grade K COMM Listening & Speaking

► Restates and carries out simple two-step directions (*e.g., describing and executing simple directions with two steps*)

► Makes informal class presentation about a life event (*e.g., telling class about what happened during a birthday celebration*)

Grade K WRTG Writing Process

- ▶ Composes a personal experience by telling it to a scribe (*e.g., relating a trip to the zoo*)

Grade K RESEARCH Locating & Organizing Info

Not Applicable

Grade K LIT Literary Analysis

- ▶ Explains the difference between authors & illustrators
- ▶ Identifies repetition & simple rhythmic patterns
- ▶ Identifies parts of a book: title, title page
- ▶ Identifies a story as true or make-believe

Grade K MEDIA Genre

- ▶ Identifies basic kinds of books: *wordless picture books, picture books*

GRADE 1 ENGLISH CURRICULUM

Grade 1 RDG Comprehension

- ▶ Identifies simple storylines, or what the story is about (*i.e., observing that the story line of “Are You My Mother?” is about a baby bird searching for his mother*)

Grade 1 RDG Wrd Recognition

- ▶ Decodes unknown words by using knowledge of these patterns:
 - basic short vowel patterns
 - 2 letter consonant blends and consonant digraphs (*e.g., th, sh, ch, wh, ck*)
 - vowel patterns (*e.g., silent e, double e, double o, vowel digraphs ea, ay*)
- ▶ Reads and uses basic contractions (*e.g., using can’t in place of cannot*)

Prefix-suffix list

Grade 1 LANG Conventions

- ▶ Uses regular simple action verbs (*e.g., sit, stand, walk, run, etc.*)
- ▶ Uses regular simple linking verbs (*forms of the verb be: am, is, are, was, were*)
- ▶ Uses basic conjunctions (*and, or, & but*)
- ▶ Uses simple forms of present and past tenses (*e.g., -s, -ed, -ing—He works. He worked. He is working. He was working.*)
- ▶ Identifies 2 basic parts of a sentence: subject & action (*e.g., [subject] The white cat [action] climbed to the top of the tree.*)
- ▶ Correctly uses commonly confused words (*no/know, one/won, four/for, foot/feet – plus K list words*)

Grade 1 LANG Mechanics

- ▶ Concludes sentences using proper punctuation (*e.g., ending statements with periods and questions with question marks, and exclamations with an exclamation point*)

► Uses basic capitalization including first word in a sentence, proper names, and the pronoun I (e.g., *capitalizing names of people: Jane, Jim, etc.*)

Grade 1 LANG Spelling

► Spells basic consonant blend patterns (e.g., *spelling and pronouncing words like **frost, trip, jump, crab***)

► Spells & pronounces words

- with silent e (*came, bike, have, rope*)
- double e, double o (*feet, book, soon*)
- vowel digraphs (*eat, day*)

► Spells consonant digraphs (e.g., *spelling & pronouncing **chip, shop, with, whip***)

► Spells basic short vowel patterns (e.g., *spelling and pronouncing words like “snack”, “hem”, “pick”, “hop”, and “cup”*)

Grade 1 COMM Listening & Speaking

► Restates and carries out routine 2-step directions

► Makes informal class presentations about an important life event (e.g. *events of a birthday party*)

► Makes informal presentations to the class describing a person, place, or thing with some attention to detail (e.g., *discusses a favorite restaurant*)

Grade 1 WRTG Writing Process

► Writes a brief description of a concrete object (e.g., *describing a beach ball*)

► Writes a brief statement about a personal idea (e.g., *writing a sentence that names and says something about one’s mother or father*)

► Re-reads sentences one has written in order to check basic sentence form

Grade 1 RESEARCH Locating & Organizing Info

► Records information on a subject from one or more sources to use in writing about the subject (*drawing a picture of an elephant from a photograph of one to help to describe one*)

Grade 1 LIT Literary Analysis

► Explains differences between simple stories & rhyming or rhythmic poetry

► Identifies basic structures of predictable texts (e.g., *“Rose in my Garden,” “Brown Bear,” “Napping House”*)

► Compares & contrasts styles/ techniques of authors & illustrators

Grade 1 MEDIA Genre

► Distinguishes between stories that are true and stories that are made up (e.g., *Understanding that stories with animals wearing clothes and living like people are made up*)

GRADE 2 ENGLISH CURRICULUM

Grade 2 RDG Comprehension

- ▶ Identifies basic cause/effect relationships (*e.g., observing that Amelia Bedelia does not produce the right effects at her job as a maid*)
- ▶ Identifies simple storylines, or main ideas (*e.g., observing that “Mike Mulligan and His Steam Shovel” follows a man trying to find out what he is supposed to do*)
- ▶ Identifies problem & solution in a story
- ▶ Identifies a sequence of events in a story (narrative or expository)

Grade 2 RDG Wrđ Recognition

- ▶ Decodes unknown words by using vowel digraphs and blends
- ▶ Reads and uses basic r-controlled patterns (*e.g., her, for, star*)
- ▶ Reads and uses simple compound words (*e.g., butterfly, football*)
- ▶ Reads and uses basic synonyms and antonyms (*e.g., large = antonym for small/tiny = synonym for small*)
- ▶ Reads and uses basic suffixes (*e.g., er, est, ful, less, y, s, es*)

Prefix-suffix list

Grade 2 LANG Conventions

- ▶ Constructs sentences that use common helping verbs like “did,” “should,” and “will” in conjunction with action verbs (*e.g., He did go home. I should study now. We will shop at the mall.*)
- ▶ Uses common possessive pronouns (*his, her, hers, its, their, theirs, my, mine, our, ours, your, yours*)
- ▶ Uses common adjectives to modify nouns (*e.g., “fast” or “new” to modify “car”*)
- ▶ Uses common prepositions, such as “under,” to describe the relationship between the noun “dog” and the noun “table” or a verb and the noun “table” (*e.g., I see the dog under the table. The dog is lying under the table. The dog ran under the table.*)
- ▶ Uses past, present, and future tense (*e.g., Yesterday he worked. Today he works. Tomorrow he will work.*)
- ▶ Correctly uses commonly confused words (*pear/pair, wood/would, to/two/too, amount/number, can/may, a lot/alot*— plus K-1 wordlists)

Grade 2 LANG Mechanics

- ▶ Correctly uses commas in a series (*e.g., a list of nouns, verbs, adjectives*)
- ▶ Correctly uses capitalization in cases of proper nouns, months, days of the week, titles, and initials
- ▶ Correctly uses common abbreviations (*e.g., Mr., Mrs., Dr.*)

Grade 2 LANG Spelling

- ▶ Decodes unknown words by using vowel digraphs and blends
- ▶ Reads and uses basic r-controlled patterns (*e.g., her, for, star*)
- ▶ Reads and uses simple compound words (*e.g., butterfly, football*)
- ▶ Reads and uses basic synonyms and antonyms (*e.g., large= the antonym for small / tiny=synonym for small*)

Grade 2 COMM Listening & Speaking

- ▶ Restates and carries out 3 step directions
- ▶ Makes informal presentations about narrative events with a clear but simple plot (*e.g., telling a simple story*)
- ▶ Makes informal presentations describing a person, place, or thing with attention to details (*e.g., telling about an event , or show and tell*)

Grade 2 WRTG Writing Process

- ▶ Writes simple stories or narratives (*telling the events of a birthday party*)
- ▶ Writes simple sensory descriptions (*describing a hot day, eating ice cream, etc.*)
- ▶ Corrects obvious errors in sentences (*i.e., capitals, end marks, spelling*)

Grade 2 RESEARCH Locating & Organizing Info

- ▶ Organizes information on a subject into categories of like ideas (*i.e., for the subject of cars, separating ideas into good things about cars or bad things about cars*)

Grade 2 LIT Literary Analysis

- ▶ Explains the structure of basic stories (*beginning, middle, end*)
- ▶ Compares & contrasts various forms of narrative (story) & expository (informational) texts
- ▶ Identifies alliteration in various pieces of writing (*e.g., “Peter Piper picked a peck of... She sells seashells...”*)
- ▶ Explains why a story’s ending is sad, happy, or neutral

Grade 2 MEDIA Genre

- ▶ Explains basic features of fiction (narrative) and non-fiction (expository), e.g., chapters, glossaries, etc.

GRADE 3 ENGLISH CURRICULUM

Grade 3 RDG Comprehension

- ▶ Identifies simple chronologies in texts (*e.g., recalling the order of the people Opal meets in **Because of Winn Dixie***)
- ▶ Identifies simple problems and solutions (*e.g., observing that Gloria Dump’s problem of blindness is solved by “seeing with her heart” in **Because of Winn Dixie***)
- ▶ Identifies plots with single storylines (*e.g., observing that **Because of Winn Dixie’s** story follows the adventures of a young girl and her dog and that the plot is her growth and coming to peace with her mother’s absence*)
- ▶ Identifies basic cause and effect relationships (*e.g., observing that in **Because of Winn Dixie**, the entrance of a dog into a young girl’s life causes many changes that help the girl grow*)

Grade 3 RDG Wrd Recognition

- ▶ Reads and recognizes basic homographs (*e.g., address/address, live/live, present/present, record/record*)
- ▶ Reads and uses basic prefixes (*grade 3 list*):
 - un-not (*unfriendly, unlikeable*)
 - bi-two (*bicycle, bimonthly*)
 - centi-hundred (*centipede, centimeter*)
 - re-again (*return, refund*)

► Reads and uses basic suffixes (*grade 3 list*):

- *ion, tion-act, process (occasion, creation)*
- *er, or-one who (teacher, actor)*
- *ed-past tense verb/past participle adjective (hopped, printed)*

► Reads and uses more difficult word families (*e.g., actor/act/active/actively and action/activate/activated*)

Grade 3 LANG Conventions

- Uses present tense subject-verb agreement, including “the One-S Rule” for present tense (*If the subject is one, the verb ends in “s,” e.g., The dog wags its tail. The horses eat grass. She runs really fast.*)
- Uses kinds of adjectives in correct order (*number, size, color, shape, kind -- e.g., He has five big black hunting dogs.*)
- Uses basic subject and object pronouns (*e.g., I, we, you, he, she, they – me, us, you, him, her, them*)
- Uses common adverbs of manner (“how” adverbs) to modify verbs (*e.g., The old man **walked** very slowly to his car. He quietly **said** his name.*)
- Uses compound sentences with coordinating conjunctions and commas (*e.g., John went to the store, and he bought ice cream.*)
- Correctly uses commonly confused words (*threw/through, it’s/its, fewer/less, any one/anyone, every one/everyone– plus K-2 wordlists*)

Grade 3 LANG Mechanics

- Correctly uses commas with city-state, date-year in sentences, and street addresses (*e.g., He has lived in Stillwater, Oklahoma, for his entire life. On March 2, 2002, they went to Disneyland. The school is at 520 N. First St., Bloomfield, NM.*)
- Correctly uses capitalization:
 - holidays, but not general references (*e.g., Easter, Thanksgiving but not winter holidays*)
 - titles of books, stories, chapters, and poems
- Correctly uses common abbreviations (*e.g., correctly abbreviating etc. for etcetera or St. for Street*)

Grade 3 COMM Listening & Speaking

- Summarizes basic ideas from short oral presentations
- Asks basic questions of the speaker
- Makes formally prepared narrative presentations (*e.g., a story about a family vacation*)
- Makes a formal descriptive presentation (*e.g., a presentation about the Solar System*)

Grade 3 WRTG Writing Process

- Writes a story or narrative in sequential order (*telling the events of a birthday party in the order they happened*)
- Writes a basic expository paragraph on a subject (*e.g., writing about one’s pet hamster*)
- Writes for personal reasons (notes and letters) for informal audiences (friends and family)
- Proofreads sentences to make sure they make sense

Grade 3 RESEARCH Locating & Organizing Info

- Organizes information on a subject into appropriate categories (*e.g., animals/pets/dogs/small dogs, etc.*)

- ▶ Uses information from class discussions to generate ideas for one's own writing (e.g., *listing information from class discussions in order to write about the seasons*)
- ▶ Writes for an assigned purpose (e.g., *When asked to write about the difference between cats and dogs, being sure to write an actual comparison. When asked to write about the lives of prairie dogs, sticking to that topic.*)
- ▶ Distinguishes between a formal and informal audience (e.g., *collecting information from different sources when writing for one's classmates and writing for an academic assignment*)

Grade 3 LIT Literary Analysis

- ▶ Identifies and explains fact & opinion
- ▶ Explains an author's basic message (e.g., *if message is directly stated*)
- ▶ Describes character traits based on the actions of characters in a story
- ▶ Identifies simple *personification* through elements of text

Grade 3 MEDIA Genre

- ▶ Compares and contrasts various kinds of literary genres (e.g., *animated stories: cartoons, picture books/comics*)
- ▶ Identifies folktales (*stories passed down by generations orally or in print*) and fairy tales (*stories with magic and imaginary beings*)

GRADE 4 ENGLISH CURRICULUM

Grade 4 RDG Comprehension

- ▶ Identifies chronologies in texts (e.g., *can place events in historical time and in day to day time, i.e., the passage of a day or a season, etc.*)
- ▶ Identifies cause and effect relationships (e.g., *the cause of a character's sadness or happiness*)
- ▶ Identifies problems with solutions (e.g., *when a character could tell the truth about a lie he'd told*)
- ▶ Identifies plots with a single storyline (e.g., *"The Little Engine That Could"*)
- ▶ Compares/contrasts characteristics of different objects or different people in texts

Grade 4 RDG Word Recognition

- ▶ Reads and uses idioms to express meaning (e.g., *explain meaning of "the apple of my eye" or "break a leg"*)
- ▶ Uses basic word roots to analyze the meaning of complex words (e.g., *use knowledge of the root "aqua" to understand words like aquarium and aquatic*)
- ▶ Uses basic prefixes and suffixes to analyze the meaning of complex words

Prefix-suffix list

Grade 4 LANG Conventions

- ▶ Uses irregular verbs such as "went," "understood," "saw" in constructing sentences (e.g., *They went to their grandma's house. She understood the question. I saw the dolphins in the water.*)
- ▶ Uses common question pronouns to form questions (e.g., *Who is your brother? What is your name? Which bike is yours?*)

- Uses both concrete and abstract nouns (*e.g., We bought an old house. Ann is Kenny's sister. Swimming is his favorite Olympic sport. Everyone had the hope that we would win the game.*)
- Uses common adverbs of time and place to modify verbs (*e.g., Yesterday the two sisters walked home. Then they came here.*)
- Correctly uses commonly confused words (*peace/piece, buy/by/bye, went/when, here's/hears, in/into, bring/take, all/alright, all ready/already – plus K-3 word lists*)

Grade 4 LANG Mechanics

- Correctly uses commas in direct quotations (*e.g., Charlie said, "I like you."*)
- Correctly uses commas with direct address (*e.g., Charlie, stand up. Please don't leave us, Daddy.*)
- Correctly uses commas with conjunctions in compound sentences (*e.g. Leave me alone, but don't leave me. I went to school, and I bought some food.*)
- Correctly uses apostrophes in contractions (*e.g., can't, won't, I'm, they're, isn't, don't*)
- Correctly uses apostrophes in singular possessives (*e.g., Tom's, boy's, car's*)
- Correctly uses parentheses in common situations after a full name: *e.g., National Aeronautics & Space Administration (NASA)*

Grade 4 LANG Spelling

- Uses common roots to spell various words (*e.g., using "tele" to spell "telephone" and "television"*)
- Uses common prefixes and suffixes to spell various words (*see Grade 4 list above*)
- Uses vowel combinations to spell (*e.g., using "igh" to spell high/sigh, "ow" to spell row/tow*)
- Spells basic homophones correctly (*e.g., there, their, they're; two, to, too – see Grade 4 list*)

Grade 4 COMM Listening & Speaking

- Summarizes main ideas from extended oral presentations (*e.g., providing a summary of a talk on the respiratory system*)
- Asks questions of the speaker to help add detail for understanding a presentation
- Makes formal narrative or descriptive presentations (*e.g., a presentation on an historical figure*)
- Uses appropriate speaking volume during an oral presentation

Grade 4 WRTG Writing Process

- Produces a variety of grade-appropriate compositions (*i.e., descriptions, narratives, explanations*)
- Maintains a central purpose throughout a composition (*e.g., to create a positive view of one's favorite sport*)
- Selects to write for an informal or formal audience and changes one's wording (diction) accordingly (*i.e., using slang for an audience of one's classmates but formal expression for an audience of parents and teachers*)
- Proofreads for correct sentence form (*e.g., capitalizing the first word and using end marks*)
- Uses a dictionary when checking spelling

Grade 4 RESEARCH Locating & Organizing Info

- Uses encyclopedias to locate background information on subjects of personal interest (*e.g., using an encyclopedia to find information about one's Native tribe or ethnic group*)

► Organizes information for a beginning, middle, and an end before writing about a subject (*e.g., organizing a process such as how to make a kite by beginning with the materials one needs*)

Grade 4 LIT Literary Analysis

- Identifies basic themes (*e.g., Friendship requires honesty*)
- Identifies a main conflict and explains how it is resolved
- Identifies and explains simple similes (*e.g., white as snow, like a ghost*)
- Identifies and explains the difference between literal and figurative meanings (*e.g., the difference between a purposeful comparison of two similar things and a simile*)

Grade 4 MEDIA Genre

- Compares and contrasts basic features of fiction, non-fiction, drama and poetry (*e.g., fiction-chapter titles, nonfiction-table of contents, index, glossary*)

GRADE 5 ENGLISH CURRICULUM

Grade 5 RDG Comprehension

- Paraphrases or summarizes what is read during and after reading -- identifying main ideas, significant details, and the correct sequence of events or information
- Identifies plots with multiple storylines. (*e.g., Holes*)
- Identifies conflicts that only a specific character or group of characters can solve
- Compares/contrasts characteristics of concepts described in informational texts (*e.g., a democracy vs. a dictatorship*)

Grade 5 RDG Word Recognition

- Uses less common roots and word parts to analyze the meaning of complex words (*e.g., recognize the root word “mono”, and use this knowledge to analyze words like “monotony” and “monogamous”*)
- Uses basic prefixes and suffixes to analyze the meaning of complex words (*e.g., recognize the prefix (ex), and use the knowledge to analyze words like “exhale” and exodus”*)
- Uses basic context clues to determine the meaning of unknown words (*e.g., determining that, if a sentence is about a woman with many descendants, that “matriarch” might be an appropriate reference*)
- Uses basic prefixes and suffixes to analyze the meaning of complex words (*see grade 5 list*)

Prefix-suffix list

Grade 5 LANG Conventions

- Uses progressive past, present, and future tenses (*I was running today. I am running every day. I will be running tomorrow.*)
- Uses prepositional phrases as adjectives and adverbs (*e.g., Before the game, we saw the cheerleaders from Durango. The teacher with the beard (walked into the room).*)

- Uses first person, second person, third person appropriately -- e.g., I (1st) called you (2nd) because I (1st) don't like what you (2nd) said about my mother (3rd).
- Uses adverbs of degree to modify adjectives (*It is very hot today [how hot it is]. The light is too bright [how bright it is].*)
- Uses common forms of complex sentences, structured by a combination of words, phrases, and clauses (e.g., *I went to the store after the game because I was out of groceries.*)
- Correctly uses commonly confused words (*capital/capitol, desert/dessert, weather/whether, than/then, your/you're, would have/would of, most/almost, good/well, like/as, any way/anyway, may be/maybe – plus K-4 word lists*)

Grade 5 LANG Mechanics

- Correctly uses commas with singular & plural possessives (e.g., using teacher's to describe an object belonging to one teacher and teachers' to describe something belonging to a group of teachers)
- Correctly uses commas to set off transition words (e.g., First, *I began to hate my job, and then I quit. So, my stupid boss got mad. However, I moved back to Las Vegas, and now I'm happy.*)
- Correctly uses colons in business letters (e.g., *for time and salutations*)
- Correctly uses subordinating conjunctions (e.g., *when, unless, because*)
- Correctly uses quotation marks in direct quotations and not in indirect quotations (e.g., *She said that I was an idiot. In fact, she said, "You're an idiot."*)

Grade 5 LANG Spelling

- Uses knowledge of word roots to spell whole words (e.g., using "uni" to spell "unify", "union," and "unification")
- Uses knowledge of prefixes and suffixes to spell whole words (see grade 5 list above)
- Uses syllable constructions to spell whole words (e.g., spelling "recognize" by splitting the word into three syllables re/cog/nize)

Grade 5 COMM Listening & Speaking

- Summarizes the main idea and supporting details from an extended oral presentation
- Asks questions of the speaker to help clarify confusing aspects of the presentation
- Makes formal but basic presentations, including taking and defending a position
- Uses appropriate volume, pitch, and tone when making basic presentations (*ex. avoiding monotone*)
- Employs basic visual aids, such as pictures, when making a class presentation

Grade 5 WRTG Writing Process

- Produces a variety of grade-appropriate compositions (*including essays that express a personal viewpoint*)
- Maintains a clear purpose for a given composition throughout a piece (*in a composition that argues against the destruction of local prairie dogs, maintaining one's opposition without weakening one's position*)
- Adds descriptive words and details to in order to more fully develop one's draft
- Verifies the correct order of events and accuracy of information in one's draft
- Proofreads for appropriate spelling and capitalization

Grade 5 RESEARCH Locating & Organizing Info

- ▶ Conducts simple internet searches to locate information that answers simple questions of personal interest (*i.e.*, “How many kittens do mother cats have?”) by using a kid-friendly search engine like Askkids.com
- ▶ Uses standard reference books, such as, dictionaries, encyclopedias, atlases and biographies to locate and to correct information in one’s writing (*e.g.*, *using an atlas to discover the size and shape of Australia*)
- ▶ Creates simple outline forms, such as lists and webs, to organize one’s ideas before writing (*e.g.*, *making a chronological list of events in a person’s life for a brief biography*)

Grade 5 LIT Literary Analysis

- ▶ Identifies implied & multiple themes in stories
- ▶ Identifies sensory imagery in stories and expository writing
- ▶ Identifies and explains simple metaphors in stories and expository writing
- ▶ Identifies and explains first person & third person points of view
- ▶ Identifies and explains how a character’s personality affects the character’s actions
- ▶ Identifies and explains three kinds of author’s purpose – to inform, to entertain, to persuade
- ▶ Evaluates the accuracy and quality of inferences, conclusions, and generalizations

Grade 5 MEDIA Genre

- ▶ Compares and contrasts different types of fiction: *realistic fiction, legends, historical fiction, myths, fantasy, science fiction, tall tales, fairy tales, fables, and folk tales*

K- Math Common Core Standards

Counting and Cardinality

CC.K.CC.1,2,3 CC.K.CC.4a,b,c CC.K.CC.5,6,7

- Counting to 100 and in order
- Identify and write numbers (1-10)
- Count by 5,10,50,100
- Recognize greater than, less than, equal
- Compare number sets

Operations and Algebraic Thinking

CC.K.OA.12,3,4,5

- Addition: Putting together numbers
- Subtraction: Take Apart
- Write and solve addition and subtraction
- Sentences
- Number Pairs
- Ways to make groups 5,10

Number and Operations in Base Ten

CC.K.NBT.1

Measurement and Data

CC.KMD.1, 2,3

- Model, Count and Write numbers 11-19
- Distinguish Length, Height, and Weight
- Compare Lengths
- Compare Height
- Compare Weights
- Classify objects and count the number of objects in each category cylinders, cones, and cube.
- Two and Three Dimensional Shapes
- Make a concrete graph and learn to read graphs
- Sort and Count

Geometry

CC.K.G.1,2,3,4,5,6

- Above, Below, Middle
- Beside and Next to

- In front of and Behind
- Identify and Name circles, squares, rectangles, hexagons, spheres

K- Science – NM Science Standards

Scientific Thinking and Practice

- Inquiry and scientific ways of observing, experimenting, predicting and validating to think critically.
- What happens when something is pushed or pulled?
- Ask and answer questions about surrounding and share finding with classmates.
- Record observations and data with pictures, numbers and/or symbols.
- Communicate observations and answer questions about surrounding.
- Observe and describe the relative sizes and characteristics of objects (e.g. bigger, brighter, louder smellier)

Physical Science

- Observe objects made from different materials (metal, plastic, cloth, wood) and properties (color and odor)
- Observe how energy does things (batteries, sun, wind, electricity)
- Observe movement in different ways, position, motion, and speed.

Earth and Space Science

- Understand the structure of Earth and Solar System.
- Observe and describe the objects in the night sky and the movements of objects in sky. (stars, sun, moon)
- Observe the changes of weather, day to day and season to season.

Life Science

- Process of living things.
- Identify structures of living organisms (stems, leaves, roots of plants and arms, wings, legs of animals)
- Describe the similarities and differences of living organisms (plants and animals)

Science and Society

- Recognize that germs do exist and may cause disease
- Describe how science helps provide products we use every day (gasoline for cars, electricity for lights, refrigerators, TVs, gas or electricity for heating and cooling)

K- NM Social Studies/History Standards

Benchmark I-A

- Identify the customs, celebrations and holidays of various cultures in New Mexico

Benchmark I-B

- Demonstrate awareness of community leaders

Benchmark I-C

- Identify the local, state, and national symbols (e.g. flag, flower, songs, stories)

Benchmark I-D

- Understand time passage and chronology (past and present)

Geography**Benchmark II-A,B**

- Define relative location right, left, over, under, near, far, up and down,

Benchmark II- C

- Identify front, back, four directions
- Identify climate,
- Describe the natural characteristics of landforms, bodies of water, natural resources and weather
- Identify family customs and traditions and explain their importance

Benchmark II-D,E,F

- Describe the Earth's physical characteristics.
- Identify classroom population and natural resources

Civics and Government**Benchmark III-A,B,C,D**

- Identify roles in family, schools, police department, etc.
- Recognize and name symbols and activities of tribes, NM, U.S.

Economics

- Understand that basic human needs are met in many ways.
- Understand product/producing (something produced by human, mechanical or natural process)
- Describe trade (buying, selling, bartering, simple exchange)

Ak'ee - Fall	Hai - Winter	Daan - Spring	Sh9 - Summer
<p>*October is Navajo New Year</p> <p>-K' 4: four clans, families, roles</p> <p>-Homes: material, size, shapes</p> <p>-Personal family stories: seasonal homes, activities</p> <p>-Agriculture: indigenous crops (squash, corn, nuts, beans, peaches); harvesting, food preparation, food storage</p> <p>-Animal Life: domestic animals and care/pets</p> <p>-Community activities: gathering wood, fairs</p> <p>-Seasonal stories and songs: animal stories, constellation stories</p> <p>The Life and Science of Living: Indigenous/Native American lifestyles and clothing; Art (jewelry, types of gems in jewelry, pottery, pottery process); historical modes of transportation</p>	<p>-K' 4: relatives, friends, roles</p> <p>-Homes: mobile, mansion</p> <p>-Personal family stories: seasonal homes and activities</p> <p>-Agriculture: winter food (mush, dried peaches); food preparation, cooking</p> <p>-Animal Life: domestic animals and care: livestock</p> <p>-Community activities: clothing, restaurants, winter sports</p> <p>-Seasonal stories and songs: & activities: shoegame, T[44'j7, Dzi[k'ij7, string games, Coyote stories, winter constellation stories</p> <p>The Life and Science of Living: Ancient civilizations (what happened to them?); natural resources (coal, fossils, fossil fuels); Art (basket, jug); modern</p>	<p>-K' 4: extended relatives, friends, gardener, writer, etc.</p> <p>-Homes: regional</p> <p>-Personal family stories: seasonal home, activities</p> <p>-Agriculture: Spring crops (herbs, chili); canning, cooking</p> <p>-Animal Life: wildlife, insects, birds</p> <p>-Community Activities: spring sports, pageantry</p> <p>-Seasonal stories and songs: Clan stories, spring constellation stories,</p> <p>The Life and Science of Living: Societal changes (Native American Indigenous vs Western); natural resources (timber, river, oil); Art (processing wool, weaving); transportation (vehicles, airplanes)</p>	<p>-Extended K' 4: careers,</p> <p>-Homes: hazards</p> <p>-Personal family stories, seasonal home, activities</p> <p>-Agriculture: Summer crops (melons); canning, drying, cooking</p> <p>-Animal Life: wildlife, fish, rabbits, hunting</p> <p>-Community Activities: summer sports, mountain, rivers</p> <p>-Seasonal stories and songs: historical events, summer constellation stories,</p> <p>The Life and Science of Living: Integration of cultural ways (homes, language, money); Art (painting, natural tools and colors); Transportation: space travels</p>

	transportation (hot air balloon, glider, blimp)		
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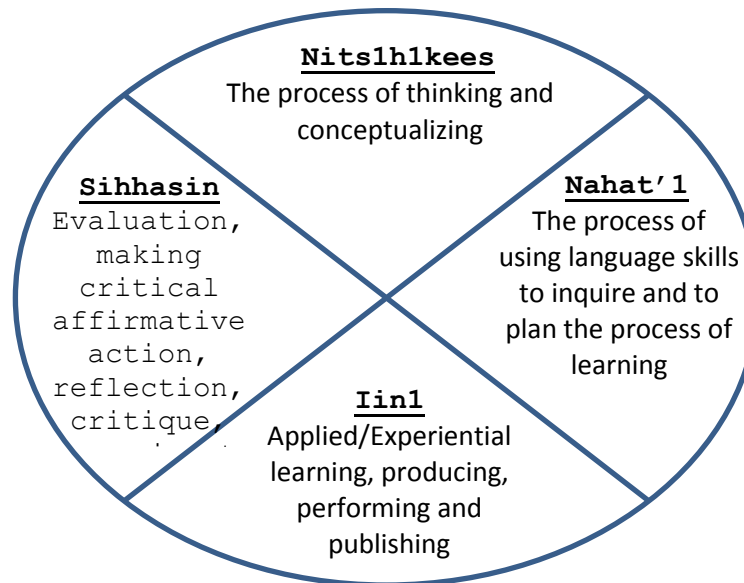
Dream Din4 Daily Protocol

8:30-9:00am—Kinship and Clans

Morning: Running to the east; Positive thoughts for the day,
preparing with good thinking

Group Discussion: What are we envisioning for the day?—goal

3:00-3:30 pm—Reflection Qualitative
 Reflection
 Formative Assessments
 What was learned from the day's experiences?
 Professional Learning Communities:
 Debrief our day, reflecting on essential questions from Nis1hlkees, giving suggestions, sharing challenges and successes, etc.



9:00-11:30—English/Language Arts & Math
 Learning centers, small group direct teaching, singing, writing and illustrating, peer tutoring, labeling, webbing, reading and listening to stories, poetry, vocabulary development, utilizing technology and internet, etc.

10:15-10:30, Recess

11:30-12:00 Lunch
12:00-12:20 Health Break
12:20-12:30 Hygiene Break

12:30-3:00—Integrated/Experiential Ed: Activities that support learning targets and theme unit

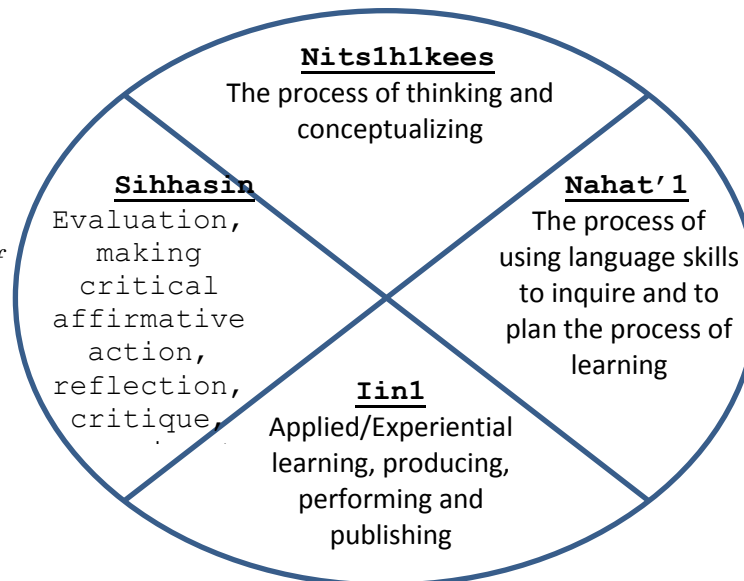
Circle time/ Building Relationships/ Talking Circles;
 Field trips: local store, farms, river, wash, hogback, nature hikes;
 Garden work: grandmother's, chapter house, local farmer;
 Cultural arts: storytelling, singing, cooking, pottery, weaving;
 Community Service: clean ups, gardening, partnering with elderly;
 Project: participatory research, projects, performances;
 Family/Clan initiated activities: butchering, cultural events, etc.

Sample Lesson

Assessment: What was learned from this experience?

Students will reflect on their learning by sharing/recording/drawing their observations and discussing their learning.

Teachers will reflect on their observations of key points for the rest of the week, including vocabulary struggles, conceptual difficulties, cultural understandings in need of reinforcement, and successes. Teachers will share ways to deepen the day's learning for the next day and the rest of the week. They will review the next content standards as they relate cultural, personal & community knowledge.



12:30-3:00—Integrated/Experiential Ed: Activities that support learning targets and theme unit

*Circle time/ Building Relationships/ Talking Circles;
Field trips: local store, farms, river, wash, hogback, nature hikes;
Garden work: grandmother's, chapter house, local farmer;
Cultural arts: storytelling, singing, cooking, pottery, weaving;
Community Service: clean-ups, gardening, partnering with elderly;
Project: participatory research, projects, performances;
Family/Clan initiated activities: butchering, cultural events,*

9:00-11:30—English/Language Arts & Math

What vocabulary is important for observing & describing ourselves & our environment? What are sentence forms we use to say certain things?

Introduction of key concepts and vocabulary will be taught followed by processing activities.

Practice language fluency activities/dialogue

Stories will be read and discussed about various animals, the elements, etc.

Math concepts will be introduced and practiced, such as counting, comparing, distance, greater & lesser, recognizing patterns, etc.

Additional Content/Concepts: climate, food cycle

Bylaws of Dream Dine' Charter School

(to be approved by Governing Board)

General

- 1.1 Authority: These bylaws will be adopted pursuant to the authority of DreamDine's first Governing Board
- 1.2 Offices: The principal office and place of business of the organization shall be at the Dream Dine' facility in Shiprock/Gadii'ahi, New Mexico..

Mission Statement & Board Responsibilities

- 2.1 School Mission Statement: Dream Dine' is a place-based elementary school where the Dine' (Navajo) culture, language and history are the foundation of an experiential curriculum. Through a dual-language program, we will nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships and progress.
- 2.2 Board Responsibilities: The Dream Dine' Board shall uphold the New Mexico and United States statutes regarding charter schools. The Board shall set overall policy and direction for the school and serve as the employer of all school employees. Also, the Board shall have responsibility for the fiscal health of the school.

Governing Board and Committees

- 3.1 Governing Board: The school shall have a Governing Board numbering 5-9 members, each of whom shall serve without compensation for his or her service.
- 3.2 Initial Governing Board: The planning team selected the first five members of the Initial Governing Board. Additional members will be selected in consultation between these initial members, Dream Dine' Principal, and the planning team members.
- 3.3 Terms: All selected members of the Governing Board shall serve two-year terms.
Accordingly, approximately half of the Board will be replaced each year.
- 3.4 Qualifications for Board Membership: The Board of Directors will represent a broad range of experiences and backgrounds, and will acknowledge and support the mission and goals of the school.
- 3.5 Non-Voting Member Classifications: The Governing Board may create non-voting member classifications of the Board who will not have fiduciary responsibility for the school (e.g., ex-officio). Ex-officio members

may include legal counsel to the Board, employees of the school, students and others.

- 3.6 Rotation: Any selected and voting member who has served for six consecutive years shall be ineligible to serve the next year.
- 3.7 Vacancies: Any vacancies may be temporarily filled by the Board of Governing Board. A person so appointed shall serve until the next scheduled election for that position, at which time a successor shall be elected.
- 3.8 Regular Meetings: Regular meetings shall be held monthly.
- 3.9 Special Meetings: Special meetings may be called by the chair.
- 3.10 Notice of All Meetings: Notice shall comply with the laws of the State of New Mexico.
- 3.11 Quorum: Five Board members shall have authority to conduct business for the Board, including actions concerning students deemed not to be in good standing.
- 3.12 Resignations and Removal of Directors: Any officer may resign his/her office at any time by giving written notice to the chair or to the secretary, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any officer may be removed by the Board whenever the best interests of the school would be served thereby.
- 3.13 Committees: The Board may appoint or provide for the appointment of standing or other temporary committees as it sees fit, and shall determine their duties, functions and authorities.
- 3.14 Voting: Except as otherwise specifically prescribed in these bylaws, all decisions
at any meeting of the Board or of a committee shall be by majority vote of those present and voting. Each member shall have one vote. Voting by proxy shall not be allowed.
- 3.15 Authority of Committees: Any/each committee may exercise any subordinate power, authority, or function delegated to it by the Board or these bylaws.
- 3.16 Committee Chairs: the Chair of the Board shall appoint the chair of each of the standing committees. Such appointments shall be subjected to Board approval.

Officers

- 4.1 Officers: The officers of the board shall be the Chair, Vice Chair, Secretary, and Treasurer. Each of

the officers shall be elected from among the voting Governing Board members.

- 4.2 Chair: The Chair shall preside at all meetings of the Governing Board.
- 4.3 Vice-chair: In absence of the chair, or at the request of the Chair, shall perform any and all duties of the Chair. The Vice-chair shall perform such other duties as the Board may assign.
- 4.4 Secretary: The Secretary shall provide for the keeping of the minutes of all Board meetings. He/she shall also provide for the keeping of the minutes of all meetings of the committees of the Board. He/she shall issue notices of all meetings of the membership. The Secretary shall perform such other duties as the Board may assign.
- 4.5 Treasurer: The Treasurer shall provide for the care and custody of all school funds. He/she shall provide for the keeping of the financial records of the school and the overview of the school's financial statements.
- 4.6 Removal of Officers: The Board may remove any officer for conduct deemed detrimental to the school.

Staff

- 5.1 Principal: Dream Dine' shall have a designated Principal who shall be evaluated annually by the Board and be responsible for carrying into effect policies adopted and approved by the Board.

Chair:

Vice-Chair:

Member:

Member:

Member:

Member:

Member:

Appendix C

Proposed Job Description for Dream Dine' Principal:

Dream Din 4's Principal will have to have an educational philosophy that aligns with the school vision and mission. He/She will have to have a deep understanding of the Navajo language and culture and the multiplicity of issues involved in Navajo education.

This individual must hold a valid New Mexico Administration License

Dream Din 4's Principal will be responsible for the following:

- *School site leadership and oversight, including management of budget and personnel, the implementation of school policies and procedures, facility management, etc.;*
- *Instructional Leadership, including the ability to evaluate the effectiveness of teaching and instructional programs, conduct objective classroom observations and provide actionable feedback to teachers, complete annual teacher evaluations, and work with formative assessment data to guide learning and instruction, curriculum, and professional development;*
- *Facilitating staff and community meetings that provide guidance to our educational community while allowing for community input and consultation;*

The knowledge and skills pertinent to developing a high performing school include:

- *Developing a caring and supportive school culture where all stakeholders are comfortable to take part in making our school a success, and feeling that they own the school.*
- *Supporting teachers not only in making sure they have what they need to do their jobs but to nurture them to develop into teacher-leaders.*
- *Have a working knowledge of curriculum and instruction*

Additional Skills:

- *The willingness and ability to foster and develop formal and informal partnerships with a wide range of groups and organizations such as school staff, parents/families, community leaders, community-based/grassroots organizations, Tribal entities, other schools and the local district, state and federal policy makers, etc. in order to provide Dream Din 4 with the necessary resources to meet its goals*
- *Communication/Presentation skills in both Navajo and English, and an awareness of Navajo history, culture and philosophy*
- *Research skills in teaching pedagogy, curriculum and instruction, professional development opportunities and models of effective education*
- *Experience managing a high performing team*
- *At least 5 or more years as a teacher, preferably as a Din 4 educator*
- *Dedication to Dream Din 4's unique vision, mission, and values*

Appendix D

Proposed Job Description for Dream Dine' Teacher:

Dream Dine's teachers will have to have an educational philosophy that aligns with the school vision and mission. He/She will have to have a deep understanding of the Navajo language and culture and the multiplicity of issues involved in Navajo education. This individual must hold a valid New Mexico Teaching License

Teachers working at Dream Dine' will:

- 1. Consider the practical applications of the knowledge and skills they teach;*
- 2. Collaborate on a minimum of one cross-curricular, experiential project for each unit of study*
- 3. Create authentic assessments that measure student mastery of knowledge and skills (the ability to apply learning), as well as the broader impact on the community*

The knowledge and skills pertinent to developing a high performing class include:

- The lead class teacher must be able to teach core academic subject areas which include Navajo language, culture and history, mathematics, the arts (traditional, visual, and music), language arts, science, social studies and geography, integrating New Mexico State Common Core Standards and Navajo language/culture into the curriculum in order to ensure that children are on track to proficiency each year.*
- Willingness to lead outdoor educational experiences with students*
- Willing to engage in community-based activities, including after school cultural events with families*

Additional Skills:

- Team building/collaboration with fellow teachers, staff, community*
- Working with formative assessment data to guide instruction and curriculum*
- Evaluate instructional program effectiveness that meets Dream Dine's philosophy, mission and goals*
- Highly organized, effective communicator, and strong interpersonal skills.*
- Working towards individual fluency in the Navajo language*
- TESOL endorsed*

Other qualifications may include:

- Experience in working in a high performing team*
- Experience working in a Dine' Community, preferably as a Dine' educator*
- Experience working with Professional Learning Communities, where team members engage in peer mentorship, stimulating and motivating each other to continually improve and develop their skills*
- Dedication to Dream Dine's unique vision, mission, and values*

Finance Director Proposed Job Description

Dream Dine's Finance Director will spend a significant amount of time studying federal and state statutes, regulations and rules to ensure compliance. To keep updated, the Finance Director will attend conferences and trainings provided by NMPED and NMASBO.

Appendix F

Dream Dine' Student Handbook (*proposed*)

Our Mission:

Our Vision:

Core Values:

Policy on Open Enrolment:

Dream Dine' School is a public charter school. This means that the school provides a free and public education and does not charge any tuition. Dream Dine school K-5 enrolment is open to anyone regardless of gender, race, or disability, provided that there is space. When the number of students who wish to enrol exceeds capacity for a classroom, a lottery will be established to determine who will be accepted for enrolment. When openings become available, students who have brothers or sisters already enrolled in the Dream Dine' School will be given preference for enrolment when space is available.

Multi-age Approach

Each Dream Dine' class, except for kindergarten, includes two grades. For example, two classrooms will each have 1st and 2nd grade students taught together. Research has shown that students tend to learn more when they work cooperatively in small groups. They benefit from having more advanced role models and learning through helping others. If students transferring to Dream Dine' School need to catch up, they will be able to do this without being held back a grade. If they are ready for more advanced studies beyond their grade level, we challenge them to go as far as they can with individualized learning plans and self-paced programs covering the Common Core Standards. We welcome parents to come in and talk to us about the abilities, interests and learning styles of your children, and the goals you would like them to achieve. Teachers and parents are encouraged to work together to design individualized educational plans and monitor progress.

Class Size Limits

To meet the needs of each student, Dream Dine' School provides an exceptional amount of individual attention. Research has shown that smaller class size (below 20 students per class) is strongly related to student success. From the beginning, this school is committed to an outstanding student:teacher ratio. Dream Dine' will have a capacity of 15 students for Kindergarten, 1st and 2nd grades, and a capacity of 20 students for 3rd, 4th, and 5th grades. Each classroom will have fully qualified teachers, plus teaching assistants whenever possible.

Students wanting to enrol after the class limit is reached will be placed on a waiting list. Exceptions may be made for returning students or in cases where there are other students in the family. We plan for the school to stay small so that all of our community

members can relate to each other personally. Kids don't get lost in a sea of faces here—our teachers and administrators will know most of the children in the whole school by name, and we would like to get to know their family members too.

Academics

Integrated Place-based, Multicultural Curriculum

Dream Dine' School's curriculum covers the Common Core and Navajo language/culture standards in a way that takes advantage of our unique place in the world. We emphasize studies related to our environment and local issues. We integrate Navajo language and traditional knowledge in academic content areas such as writing and science. Our students go beyond the classroom to learn about the land, plants, animals and people in our community. We include field trips as a regular part of our program.

Unfortunately, many children and adults have suffered times in school where their enthusiasm was discouraged, where they were bored with dry material, rigid teaching methods, or where they were given messages that they weren't very smart or capable. Many have even had traumatic experiences that made the learning process painful. We are dedicated to bringing the joy back into education! All Dream Dine' teachers provide a rich variety of hands-on learning experiences and creative opportunities. In turn, we expect students to participate wholeheartedly and focus on their studies, and help others to learn also. We ask for a commitment from students and family members to support this program

*Parent Compact will be developed that reflects this commitment

Policy on Parent Involvement

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

Grading System

Reporting periods are X weeks in length (TBD), at the end of which students receive a report card. The report card is meant to assist parents to receive an accurate picture of their child's growth and academic performance. A Parent/Teacher conference is held at the conclusion of the 2nd and 4th grading periods.

Make-Up Procedures

Students who are ill may make up work. One day of make-up privilege will be granted for each day of absence up to a maximum of five school days, regardless of the length of the absence. If notification of a test was given before the absence, the student will be expected to take the test the day he/she returns to school. Students who are suspended from school may have make-up privileges. These privileges will be explained in

the suspension letter. The teacher will assign a grade of “0” for any test or class work due on the day(s) of any truancy. Dream Dine’ staff and teachers will make an effort to contact parents and/or guardians.

Progress Reports

The main function of progress reports is to inform the student, parent/guardian and teacher of the progress the individual student has made in class. We will be using the Dream Dine’ Wellness Wheel, and we expect that accurate and objective reporting directly from the student and teacher will encourage the student to make use of all educational opportunities to the best of his/her abilities. The teacher may give interim progress reports at any time. They may be issued at the mid-point of a grading period. The reports are designed to inform the student and parent/guardian of the student’s progress in a given subject area at that point in time.

Absences/Tardies

Dream Dine’ School emphasizes consistent attendance for the academic success of each student. Most of our students have very good attendance, but students with poor attendance often struggle to keep up. Unless a student is excused because of sickness, religious events or a family emergency, they are expected to be in school and on time every day. A student is counted as tardy if they are not present in their class at roll call first thing in the morning.

Reporting Absences

If your child is going to be absent, please call the school before the start of school. There is usually someone at the school 30 minutes before the start of school, and if you need to call before that time, you can leave a message on our voicemail service. Also, if your child does not arrive on the bus, we will know that he or she is in good hands. We appreciate if you can let the school know ahead of time when absences are foreseen, so the bus won't be waiting in front of your house. If a child is absent, and a parent has not reported that absence, parents will be contacted at their place of employment or at home.

All schools are required by law to keep careful records of why a child is absent, including illness or doctor's appointments. It is important that your message include the child's first and last name, his or her teacher, and the reason for absence. Parents should contact their child's teacher to request missed work.

Unreported absences will be verified as required by state law. If a student has ten or more unexcused absences per semester, they face the possibility of not being promoted to the next grade. Students with ten unexcused absences in a row are legally considered to have dropped their enrolment and must apply for re-admittance.

Tardies

Students need to be present in class and ready to learn at the start of class. Families who are bringing a student to school late need to accompany that child to the office and sign him or her in. Late students need to receive an admit slip from the Office before going

to their classroom. In cases of excessive unexcused absences or tardies, students and parents will be asked to meet with the Principal to work out a plan for improvement.

Changes in Going-Home Routine

The school is responsible for ensuring that students are returned home to the place where their parents expect them to be. If a change in bus transportation is requested, such as someone else picking up the child, or the child being given permission to spend the night at a friend's house, the student must bring a note signed by a parent or guardian and give it to the Parent Liaison. The only other way transportation changes are permitted is if parents or guardians call in the morning and talk to a person who can recognize their voice.

Signing Students Out of School

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

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

Students Staying After School

All students staying after school need to be involved with school activities, or directly supervised by their family members.

Unsupervised students will be assigned tasks in an area where they can be monitored and parents will be contacted.

In cases where no family members can be contacted or not home, students will not be dropped off and/or left unattended. In cases where parents discover that this has happened, they need to call the school immediately to make arrangements to get them home. If the school or parent is unable to deliver a child home by 4:30 p.m. reports may be made to Child Protective Services according to state law. This also applies in cases where parents ask that children remain at school and then don't come to pick them up. The school doesn't ever want to find itself in this situation, so we ask parents to always have someone home when children are to be dropped off.

Illness, Injury, or Drug/Alcohol Overdose

Parents are expected to keep children home who are clearly ill or injured. Students who have a fever or who have a contagious illness are required to be kept home and should not get on the bus to come to school until they no longer have a fever or are no longer contagious. If a student comes to school and is determined to have a fever (over 99 degrees) or if the student shows signs of

illness that could be contagious, the child's parents will be called to pick the child up. It is in the interest of the health of all students that children who are contagious not be in school where their illness can spread to other children.

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

1. The school will attempt to communicate with the student to gather relevant information.
2. The Principal of the school or a person designated by the Principal and trained in first aid will assess the student's condition and institute measures to handle the situation.
3. Every attempt will be made to notify the parents and/or guardians.
4. In life threatening situations: an ambulance will be called immediately for such conditions as profuse bleeding, cessation or obstruction of breathing, deep shock, injury with unconsciousness, electric shock, and heart attack. Limited emergency care will be administered until the ambulance arrives.
5. In emergency situations of a less critical nature:
 - Students will be transported by ambulance or private car to the clinic or hospital. Examples of this type of emergency are fractures, lacerations requiring sutures, severe sprains, or burns.
 - If the parents/guardian cannot be contacted to accompany the student, school personnel will accompany the student to the clinic or hospital.
 - A Student Accident Report will be submitted to the Principal of the school or his/her designee at once in the event of student injury at school. A copy will be sent home for the parent or guardian.

Snow Days

Snow days (no school) will be decided by 7:00 a.m. on mornings when there is snow that affects the ability of students to come to school. On days when there is a light snowfall, a snow day schedule (one or two hour delay) will be announced to allow time for hazardous road conditions to clear up before taking the buses out. The school will report late schedules or snow days on local radio television channels, and/or on the school website. Please listen to the radio and check the school's website on questionable mornings, and do not bring your child to school early on days the snow day schedule is in effect, because supervision will begin later than usual.

Meal Programs

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

The climate of the cafeteria is friendly, clean and safe. Suggestions for changes that students or parents would like to have in the cafeteria may be submitted to the Principal's office. The school will provide meals free of charge to all students, although free lunch applications are required from each family. Visitors and parents who have business at the school are welcome to get a free meal

ticket from the Receptionist. Parents, students and staff are encouraged to provide feedback and helpful suggestions to Food Service employees or to the Principal of the School on how to better accomplish the above goals.

Office Procedures: Records

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

1. Mailing and Physical address and home phone number
2. Cell phone numbers for all parents/guardians
3. At least one work phone number
4. E-mail addresses for all parents/guardians
5. Name and phone number of an additional person to contact in case of an emergency when parent/guardian cannot be reached.
6. A sign out list of name, relation, and phone numbers for who will be allowed to sign out your child.

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

Student/Staff Safety

Pediculosis (Head Lice) - No Nits Policy

It is the policy of Dream Dine' School to do what is necessary to protect the health of all students. Therefore, all students with evidence of head lice will be excluded from school until treatment has been started and students are free of lice and nits. The school can provide information about treatment of this condition, including alternatives to toxic lice-killing shampoos. The Principal, nurse or designee will make decisions about exclusion and readmission.

Soiled Clothing

When young children are known to have occasional toileting accidents and soil their clothing, parents are asked to send in two pairs of clean pants for teachers to have on hand. The school also keeps some replacement clothing on hand, but the supply is limited and we can't guarantee that we'll have pants that fit every student. Cases where clothing is not available cause students to be taken home—please make sure your child has extra clothing at school if there's a chance that they'll need it.

Dream Dine' School Sexual Harassment Policy

Dream Dine' School prohibits sexual harassment of, or by, any of its students, employees or visitors. It is our policy that all individuals associated with Dream Dine' School, including but not limited to the Governing Board, employees, students and visitors, have a right to work, learn and visit in an environment free of sexual harassment, discrimination based on race, color, religion, sex, age, national origin, disability and sexual orientation. Employees, students and visitors must avoid offensive or inappropriate sexual and/or sexually harassing behavior.

Governing Board members, employees, students and visitors have a right and responsibility to report harassment experiences. There will be prompt and equitable resolution of sexual harassment complaints. The school will provide access to any needed information

and materials concerning harassment, how to file a complaint and a step-by-step process which will guide those involved, whether they be the accused or the victim.

Verbal or physical sexual advances may include touching, pinching, brushing against, or subtle pressure for sexual activity. This also includes comments on physical characteristics of a sexual nature and sexually oriented "teasing," derogatory or pornographic pictures, cartoons or drawings, double entendres and jokes. Where these actions are unwelcome, they can become sexual harassment.

Generally, sexual harassment occurs when:

- The behavior is unwelcome and sexual in nature.
- The behavior is ongoing, creating a hostile environment.
- The behavior leaves the victim feeling uncomfortable.
- Submission to or rejection of behavior affects employment, academic status, or benefit.

Reporting procedures:

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

Computer Use

A goal of Dream Dine' School is that all students have access to computers for use at school and for projects at home. At the same time, it has been challenge to keep the school computers in good working order. In order to take advantage of computer privileges, training is offered to students on how to use the computer, how to use MS Office and the Internet, what can and cannot be used on the computer at school.

Restitution

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

Dream Dine' School is a "Drug Free School Zone"

This means that alcohol, illegal drugs, non-ceremonial tobacco, and controlled substances are prohibited in or near the school buildings, playground, parking lot, and entire school property. Appropriate action will be taken to enforce the drug free zone.

Dress Code

Students are required to follow basic

guidelines that contribute to a positive learning environment.

Wearing apparel needs to be weather-appropriate. Jackets, hats and gloves may be required on chilly days, as children will be playing outdoors for recess, PE, and sports. We also ask that our students appear at school dressed in a way that shows respect for community standards. The following may not be worn:

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

The Principal or designee will make decisions regarding questions of attire that are not clear. Appeal may be made to the designee or governing board in cases of disagreement.

Prohibited Items

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

- Skateboards or rollerblades
- Any kind of guns, including toy guns
- Squirt guns or water balloons (except for organized events with special permission)
- Weapons of any kind
- Soda or Fast Food
- Cell phones must be kept out of sight and used only outside of class.
- iPods, personal cameras, electronic games or other valuable items, unless approved by the teacher. These may have educational value, but also involve risk of theft.
- Large amounts of money, unless needed for special purposes.
- Other items determined to be a threat to physical or emotional safety, or disruptive to the learning process

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

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

Food Policy (Suggestion—to be approved)

Dream Dine' prohibits potato chips, candy, sodas (and other non-juice drinks like Gatorade), and any item with high sugar content. Consequently, we ask that parents not allow students to bring any of these types of foods to school. In class school parties, special events, and community feasts are not subject to this policy.

Alternative snack foods that are encouraged include nuts, whole grain crackers (like Triscuits, Wheat Thins, Honey Graham Crackers), cheese, granola bars, fruit, veggie sticks and dips, popcorn, tortilla chips and salsa.

Restrictions on Software, Videos, etc.

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

Selling/Trading

In the interest of health and educational focus, students are not allowed to sell or trade items at school during school hours, including the after school program, other than for a school-sponsored project. However, handmade items may be sold after school and during breaks, and entrepreneurial students or family members are encouraged to contact teachers and administrators for sponsorship and support in fundraising or producing income. We especially welcome creative endeavors such as arts and crafts, or services needed in the community. Fundraising involving items containing sugar may be done only by special permission from the Principal.

Bus Safety

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

Procedures for students while riding buses

- Students will recognize that the bus driver has been delegated responsibility for everyone's safety. The driver will handle and report discipline problems to his/her supervisor.
- Students will remain seated at all times and will not stand to disembark until the bus or van comes to a complete stop.
- To avoid unnecessarily long bus rides, the driver is not required to wait for students who are not ready at their morning pick-up stop. Two minutes is the maximum time to wait for a child during pick-up. Teachers/teacher assistants are responsible for releasing the children on time.
- Riders are not to talk loudly or distract the driver.
- Riders are to keep all body parts inside the bus.
- Only open the windows with the driver's permission.
- Do not throw objects while on the bus.

- Do not leave any items on the bus. Students may be required to clean up their litter before getting off the bus.
- Do not touch the emergency door, exit controls or bus safety equipment.
- Large items will be held in student's laps and not be placed in a seat if this forces other students to stand. If items pose a hazard because of size, it will be the responsibility of the parent to transport these items.
- At times, the driver may assign seats to certain students. He/she has authority to do so for the general safety of all passengers.
- No glass is allowed on the bus. Bringing food and beverages onto the bus is not permitted unless prior approval is granted.
- Displays of passionate affection are not permitted.
- After getting off at their stop, students are to cross ten feet in front of the bus, never to the rear of the bus.
- Parents/guardians are responsible for intentional destruction on the bus and will be required to make restitution for damage caused by their child.
- Parents/guardians are responsible for making arrangements for picking up their child if they are not going to be home, and need to have a written statement on file at the school indicating a second drop-off point for their child. We are emphasizing this policy since the issue of students asking to change their drop-off place has continued to come up. It is important that students are taken reliably where their parents expect them to be.

Procedure for Behavior Problems during Transportation

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

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

Discipline Policy

Dream Dine' recognizes the necessity of maintaining an orderly and harmonious environment in the school. In all cases, it is the policy of Dream Dine' to follow school environment procedures.

Students are responsible for their own actions and must respect the rights of others. Opportunities will be provided for staff to develop skills in teaching decision making, responsible behavior, how to honor oneself and others, and how to work together to help each other.

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

Choices after disruption

In minor instances, when a student disrupts the learning environment she/he will be asked for the facts about what she/he is doing, and what school rule or expectation their behavior violated. The student will then be given the opportunity to rejoin the other students. If a student continues to disrupt the learning environment or refuses to answer questions asked of him/her, further steps will be taken.

Student fills out Behavior Wheel Reflection Form

In instances of repeated disruption, students will be removed from the area, have a conversation with teacher/staff or sent to the principal's office (discretion of teacher/staff) to fill out a Reflection Form. The Reflection Form is designed to allow students to reflect on what they did and on how their actions affect other people.

Student develops a plan

Students who go to the Principal's Office remain there until they create a plan on the Reflection Wheel Form to align their behavior with group goals. Staff members are available to assist in the plan and to determine when the student is ready to return to his/her class. Students who complete the form will return to the classroom for the teacher's approval of their plan.

Principal decides whether to recommend Peacemaking/Restorative Practices

If on the Reflection Form it becomes clear that the student's behavior is related to a conflict with another person, Peacemaking/Restorative Practices may be proposed by the Principal or the teacher.

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

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

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

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

Consequences

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

- Practice of procedures until mastered
- Verbal correction
- Reflection Form

- Restitution, Community Service
- Call to parents notifying them of student's behavior
- Written notification to parents
- Meeting with parents, student, and Director

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

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

Peacemaking/Restorative Practices Alternative

The Peacemaking/Restorative Practice alternative exists in when the violation of school rules and behavioral expectations occur because of a conflict between the student and another person(s). For Peacemaking/Restorative Practice to work in the school setting, it must be voluntary for all involved and should be used only when, in the opinion of the administrator, there is not an immediate danger to any students involved in the conflict. The intent of Peacemaking/Restorative Practice is to regain harmony and seek healing in the relationship. When possible, Peacemaking should involve an elder Peacemaker through the Navajo Nation Peacemaking Program.

Simplified Peacemaking/Restorative Practice

There may be times when a conflict is not major, but needs immediate attention and can be effectively resolved with a simplified version of Peacemaking/Restorative Practice. This is especially useful when working with young children. This simplified version can be conducted by the Principal of the school or by a teacher/staff person knowledgeable in the processes and philosophy of Restorative Justice.

The goal of simplified Peacemaking/Restorative Practice is the same as in the full version: To regain harmony and seek healing in relationships.

The steps listed below is the simplified version that can be used with younger children at school with great effectiveness:

Steps in School-Based Simplified Peacemaking/Restorative Practice:

1. Gather all students involved in the conflict together
 2. Pause for a brief moment to ask for spiritual assistance (this can be done silently)
 3. Ask each student and adult in the room to introduce themselves, or if they already know each other, to say how they are connected to each other. The Peacemaker can prompt this step by asking: "Are you all in the same class?" "Are you related to each other?" "Are you related to each other in clanship?" "Are you normally friends?" "Do you normally play or hang out together?" "Do you live close to each other?" The facilitator can also say how he or she is connected to each of the students.
 4. Ask the student who has the grievance to talk first about the facts as they see them, expecting all others to listen and assuring them that everyone will get their chance to speak.
 5. Ask the student who committed the offense to tell his/her side of the story. Make sure that all others listen while this student is speaking. If things get heated, ask everyone to stick to the facts and be respectful. Give everyone in the room a chance to say their side of the story, but have one person at a time speak. Seek common agreement on the facts.
 6. Ask each student to describe how he/she would feel if they got treated the way they treated the other student.
 7. The Peacemaker makes statements that seek common ground in what the students are saying about their feelings. (Example: "I notice that both of you would like to feel safe when you come to school.")
 8. Look for the moment when the students realize how the other person got hurt and how what they did contributed to that hurt. Give each person a chance to say something to the other student(s) that could help make peace. Usually this comes in the form of a sincere apology.
 9. Encourage everyone to shake hands or hug and look at the other person when they are apologizing.
 10. If the conflict was severe or if many students were involved, write out the understanding of resolution and have students sign the agreement.
 11. Express thanks in a heartfelt way for the regaining of peace and harmony.
- At the conclusion of a successful Peacemaking/Restorative Practice session, a simplified form for the steps outlined above, should be filled out by the facilitator to indicate what resolution was reached.

Student Disciplinary Proceeding when Peacemaking/Restorative Practice is not used

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

Student suspension/expulsion/Due Process Rights

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

The authority to suspend a student for up to ten days, after an informal hearing is held, rests with the Principal. If danger to students or staff is present, the Principal or designee may immediately remove the student from school, with prior contact with the parents

and with a notice and hearing following as soon as practical. The principal will report each suspension for 3 days or more to the Board within one day.

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

A recommendation to expel shall be through the Principal and designee. All requested expulsions need to have supporting data indicating the required due process procedure.

Behavioral Expectations

All teachers are responsible for working with students to ensure a safe, caring and productive learning environment. Teachers may have different ways of doing this at different age levels. Positive procedures, natural consequences and clear communication will be part of their strategies. Punishment will be avoided, but time-outs or, in serious cases, suspension will be used as needed to protect everyone's physical and emotional safety, and the rights of all students to learn without disruption. Teachers will help students understand group agreements and commit to living by them. All Dream Dine' teachers have developed classroom procedures that create positive, productive learning environments. They use practice and review, student reflection and cooperative problem solving, counseling, and parent-student-teacher conferences to handle ongoing disruptive patterns. Counseling and Peacemaking services are available in cases where teachers, parents and/or students would like help.

For disruptive classroom behavior, the following consequences are most often used:

- Verbal correction from teacher to student
- Written consultation between teacher and student using behavioral form
- Send student for time-out in a cooperating classroom, with behavioural wheel Form and assignments
- Send to Principals office, with behaviour wheel form. In these cases, a copy of the Incident Report will be sent home to parents.
- Repeated incidents will result in a conference with student, teacher and parents/guardians, where ways to handle the disruptions will be determined.

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

The following behaviors will not be tolerated at Dream Dine' School, on buses or during any school-sponsored activities.

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

Handling of instances of severe disruptions or intentional physical harm:

- Reflection form is filled out by all students involved.

- Immediate fact-finding discussion held by Principal, or Principal designee with child and all involved with the incident, to get all sides of the story.
- If facts indicate a violation, plans for improvement and consequences are determined, including possible suspension.
- Parents contacted by phone or letter. Meeting happens as soon as possible.
- If a student is uncooperative, disruptive, or violent after the incident, the student can be suspended and sent home immediately, on the discretion of the Director or designee.
- In cases of suspension, child taken home, or to designated caretaker if nobody is at home, or to In School Suspension if no caretaker is available.
- Conference between parent, student, and Director or designee, including:
 - *Understanding of incident and consequences
 - *Plan for behavior change
 - *Restorative Practice as needed, including apologies and forgiveness
- Peacemaking, if all parties agree
- Follow-up on agreements and behavior change plans
- Notes on incident will be kept in student master file.

Efforts will be made to contact parents in cases where this affects the time that the student will arrive home. In cases where telephone contact is not available, we ask for your understanding regarding the necessary schedule change.

Student Rights and Responsibilities

Dream Dine' supports these Student Rights

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

Student Responsibilities

If each person acts with responsibility, they will benefit personally and the school as a whole will succeed. Here are some things that students are expected to do, as a commitment to their own learning and to our school community.

1. Students have a responsibility to respect the rights of others to learn and teach. That's what we're here at school for!
 2. Students are responsible for consistent attendance. This means to come to school every day, on time, unless sick or excused.
 3. Students are expected to practice personal hygiene and cleanliness.
 4. Students help take care of property, using school property with care and respecting the property of others.
 5. Students have a responsibility to live up to their agreements to observe safety, playground, and classroom rules.
 6. Students have a responsibility to complete classroom and homework assignments and hand them on in time, and ask for help if they need it.
 7. Students have a responsibility to take messages home and return communication from the family to the school. It is important for parents to get information from the school.
 8. We all have a responsibility to help make Dream Dine School a great place to be. This includes being respectful, helpful, and courteous to others, and offering our creative ideas and actions. Please keep in mind that we are all role models.
- I will uphold my Responsibilities and act in ways that respect the Rights of students, teachers, and all Dream Dine' community members.

Student Signature: _____

Appendix G

The Governing Board for Dream Dine' Charter School will create bylaws dealing directly with conflict of interest that is in alignment with the state and tribal conflict of interest statements. The following language is taken from a successful Charter school:

"It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. To avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed."

Such as statement will be reviewed, modified and adopted by Dream Dine's Governing Board and will serve as the guiding policy for the Governing Board Members.



STATE OF NEW MEXICO
Public School Facilities Authority

Robert A. Gorrell
Director

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Santa Fe Main Office
410 Don Gaspar Ave
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May 31, 2013

Mr. Gavin Sosa
Dream Dine Charter School
PO Box 4386
Shiprock, NM 87420

Dear: Mr. Sosa,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for Dream Dine Charter School. 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, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan.

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

- Dream Dine Charter School did request to locate in existing Central Consolidated Schools
- You plan to have a cap of 180 students and consist of pre- K thru 8th grades
- Anticipated number of 12 classrooms/spaces
- 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 cursive script that reads "William W. Sprick".

William W. Sprick,
Facility Master Planner

cc: Ted Lasiewicz, PSFA Regional Manager
Martica Casias, PSFA Planning and Design Manager

Appendix I
Dream Dine' Charter School
 Cudei, New Mexico

Contact: Gavin Sosa
 PO Box 4386
 Shiprock, NM 87420
 505-948-2014
gavinsosa13@gmail.com

Overview:

Year of application: 2013

We have reviewed NMAC 6.27.30—the New Mexico Statewide Adequacy Standards as well as the Charter-Alternative School Statewide Adequacy Standard Variance

1. GOALS/MISSION

1.1 Goals

1.1.1 Mission

Dream Dine' will be a school where Dine' (Navajo) philosophy, language, values, culture and history are the heart of a place-based, experiential curriculum. We seek to nurture fearless young women and men who are fully committed to their personal and community health, wellness, relationships and progress.

1.1.2 Describe the general educational philosophy

We are excited to create a school that seamlessly weaves together Dine' wisdom and philosophy, New Mexico Common Core Standards, and local community resources into a unique curriculum that strengthens our students' sense of identity.

This curriculum will be grounded in the culture, geography and history of the area. Experiential learning opportunities and service-learning projects will provide our students the local context to apply classroom content, empowering them to become positive warriors for their community and the world. At Dream Dine' professional educators will use a bilingual methodology where both Dine' and English are used to teach and reinforce concepts and content. The ultimate assessment of the school's success will be measured by the health, wellness, relationships and progress of the children, families and local community.

1.1.3 Serving the community

For the past 2+ years we have been engaging Shiprock community members in consultation about the purpose and process of education. We have conducted numerous one-on-one interviews, small group conversations and talking circles, speaking with over 80

educators, elders, parents, and youth so far. Our explicit intention has been to provide local community members an opportunity to voice their aspirations for their own children. Our work has been to gather these ideas and to design a school that fully reflects this unique vision. It is our expectation that each participant has a voice, that all are given an opportunity to define their role in the process, that each knows what can be expected from the others, and that a clear and consistent vision is established through which our students can make healthy life choices with confidence.

Our mission and vision are a reflection of the values, goals and aspirations of the people we have spoken with so far, and we have plans to continue this process with hundreds more people in the coming months and years to assure that our school is aligned with the community's vision of success.

The land where Dream Dine' will be located in Gadii'ahi (Cudei), New Mexico. We will encourage interaction between our educational community and the broader community. We would like to have "inter-generational meals" where elders and students can come together and laugh, share stories and learn together. In addition, the school will be built around a central gathering space (amphitheater) where family and community events can be celebrated and honored. We are excited to become a focal point of community life.

1.2 Process

1.2.1 Process for data gathering and analysis

Our planning team is an open-minded group of passionate educators, elders, youth and community members. Initially this team was meeting at least bi-monthly to discuss high level concepts regarding the history of education on the Navajo Nation, Dine' Philosophy, and community-based approaches to education. We have utilized a variety of methods for gathering community input.

Members of our planning team have facilitated one-on-one conversations, small group dialogues, and community talking circles with approximately 80 individuals in order to solicit input from parents, educators, youth and elders. During the one-on-one and small group conversations we ask a short series of questions and record individual responses. During the talking circles we have handed-out questionnaires to each participant, asking them to first answer the questions individually. This independent reflection is followed by a group discussion where participants can expand on their responses and build upon each other's ideas. We strive to accurately record these group conversations to capture the depth of the ideas provided. At the conclusion of such conversations and gatherings we have collected the questionnaires and combined them with our own notes as we seek to identify common/unifying themes.

The planning group is responsible for analyzing responses and incorporating these ideas into the mission, vision, goals, and curriculum of the school. This is an ongoing process that will continue for years to come.

1.2.2 Authority and facilities decision making

The current members of our planning team/steering committee include:

Contact Member: Gavin Sosa: BA, MA Ed Leadership; Teacher and Instructional Coach (7+ years)

Lula Begay: BS, MEd, EdD; Teacher and Instructional Coach, Navajo Language and Culture (38 years, retired)

Michael Thompson: BA, MEd, EdS; Teacher and Curriculum Developer, English/LA (35 years), English and Native Studies Instructor-San Juan College

Roselyn Begay: BA, MEd; Teacher, Navajo Language and Culture (30+ years), Licensed School Administrator

Rose Nofchissey: BA, MEd; Teacher and Instructional Coach, Navajo Language and Culture (25+ years), Licensed School Administrator

Celeste Yazzie: BA History, MA Elementary Ed; Teacher-Elementary and Personal Wellness, Adult Education (5 years)

Ravis Henry: Interpretive Cultural Educator (3+ years @ Canyon De Chelly National Monument)

Community Members: Telletha Valenski and Terri Deale

Navajo Facilities Designer/Consultant: Alfred Kahn Jr: BA, MA-Architecture

These individuals are responsible for any capital planning and facilities needs at this time. A Governing Board, officially empowered upon approval of the Charter, will ultimately be responsible for decision-making authority of the school.

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs overview

Dream Dine' will be a place-based school in the fullest sense. Our teachers will access and utilize the natural, human and cultural resources of the surrounding area to empower our students to apply classroom learning to their local environment. Our culturally-based, experiential curriculum requires that the school itself reflects the community in which it exists: in its instructional programs, physical design and layout, organization and activities.

Following the Dine' Philosophy of Life, each academic unit begins with Nitsaakees "Envisioning" (to the East). Teachers will collaborate with students and families to specifically identify the "Enduring Understandings" that students must internalize. A series of teacher and student generated "Essential Questions" will outline the knowledge and skills that our students will strive to master during the course of each unit of study. The focus here is to envision and define the wisdom that students will carry with them for a lifetime. By its very nature, Nitsaakees is an interdisciplinary concept that requires collaboration and the integration of Dine' culture and language, academic content, and the ability to apply these teachings within the community.

Nahata "Planning" follows (to the South), in which modeling and direct instruction will occur. Classroom activities, assignments, lectures and presentations, aligned with the New Mexico Common Core Standards, will provide students the opportunity to engage in the skills and knowledge necessary to grasp the academic content. This resembles what most of us think of as traditional classroom learning, with the introduction and instruction of discreet pieces of information, although at Dream Dine' both teachers and students will understand from the outset that mastery of this knowledge is necessary not for its own sake, but for its potential impact on their community.

Iina "Living" to the West, is a unique feature of the Dream Dine' school. This is the time to apply the knowledge that has been learned. Our students will participate in experiential/service-learning projects that begin in the class and extend outward into the broader community. These might include testing water and soil samples to evaluate the impact of the two local power plants, composting and recycling school waste and working in our community garden, investigating the geological features of the local landscape, interviewing elders at the local senior citizen center, visiting important historical and cultural sites of the Dine' and attending/participating in local Chapter and Tribal government meetings. These experiences will provide our students opportunities to supplement and synthesize classroom learning activities, and gain the firsthand experiences necessary to become positive warriors in their community and in the world.

Sihasin "Reflection", to the North completes the circle. Students, teachers and staff will evaluate the student learning experiences using numerous metrics. Norm-referenced and criterion-referenced assessments will be combined with student reflections, family satisfaction surveys, and community-impact surveys to assess the 360-degree impact of our school and our academic program. The results of such assessment/reflection will guide the next cycle of learning.

Project Specifics:

Dream Dine' will be located in Gadii'ahi (Cudei), NM approximately 4 miles west of Shiprock. The community has already withdrawn several hundred acres of land from the Navajo Nation as a part of their community master development plan and is currently planning and conducting archeological and resource surveys. *During the May 19th Gadii'ahi Chapter Meeting, the community passed a supporting resolution for Dream Dine' Charter school, committing to helping us locate and secure 10 or more acres of land for the school.* This space would house classrooms, the administration building, the central amphitheater, a gym/food service building, a community garden, outdoor recreation space, parking, etc. It is our hope to continue developing strong relationships between the school, our youth, the elders, families and local leaders.

Our 12 classrooms are Navajo-inspired educational spaces. Five independent, circular classroom structures will be divided in half, each housing 2 mixed-aged classrooms. Between the two classrooms will be space for storage and restrooms at the lower elementary grades or lab space at the upper grades. The sixth structure will house 2 elective classrooms—science and art. Each structure will have a covered, outdoor instructional space (see **Appendix A** for classroom/school design).

Classroom organization:

Structure 1—Classrooms 1 and 2: Pre-K and Kindergarten (15 in each class; 30 total students)

Structure 2—Classrooms 3 and 4: 1st and 2nd Grades (15 in each class; 30 total students)

Structure 3—Classrooms 5 and 6: 3rd and 4th Grades (20 in each class; 40 total students)

Structure 4—Classrooms 7 and 8: 5th and 6th Grades (20 in each class; 40 total students)

Structure 5—Classrooms 9 and 10: 7th and 8th Grades (20 in each class; 40 total students)

Structure 6—Classrooms 11 and 12: Electives (Science, Arts)

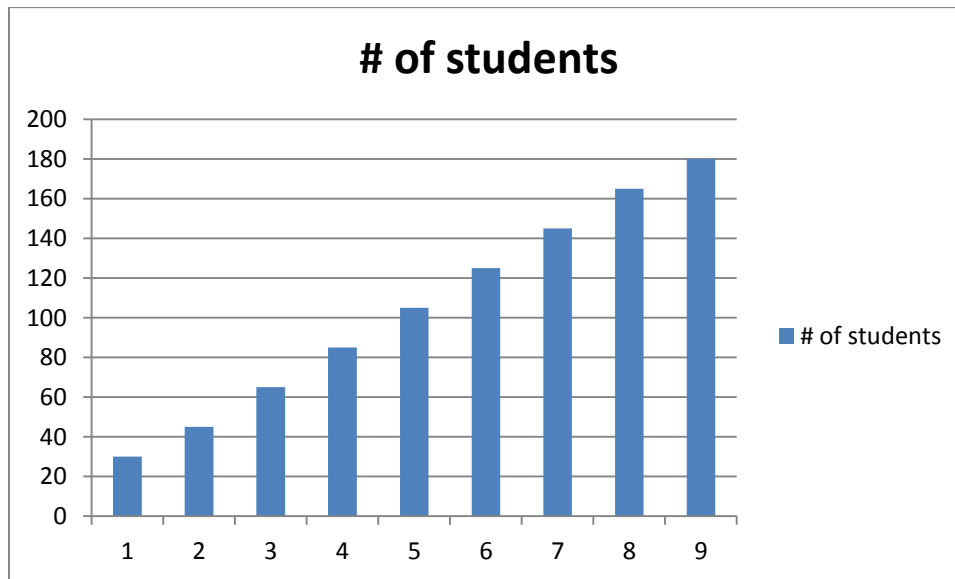
The school's structure and organizational layout reflect the Dine' culture as well as principles of child development. Hogans are the traditional dwellings of the Dine', where family and clan relationships are taught and honored. Our unique circular classrooms honor these teachings, provide teachers and students both indoor and outdoor education space, encourage collaboration, and are energy efficient. The mixed-aged grouping structure of the school allows students daily opportunities to learn from age-level peers as well as those slightly younger and slightly older. This system also allows individual students with minor developmental delays the opportunity to master academic and social skills over the course of 2 years, without arbitrary time constraints imposed by the traditional school calendar. This will limit the number of students inappropriately labeled as 'special education' and minimize the harmful life-long effects of such labels.

2.2 Proposed Enrollment

2.2.1 Indicate proposed enrollment cap

School Enrollment Cap: 180 students total, Kindergarten through 8th Grade, and Pre-K

2.2.2 Describe any plans for phased enrollment



Year 1: 30 total students (15 Kindergarten, 15 First Grade)

Year 2: 45 total students (15 Kindergarten, 15 First Grade, 15 Second)

Year 3: 65 total students (15 Kindergarten, 15 First, 15 Second, 20 Third)

Year 4: 85 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth)

Year 5: 105 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth)

Year 6: 125 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth)

Year 7: 145 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth, 20 Seventh)

Year 8: 165 total students (15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth, 20 Seventh, 20 Eighth)

Year 9: 180 total students (15 Pre-K, 15 Kindergarten, 15 First, 15 Second, 20 Third, 20 Fourth, 20 Fifth, 20 Sixth, 20 Seventh, 20 Eighth)

2.2.4 Classroom loading policy

Pre-K and Kindergarten—15 student max per grade level (60 sq/ft. per student)

1st and 2nd Grade—15 student max per grade level (40 sq/ft. per student)

3rd through 5th Grade—20 student max per grade level (40 sq/ft. per student)

6th through 8th Grade—20 student max per grade level (35 sq/ft. per student)

2.2.5 Classroom needs (see subsection 2.2.2 for grade-level specifics)

Year 1: 4 classrooms (2 general classrooms, 2 elective classrooms), 30 total students

Year 2: 6 classrooms (4 general and 2 elective), 45 total students

Year 3: 6 classrooms (4 general and 2 elective), 65 total students

Year 4: 8 classrooms (6 general and 2 elective), 85 total students

Year 5: 8 classrooms (6 general and 2 elective), 105 total students

Year 6: 10 classrooms (8 general and 2 elective), 125 total students

Year 7: 10 classrooms (8 general and 2 elective), 145 total students

Year 8: 12 classrooms (10 general and 2 elective), 165 total students

Year 9: 12 classrooms (10 general and 2 elective), 180 total students

Administration Building:

The Administration Building will be 3200 sq. ft. with a Hogan style entry, leading into an administrative space housing the following spaces:

1. Principal's office
2. Reading Specialist's office
3. Secretary/Reception area
4. Nurse
5. Special Education Coordinator
6. Faculty Workroom and Teacher's Lounge
7. Conference Room
8. Storage

Multi-purpose Building:

Ideally we would like to build our own facility, as outlined below. If that is not financially feasible, our second option would be to share space with the Gadii'ahi Community Center/Gym, which has been approved as part of the community's master development plan.

Gym/Cafeteria

Kitchen/Food Storage/Staff toilets w/lockers/Office

Library (including main room with stacks and reference area)

Parent/Community Workspace

2.3 Site and Facilities (if applicable)

2.3.1 Location/site

We are looking to build Dream Dine' at the northwestern corner of the junction of HWY 64 and IR-57 in Gadii'ahi, NM (see **Appendix C** for Google image of potential site location). The designated land is currently undeveloped. Dream Dine's 23,000+ sf. facility, including 12 classrooms, an administrative building, a multi-purpose building and a central amphitheater will be located here. We will need to work with the Navajo Tribal Utilities Authority regarding infrastructure needs.

2.3.4 Facility evaluation (If applicable)

Not applicable at this time.

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

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

Our facilities will encourage and facilitate the implementation of our mission and vision. The classrooms themselves (circular structures honoring the 4-directions, with both indoor and outdoor educational space) will provide culturally relevant spaces for our Dine'-centered curriculum. The amphitheater will provide a space to host community cultural activities. These spaces, along with the community garden and elective classrooms (for the sciences and arts) will provide on-site spaces to engage in experiential education activities. We would like our multi-purpose building, with cafeteria, gym, parent/community workspace, library and computer lab to be utilized for educational purposes by our students as well as elders, families, and friends. We would like to encourage community meals to provide an informal time and space for intergenerational dialogue and for our students to practice their Navajo language fluency.

In collaboration with the Cudei Chapter we expect to enter into a 99-year lease agreement with the Navajo Nation for the project land, at fair market value.

3.1.2 Concepts

Our school will be located in Gadii'ahi (Cudei), New Mexico, a small rural community of approx. 1000 people in the northeast corner of the Navajo Nation. Based on community input, it has been decided that instead of the typical large, rectangular structures that are symbolic of an educational system imposed upon Navajo communities for generations, our school is designed to more accurately/holistically represent Dine' Culture.

The school will be laid out around a central “amphitheater”—a gathering place for the entire school, made by students, families and staff out of rammed earth and honoring the 4 cardinal directions. From this central space, the over-all layout follows the Dine' Philosophy of Life, which is circular. To the easterly direction, the school site will stand open, reflecting life's beginning. According to traditional Dine' teachings, human life starts to the East and moves from infant-hood to childhood to adolescence to mature adult to elder following the sun (clockwise, or sun-wise). Our classrooms follow a similar pattern with the youngest children to the southeast, moving to the older grade levels as we move around the circle. Additional structures such as the community garden/farm, playgrounds and fields, the community center, the Administration building and cafeteria would surround the school and are organized using the same principles—moving from life's earliest seeds (the garden/farm in the southeast) to youth (playgrounds and the community activity center in the west/southwest) to maturity (Administration in the west) and to old age (the cafeteria in the north).

Our Navajo-inspired design provides each mixed-aged cohort of students a familiar space and a sense of ownership over their educational environment. This unique design is meant to facilitate collaboration between teachers as they share age cohorts, a central space between classrooms, an amphitheater in the center of the school, and office space. The structures themselves are designed to be southern/southeastern-facing with large glass windows to maximize energy efficiency through natural light and heating.

The administrative office has a hogan-shaped entry that houses various administrative offices including, a nurse's clinic, a teachers' lounge, faculty workspace and a large conference room.

Site Recreation/Outdoor play area

Basketball courts: For small middle schools with less than 200 students, one (1) 40 ft. x 60 ft. concrete pad with six basketball goals should be provided (approx. .6 acres).

Main field: We would like to provide an eight-lane, 400 meter dirt track on a 570 feet x 250 feet multi-purpose playing field (about 3.27 acres). Based on community input, we may choose to use the same space for a multi-purpose playing field and track, a baseball or soccer field.

*We hope to partner with the Gadii'ahi community for the first few years to utilize their indoor gym space.

The entire complex will be housed in a rural area enclosed with a fence. Parking will be located to the north-west of the school, so that all visitors must pass by the administration offices before entering the school itself. All employees will be expected to undergo both Navajo Nation and federal background checks, ensuring the presence of numerous adults in the vicinity who can help monitor the presence of visitors on or near the complex.

Major Facility Concepts:

Design Concept: The design of the classrooms is based on Navajo cultural design principles and traditional building methods.

Sustainability Concept: The buildings are oriented southeast to maximize solar gain in the winter and minimize gain in the summer. The buildings utilize a radiant floor heating system and windows designed to maximize passive cooling systems.

Safety/Security Concept: Sightlines from the administration building are maximized to allow for auditory and visual connection to the students. The buildings are clustered and positioned on the site to limit external access.

Community Use: A semi-private community amphitheater and gymnasium space has been designed to be open to the community for events.

Flexibility: The buildings are designed to be tailored to the teachers and administrators by furniture and temporary solutions. The buildings can be adapted to varying evolving conditions. The site plan is expandable as well by connecting to the radial clustering pattern.

Utilities: Because of the scarcity of water on the Navajo Reservation all plumbing systems will meet or exceed LEED standards for water conservation. Electrical systems will be on a system to reduce waste and minimize plug load waste in off hours.

3.2 Space Requirements

3.2.1 Space Summary (proposed)

<u>Structures</u>	<u>Square footage</u>
Administrative Building	3200 total
Principal	(150)
Instructional Coach	(150)
Secretary/Reception area	(900)
Nurse	(400)
SPED Administrative offices	(100)
Faculty Workroom	(500)
Teachers' Lounge	(500)
Conference room	(200)
Record Storage	(100)
General Storage	(200)

Double Classroom Buildings (6)	9400 total
Pre-K and Kindergarten	(1800: 900 each, 60 sq/ft. per student)
1 st and 2 nd Grades	(1200: 600 each, 40 sq/ft. per student)
3 rd and 4 th Grades	(1600: 800 each, 40 sq/ft. per student)
5 th and 6 th Grades	(1400: 700 each, 35 sq/ft. per student)
7 th and 8 th Grades	(1400: 700 each, 35 sq/ft. per student)
Electives (Science and Art)	(2000: 1000 each)
Multi-Purpose Facility	10385
Gym/Food Service	(5200)
Kitchen	(1800)
Storage: Food and Dry	(360)
Staff toilets w/lockers	(150)
Office	(75)
Library	(2000)
Parent/Community Workspace	(800)

Rationale:

Classrooms (indoor educational space): Total—9400 nsq/ft of instructional space

Pre-Kindergarten: 15 students, one (1) classroom, 900 nsq/ft. (60 sq/ft per student). The additional space is requested to accommodate play-based learning opportunities, student centers, reading area and snack/nap area.

Kindergarten: 15 students, one (1) classroom, 900 nsq/ft. (60 sq/ft per student). The additional space is requested to accommodate play-based learning opportunities, student centers, reading area and snack/nap area.

First and Second Grades: 30 total students, two (2) classrooms, 1200 nsq/ft. (600 sq/ft. per classroom, 40 sq/ft. per student). The additional space is requested to accommodate for cooperative learning, group projects and physical movement.

Third and Fourth Grades: 40 total students, two (2) classrooms, 1600 nsq/ft (800 sq/ft per classroom, 40 sq/ft per student). The additional space is requested to accommodate for cooperative learning, group projects and physical movement.

Fifth-Eighth Grades: 80 total students, four (4) classrooms, 2800 total nsq/ft (700 sq/ft per classroom, 35 sq/ft per student). The additional space is requested to accommodate for exploratory learning opportunities.

Two (2) Elective Classrooms: Science (physical, biology, earth) and Visual Arts (includes storage space and kiln), 2000 nsq/ft (1000 sq/ft per classroom). Science lab will be utilized for the investigation of soil, water and air contaminants, plant and animal life, etc. Art instruction will include traditional Navajo crafts, including ceramic work, weaving, silver-smithing, moccasin-making, etc.

Gym/Food Service (dual usage space), Library, Computer Lab, Parent/Community Workspace: Total—10385 sq/ft.

Ideally we would like to build our own facility, as outlined below. If that is not financially feasible, our second option would be to share space with the Gadii'ahi Community Center/Gym, which has been approved as part of the community's master development plan.

Gym/Food Service—5200 sq/ft.

Kitchen—1800 sq/ft.

Food Storage—180 sq/ft.

Dry Storage—180 sq/ft.

Staff toilets w/lockers—150 sq/ft.

Office—75 sq/ft.

Library—2000 sq/ft. (main room with stacks and reference area); consider including outdoor reading spaces as well

Parent/Community Workspace—800 sq/ft.

4. CAPITAL PLAN

Using the NMPSFA adequacy standard guide, the Maximum Building Gross Square Footage would be 37,800 sq/ft. (this is using the middle school maximum building gross square footage: 180 students @ 210 gross sft/student). Considering the unique design of our school, our designer estimates the “hard costs” of Dream Dine' Charter School to be between \$140 and \$160 per square foot.

Therefore we estimate the total hard costs to be somewhere between \$5,292,000 and \$6,048,000. Since we will be building this school on the Navajo Nation we will not need to purchase land, although we will enter into a 99-year lease agreement with the Tribe.

Once our Governing Board is officially formed they will create a temporary Capital Funding Committee to begin the process of identifying possible sources of funding for the building of Dream Dine'. Initially our funding for a temporary school site will come from lease reimbursement payments, but we hope to access federal impact aid and capital grants through the Navajo Nation to help pay for the building of a unique educational facility. In addition, we intend to apply for grants from outside funders such as the Daniels Foundation, Kellogg Foundation, Partners and others.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

- Name: Dream Dine'
- Physical address: intersection of HWY 64 and IR-57
- Total site acreage: 10+ acres in the community of Gadii'ahi, NM
- Expected opening date: August, 2014
- Dates of additions and renovations: the Capital Plan includes hard costs for the entire school facility. No large additions or renovations are expected, although we hope that every 2 years families and community members will assist in the rebuilding of the outdoor shade houses that provide shelter for the outdoor educational space adjacent to each classroom.
- We do not have a FCI or NMCI
- The land will be leased from the Navajo Nation for 99 years at fair market value
- Maximum facility square footage is estimated at 37,800 square feet.
 - This includes 6 Navajo-inspired educational structures, each housing 2 classrooms. The indoor instructional space of each structure is between 1200 and 2000 sq/ft. including storage and restrooms for the lower elementary grades or lab space for upper grades. Total square footage for all 12 classrooms is 9,400/ In addition each class will have outdoor, covered space (not included).
 - The administration building housing offices, teacher's lounge, nurse, etc. is estimated to require 3,200 sq/ft.
 - A large, multi-purpose building housing a gym and cafeteria space, a kitchen, food storage space, library and computer lab, parent/community workspace is estimated to be 10,385 sq/ft.
- Dream Dine' will have 10 permanent general classrooms and an additional 2 permanent elective classrooms (a science lab and art facility)
- No portable classrooms will be required upon completion of the school site, but we may require them for the first 2-3 years if we can secure land.

- Instructional/Classroom square footage per student:
 - 60 sq/ft. for Pre-K and Kinder (capped at 15 students per grade level)
 - 40 sq/ft. for 1st and 2nd grades (capped at 15 students per grade level)
 - 40 sq/ft. for 3rd and 4th grades (capped at 20 students per grade level)
 - 35 sq/ft. for 5th-8th grades (capped at 20 students per grade level)
 - 2 Elective classrooms—1000 sq/ft. per classroom

5.2 Site Plan (if applicable)

See below for site design and layout

5.8 Detailed Space and Room Requirements (Ed Spec) if applicable

5.8.1 Technology and communications criteria

- School-wide wireless internet access, smart boards in each general ed. Classroom. We are also considering the feasibility of I-pads for upper grade-level students

5.8.2 Power criteria—N/A at this time

5.8.3 Lighting and day lighting criteria

- Southeast facing sliding glass doors and sky lights in each classroom will supplement overhead lighting

5.8.4 Environmental conditioning criteria—N/A at this time

5.8.5 Classroom acoustics criteria

- No specific requirements, except in Structure 6 (elective classrooms 11 and 12) where we hope to offer a music/dramatic arts program

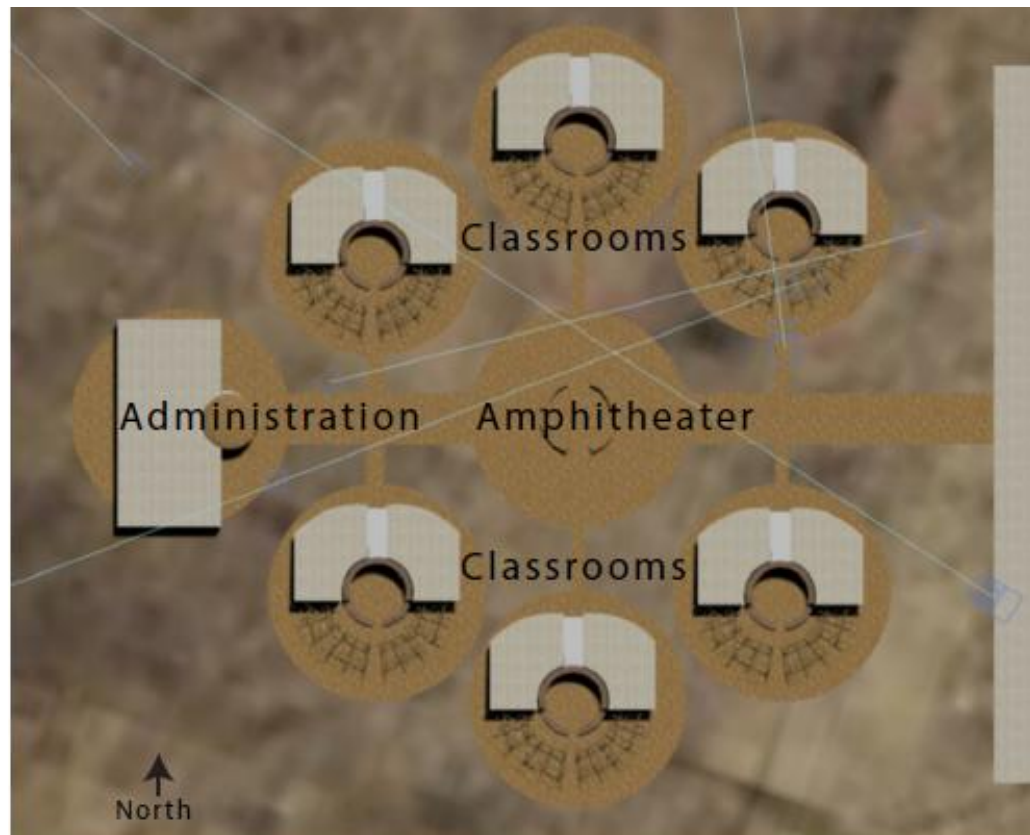
5.8.6 Furnishing and equipment criteria—to be determined by instructional staff

5.8.7 Table types—to be determined by instructional staff depending on subject area, age level, and instructional methodology

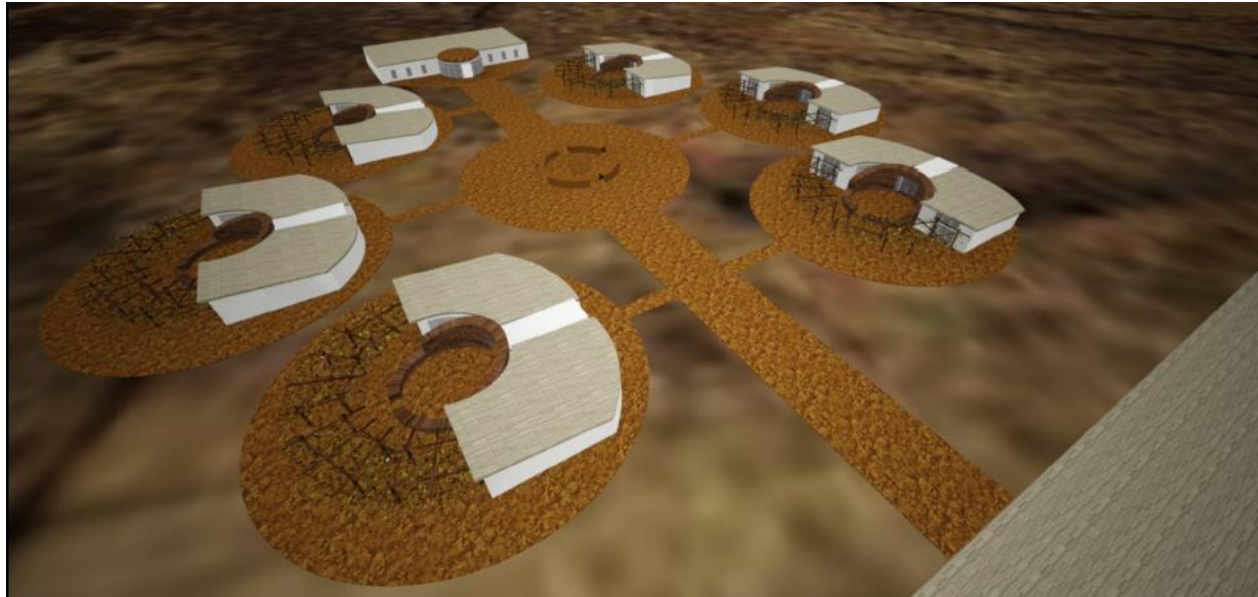
5.8.8 Storage types—common space between classrooms will offer some structural storage space

5.8.9 Criteria sheets—N/A at this time

Dream Dine' topographical layout



Dream Dine' southeast perspective



Appendix M

Dream Dine' Proposed Testing Schedule

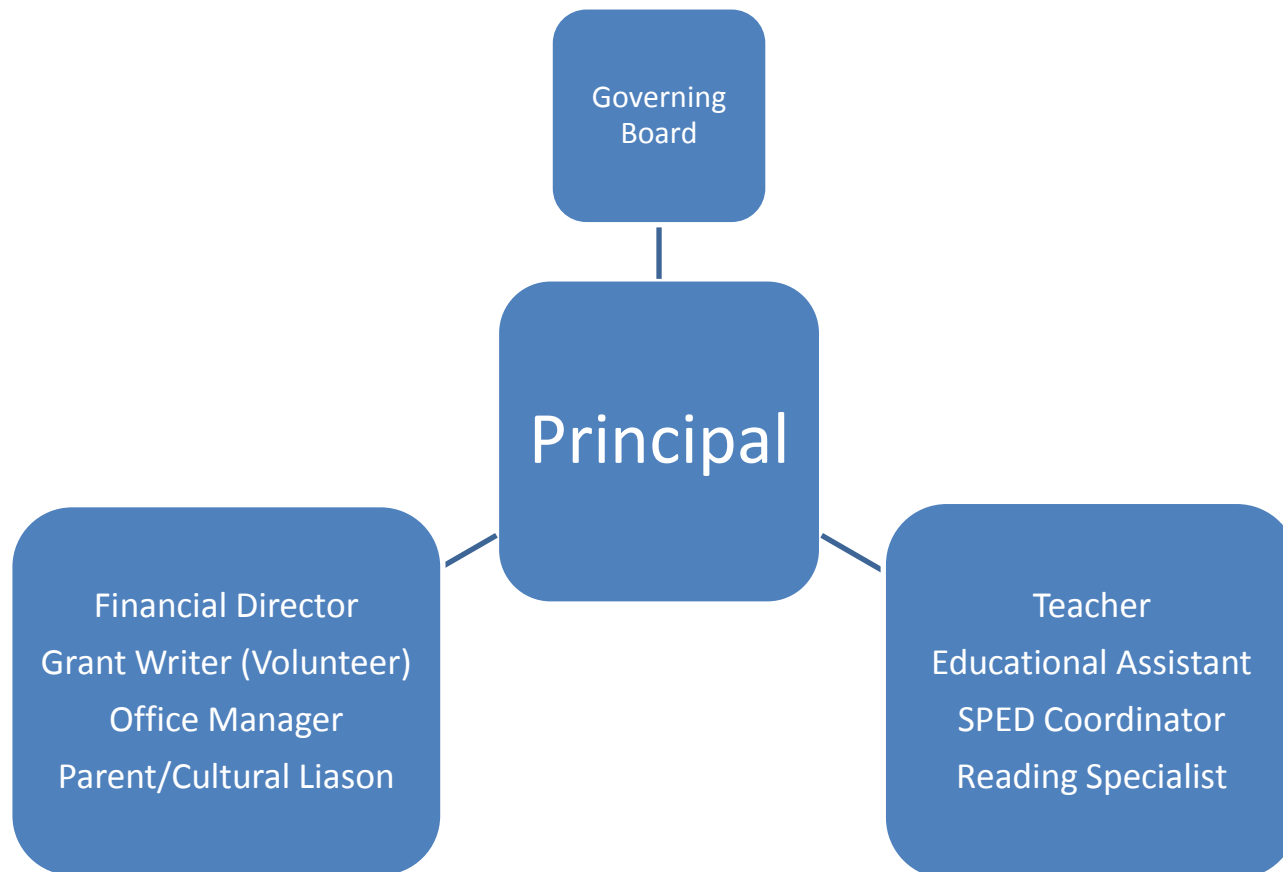
Grade	Assessment	Assessment Period*
K-1	NNLA pre and post assessment (listening/speaking)	Aug/Sept & May
	Preliteracy assessment (DIBELS)	Fall & Spring
2	NNLA pre and post assessment (listening, speaking, reading)	Aug/Sept & May
	Preliteracy assessment (DIBELS)	Fall & Spring
3-5	NNLA pre and post assessment (listening, speaking, reading, writing)	Aug/Sept & May
	PARCC Assessment, NMSBA	Spring testing window

*Assessment applies to all students, unless noted otherwise.

NNLA = Navajo Nation Language Assessment

Appendix N

Dream Dine' Organizational Chart



Appendix O

DREAM DINE' PROPOSED SCHOOL CALENDAR 2014-2015

AUGUST 1 - AUGUST 15

NEW TEACHER ORIENTATION / PROFESSIONAL DEVELOPMENT

AUGUST 18 FIRST DAY
OF SCHOOL

AUGUST 28 - OPEN HOUSE
6PM-9PM

AUGUST 29 DELAY START @ 1030 AM

SEPTEMBER 1 LABOR DAY: NO SCHOOL

OCTOBER 10 END OF 1ST QUARTER

OCTOBER 13 STUDENT LED
CONFERENCES (STUDENTS
ATTEND WITH PARENTS TO
CONFERENCE)

OCTOBER 14 - 17 FALL BREAK

OCTOBER 20 2ND QUARTER BEGINS

NOVEMBER 24 - 25 STAFF

PROFESSIONAL DEVELOPMENT (NO SCHOOL FOR STUDENTS)

NOVEMBER 26 - 28
HARVEST BREAK

DECEMBER 19 END OF 2ND QUARTER

DECEMBER 22 - JANUARY 2 WINTER BREAK

DAILY INSTRUCTIONAL HOURS :

6 HOURS

SCHOOL YEAR INSTRUCTIONAL DAYS :

196

TEACHER CONTRACT DAYS:

204

JANUARY 1 - 2 WINTER BREAK

JANUARY 5-6

PROFESSIONAL DEVELOPMENT

JANUARY 7

3RD QUARTER BEGINS

JANUARY 19 - MARTIN LUTHER KING JR DAY NO SCHOOL

FEBRUARY 16 PRESIDENTS DAY NO SCHOOL

MARCH 5 3RD QUARTER ENDS

MARCH 6 STUDENT LED
CONFERENCES (STUDENTS
ATTEND WITH PARENTS TO
CONFERENCE)

MARCH 9 - 13 SPRING BREAK

MARCH 16 4TH QUARTER BEGINS

MARCH 20 FIRST DAY OF SPRING - ALL DAY SERVICE
PROJECT DAY IN COMMUNITY

APRIL 20 NAVAJO NATION
SOVEREIGNTY DAY NO SCHOOL

MAY 8 END OF 4TH QUARTER

MAY 11 STUDENT LED
CONFERENCES (STUDENTS
ATTEND WITH PARENTS TO
CONFERENCE)

MAY 12 - 15 MAY BREAK

MAY 18 5TH QUARTER

SUMMER ENRICHMENT BEGINS

MAY 25 MEMORIAL DAY

NO SCHOOL

JUNE 26 END OF 5TH QUARTER LAST DAY OF SCHOOL

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

Charter Name DreamDine

Charter Number 0

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<u>Kinderqarten Program</u>						
ECE/KN						0.00
FDK					15.00	15.00
<u>Basic Program</u>						
Grade 1					15.00	15.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	30.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	15.00
					TOTAL GRADES 1-12	15.00
					SUBTOTAL MEM	30.00
					TOTAL MEM	30.00

Is this a Charter School?	<u>Y</u>
Is this for the 40th Day?	<u>N</u>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<u>Kinderqarten</u>					
ECE and FDK	15.00	1.44	21.600	Kinderqarten Units	21.600
<u>Basic Program (Grade Total)</u>					
Grade 01	15.00	1.20	18.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	18.000
<u>Special Education</u>	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	0.00	0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE	0.00	25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
<u>Elementary Fine Arts Program</u>	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
<u>Bilingual Program</u>					
HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

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

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 39.600

T & E Index (Oct 2012) 1.130

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 44.748

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	<i>UNITS</i>
Elementary/Mid/Jr. High	25.500
Senior High	0.000
District Size	4.466

District Size Adjustment Units 4.466
Charter Schools not eligible for District Size (4.466)

School Size Adjustment Units 25.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units *At-risk index* *MEM*
2013-2014: 0.086 30.00

At Risk Units 2.580

Charter Schools Student Activities

(Districts Only) *MEM*
0.00

Factor
0.100

Growth Units 0.000

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

Home School Student Activities

(Districts Only) *MEM*
0.00

Factor
0.100

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

TOTAL PROGRAM UNITS 72.828

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 30.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 30.00
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

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

GRAND TOTAL UNITS 72.828

× Unit Value \$ 3,817.55

PROGRAM COST \$ 278,024.53

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 \$ -

Other Credits/Adjustments:

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$ -

(\$5,560.49)

STATE EQUALIZATION GUARANTEE	\$272,464.04
-------------------------------------	---------------------

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
DreamDine	K-1		30.00	25.500
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				25.500

2. SENIOR HIGH SCHOOL

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

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

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

3. RURAL ISOLATION

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

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

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

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

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 Name **DreamDine**

Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED
<u>Kindergarten Program</u>				
ECE/KN				
FDK				
<u>Basic Program</u>				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Totals	0.00	0.00	0.00	0.00

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

*BASIC	GRADE TOTAL
	0.00
15.00	15.00
15.00	15.00
15.00	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
45.00	0.00
ECE FTE	15.00
TOTAL GRADES 1-12	30.00
SUBTOTAL MEM	45.00
TOTAL MEM	45.00

	ECE FTE	COST INDEX	PROGRAM UNITS
<u>Kindergarten</u>			
ECE and FDK	15.00	1.44	21.600
<u>Basic Program (Grade Total)</u>			
Grade 01	15.00	1.20	18.000
Grade 02	15.00	1.18	17.700
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000

Kindergarten Units 21.600

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

* Includes Vocational Weighting

Special Education			MEM	Factor	Basic Program Units	35.700
	C & C-Gifted	0.00		1.00		
	D & D-Gifted	0.00		2.00		
	3 & 4 Yr. DD			2.00		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	0.00			0.70	0.000	Special Ed. Units
Adjusted Ancillary FTE	0.00			25.00	0.000	Ancillary FTE Units
					0.000	Total Special Education Units

Elementary Fine Arts Program

	MEM	Factor		
		0.0500	Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor	
1		0.00		
2		0.00		
3		0.00		
Total Bilingual	0.00	0.00	0.500	Bilingual Units
(May not total more than the no. of students in grades K-12.)				

Elementary P.E. Program

	MEM	Factor		
	0.00	0.060	Elementary P.E. Units	0.000

TOTAL MEMBERSHIP PROGRAM UNITS 57.300

T & E Index (Oct 2012) 1.000

National Board Certified Teachers

	FTE:	Factor	ADJUSTED PROGRAM UNITS	57.300
	0.00	1.500	National Board Certified Teachers Units:	0.000

Size Adjustment Units

	UNITS			
Elementary/Mid/Jr. High	34.875		District Size Adjustment Units	6.674
			Charter Schools not eligible for District Size	(6.674)
			School Size Adjustment Units	34.875

Senior High 0.000
District Size 6.674

At-Risk Units *At-risk index* *MEM*
2013-2014: 0.086 45.00

Charter Schools Student Activities

(Districts Only) *MEM* *Factor*
 0.100

Home School Student Activities

(Districts Only) *MEM* *Factor*
 0.100

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At Risk Units 3.870

Growth Units 29.325

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

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

TOTAL PROGRAM UNITS 125.370

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 30.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 45.00
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 29.325

Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 125.370

× Unit Value \$ 3,817.55

PROGRAM COST \$ 478,606.24

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 \$ -

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$ -

(\$9,572.12)

STATE EQUALIZATION GUARANTEE	\$469,034.12
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SIZE ADJUSTMENT UNITS:

PED 910B-5

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
DreamDine	K-1		45.00	34.875
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				34.875

2. SENIOR HIGH SCHOOL

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

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

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

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is

eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

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

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.

YES?

UNITS

a. NEWLY CREATED SCHOOL DISTRICT

0.000

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

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

0.000

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

Charter Name **DreamDine**

Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED
<u>Kindergarten Program</u>				
ECE/KN				
FDK				
<u>Basic Program</u>				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Totals	0.00	0.00	0.00	0.00

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

*BASIC	GRADE TOTAL
	0.00
15.00	15.00
15.00	15.00
20.00	20.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
65.00	0.00
ECE FTE	15.00
TOTAL GRADES 1-12	50.00
SUBTOTAL MEM	65.00
TOTAL MEM	65.00

	ECE FTE	COST INDEX	PROGRAM UNITS
<u>Kindergarten</u>			
ECE and FDK	15.00	1.44	21.600
<u>Basic Program (Grade Total)</u>			
Grade 01	15.00	1.20	18.000
Grade 02	15.00	1.18	17.700
Grade 03	20.00	1.18	23.600
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000

Kindergarten Units 21.600

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

* Includes Vocational Weighting

Special Education			MEM	Factor	Basic Program Units	59.300
	C & C-Gifted	0.00		1.00		
	D & D-Gifted	0.00		2.00		
	3 & 4 Yr. DD			2.00		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	0.00			0.70	0.000	Special Ed. Units
Adjusted Ancillary FTE	0.00			25.00	0.000	Ancillary FTE Units
					0.000	Total Special Education Units

Elementary Fine Arts Program

	MEM	Factor		
		0.0500	Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor	
1		0.00		
2		0.00		
3		0.00		
Total Bilingual	0.00	0.00	0.500	Bilingual Units
(May not total more than the no. of students in grades K-12.)				

Elementary P.E. Program

	MEM	Factor		
	0.00	0.060	Elementary P.E. Units	0.000

TOTAL MEMBERSHIP PROGRAM UNITS 80.900

T & E Index (Oct 2012) 1.000

National Board Certified Teachers

	FTE:	Factor	ADJUSTED PROGRAM UNITS	80.900
	0.00	1.500	National Board Certified Teachers Units:	0.000

Size Adjustment Units

	UNITS			
Elementary/Mid/Jr. High	43.875		District Size Adjustment Units	9.592
			Charter Schools not eligible for District Size	(9.592)
			School Size Adjustment Units	43.875

Senior High	0.000
District Size	9.592

At-Risk Units	<i>At-risk index</i>	<i>MEM</i>
2013-2014:	0.086	65.00

Charter Schools Student Activities

(Districts Only)	<i>MEM</i>	<i>Factor</i>
		0.100

Home School Student Activities

(Districts Only)	<i>MEM</i>	<i>Factor</i>
		0.100

Rural Isolation Units	0.000
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New District Adjustment Units	0.000
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At Risk Units	5.590
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Growth Units	39.025
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Charter Schools Student Activities Units	0.000
(Charters not eligible for CS Student Activities)	0.000

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

TOTAL PROGRAM UNITS	169.390
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Save Harmless Units	0.000
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GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM:	45.00
(Enter the District Mem EXCLUDING Charter Mem)	

2013-14 Projected MEM:	65.00
(Enter the District Mem EXCLUDING Charter Mem)	

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation	39.025
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Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE

40th Day Calculation	0.000
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Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS	169.390
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× Unit Value	\$ 3,817.55
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PROGRAM COST	\$ 646,654.79
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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	\$ -
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Other Credits/Adjustments:

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits	\$0.00
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Less: Other Credits/Adjustments \$ -

(\$12,933.10)

STATE EQUALIZATION GUARANTEE	\$633,721.70
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SIZE ADJUSTMENT UNITS:

PED 910B-5

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
DreamDine	K-1		65.00	43.875
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				43.875

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is

eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

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

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.

YES?

UNITS

a. NEWLY CREATED SCHOOL DISTRICT

0.000

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

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

0.000

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

Charter Name **DreamDine**

Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED
<u>Kindergarten Program</u>				
ECE/KN				
FDK				
<u>Basic Program</u>				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Totals	0.00	0.00	0.00	0.00

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

*BASIC	GRADE TOTAL
	0.00
15.00	15.00
15.00	15.00
15.00	15.00
20.00	20.00
20.00	20.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
85.00	0.00
ECE FTE	15.00
TOTAL GRADES 1-12	70.00
SUBTOTAL MEM	85.00
TOTAL MEM	85.00

	ECE FTE	COST INDEX	PROGRAM UNITS
<u>Kindergarten</u>			
ECE and FDK	15.00	1.44	21.600
<u>Basic Program (Grade Total)</u>			
Grade 01	15.00	1.20	18.000
Grade 02	15.00	1.18	17.700
Grade 03	20.00	1.18	23.600
Grade 04	20.00	1.045	20.900
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000

Kindergarten Units 21.600

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

* Includes Vocational Weighting

Special Education			MEM	Factor	Basic Program Units	80.200
	C & C-Gifted	0.00		1.00		
	D & D-Gifted	0.00		2.00		
	3 & 4 Yr. DD			2.00		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	0.00			0.70	0.000	Special Ed. Units
Adjusted Ancillary FTE	0.00			25.00	0.000	Ancillary FTE Units
					0.000	Total Special Education Units

Elementary Fine Arts Program

	MEM	Factor		
		0.0500	Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor	
1		0.00		
2		0.00		
3		0.00		
Total Bilingual	0.00	0.00	0.500	Bilingual Units
(May not total more than the no. of students in grades K-12.)				

Elementary P.E. Program

	MEM	Factor		
	0.00	0.060	Elementary P.E. Units	0.000

TOTAL MEMBERSHIP PROGRAM UNITS 101.800

T & E Index (Oct 2012) 1.000

National Board Certified Teachers

	FTE:	Factor	ADJUSTED PROGRAM UNITS	101.800
	0.00	1.500	National Board Certified Teachers Units:	0.000

Size Adjustment Units

	UNITS			
Elementary/Mid/Jr. High	48.875		District Size Adjustment Units	12.479
			Charter Schools not eligible for District Size	(12.479)
			School Size Adjustment Units	48.875

Senior High 0.000
District Size 12.479

At-Risk Units *At-risk index* *MEM*
2013-2014: 0.086 85.00

Charter Schools Student Activities

(Districts Only) *MEM* *Factor*
 0.100

Home School Student Activities

(Districts Only) *MEM* *Factor*
 0.100

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At Risk Units 7.310

Growth Units 38.725

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

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

TOTAL PROGRAM UNITS 196.710

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 65.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 85.00
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 38.725

Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 196.710

× Unit Value \$ 3,817.55

PROGRAM COST \$ 750,950.26

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 \$ -

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$ -

(\$15,019.01)

STATE EQUALIZATION GUARANTEE	\$735,931.26
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SIZE ADJUSTMENT UNITS:

PED 910B-5

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
DreamDine	K-1		85.00	48.875
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				48.875

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):

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

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

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is

eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

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

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.

YES?

UNITS

a. NEWLY CREATED SCHOOL DISTRICT

0.000

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

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

0.000

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

Charter Name **DreamDine**

Charter Number **0**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED
<u>Kindergarten Program</u>				
ECE/KN				
FDK				
<u>Basic Program</u>				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Totals	0.00	0.00	0.00	0.00

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

*BASIC	GRADE TOTAL
	0.00
15.00	15.00
15.00	15.00
15.00	15.00
20.00	20.00
20.00	20.00
20.00	20.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
	0.00
105.00	
ECE FTE	15.00
TOTAL GRADES 1-12	90.00
SUBTOTAL MEM	105.00
TOTAL MEM	105.00

	ECE FTE	COST INDEX	PROGRAM UNITS
<u>Kindergarten</u>			
ECE and FDK	15.00	1.44	21.600
<u>Basic Program (Grade Total)</u>			
Grade 01	15.00	1.20	18.000
Grade 02	15.00	1.18	17.700
Grade 03	20.00	1.18	23.600
Grade 04	20.00	1.045	20.900
Grade 05	20.00	1.045	20.900
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000

Kindergarten Units 21.600

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

* Includes Vocational Weighting

			Basic Program Units	101.100
<u>Special Education</u>	<i>MEM</i>	<i>Factor</i>		
C & C-Gifted	0.00	1.00	0.000	
D & D-Gifted	0.00	2.00	0.000	
3 & 4 Yr. DD		2.00	0.000	
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	0.00	0.70	0.000	Special Ed. Units
Adjusted Ancillary FTE	0.00	25.00	0.000	Ancillary FTE Units
			Total Special Education Units	0.000

Elementary Fine Arts Program

<i>MEM</i>	<i>Factor</i>		
	0.0500	Fine Arts Program Units	0.000

Bilingual Program

<i>HOURS</i>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>	
1		0.00		
2		0.00		
3		0.00		
Total Bilingual	0.00	0.00	0.500	Bilingual Units
(May not total more than the no. of students in grades K-12.)				

Elementary P.E. Program

<i>MEM</i>	<i>Factor</i>		
0.00	0.060	Elementary P.E. Units	0.000

TOTAL MEMBERSHIP PROGRAM UNITS 122.700

T & E Index (Oct 2012) 1.000

National Board Certified Teachers

<i>FTE:</i>	<i>Factor</i>		
0.00	1.500	National Board Certified Teachers Units:	0.000

Size Adjustment Units

	<i>UNITS</i>		
Elementary/Mid/Jr. High	49.875	District Size Adjustment Units	15.337
		Charter Schools not eligible for District Size	(15.337)
		School Size Adjustment Units	49.875

Senior High 0.000
District Size 15.337

At-Risk Units *At-risk index* *MEM*
2013-2014: 0.086 105.00

Charter Schools Student Activities

(Districts Only) *MEM* *Factor*
 0.100

Home School Student Activities

(Districts Only) *MEM* *Factor*
 0.100

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At Risk Units 9.030

Growth Units 38.425

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

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

TOTAL PROGRAM UNITS 220.030

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: 85.00
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: 105.00
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 38.425

Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 220.030

× Unit Value \$ 3,817.55

PROGRAM COST \$ 839,975.53

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 \$ -

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$ -

(\$16,799.51)

STATE EQUALIZATION GUARANTEE \$823,176.02

SIZE ADJUSTMENT UNITS:

PED 910B-5

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
DreamDine	K-1		105.00	49.875
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				49.875

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):

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

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

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is

eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

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

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.

YES?

UNITS

a. NEWLY CREATED SCHOOL DISTRICT

0.000

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

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

0.000

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

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	\$272,000.00	469000	633000	735000	823000
11000		TOTAL: OPERATIONAL		\$272,000.00	\$469,000.00	\$633,000.00	\$735,000.00	\$823,000.00

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													
	Function-1000 - Instruction													
			Personnel Services - Compensation											
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$41,000.00	1.00	\$41,000.00	1.00	\$82,000.00	2.00	\$164,000.00	4.00	\$205,000.00	5.00
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$41,000.00	1.00	\$41,000.00	1.00	\$41,000.00	1.00				
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.			\$41,000.00	1.00	\$41,000.00	1.00	\$41,000.00	1.00	\$41,000.00	1.00
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave										
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613	Salaries Expense: Separation Pay										
11000	1000	51100	1618	Salaries Expense: Athletics										
11000	1000	51100	1621	Salaries Expense: Summer School/After School										
11000	1000	51100	1624	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12			\$18,000.00	1.00	\$27,000.00	1.50	\$36,000.00	2.00	\$45,000.00	2.50
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE			\$9,000.00	0.50	\$9,000.00	0.50	\$9,000.00	0.50	\$18,000.00	1.00
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
			Total: Personnel Services Compensation		\$82,000.00	2.00	\$150,000.00	4.50	\$200,000.00	6.00	\$250,000.00	7.50	\$309,000.00	9.50
			Personnel Services - Employee Benefits											
11000	1000	52111	0000	Educational Retirement	\$8,282.00		\$15,150.00		\$20,200.00		\$25,250.00		\$31,209.00	
11000	1000	52112	0000	ERA - Retiree Health	\$1,640.00		\$3,000.00		\$4,000.00		\$5,000.00		\$6,180.00	
11000	1000	52210	0000	FICA Payments	\$5,248.00		\$9,600.00		\$12,800.00		\$16,000.00		\$19,776.00	
11000	1000	52220	0000	Medicare Payments	\$1,189.00		\$2,175.00		\$2,900.00		\$3,625.00		\$4,480.50	
11000	1000	52311	0000	Benefits - TBD	\$10,660.00		\$19,500.00		\$26,000.00		\$32,500.00		\$40,170.00	
11000	1000	52312	0000	Life										
11000	1000	52313	0000	Dental										
11000	1000	52314	0000	Vision										
11000	1000	52315	0000	Disability										
11000	1000	52316	0000	Other Insurance										
11000	1000	52500	0000	Unemployment Compensation										
11000	1000	52710	0000	Workers Compensation Premium										
11000	1000	52720	0000	Workers Compensation Employer's Fee										
11000	1000	52730	0000	Workers Compensation (Self Insured)										
11000	1000	52911	0000	Cafeteria Plan Fees										
11000	1000	52912	0000	Employee Assistance Programs										
11000	1000	52913	0000	Workers Compensation Employee Fees										
11000	1000	52914	0000	Deferred Sick Leave Reserve										
			Total: Personnel Services Employee Benefits		\$27,019.00		\$49,425.00		\$65,900.00		\$82,375.00		\$101,815.50	
			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	\$150.00		\$400.00		\$600.00		\$800.00		\$800.00	
11000	1000	55814	0000	Employee Training - Non-Teachers	\$500.00		\$1,250.00		\$1,750.00		\$2,000.00		\$2,000.00	
11000	1000	55817	0000	Student Travel										
11000	1000	55818	0000	Other Travel - Non-Employees										
11000	1000	55819	0000	Employee Travel - Teachers	\$300.00		\$1,000.00		\$1,250.00		\$1,000.00		\$1,250.00	
11000	1000	55820	0000	Employee Training - Teachers	\$1,000.00		\$3,000.00		\$3,500.00		\$3,500.00		\$4,000.00	
11000	1000	55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services										
			Total: Other Purchased Services		\$1,950.00		\$5,650.00		\$7,100.00		\$7,300.00		\$8,050.00	
			Supplies											
11000	1000	56112	0000	Other Textbooks	\$600.00		\$600.00		\$800.00		\$900.00		\$750.00	
11000	1000	56113	0000	Software	\$900.00		\$1,000.00		\$1,000.00		\$500.00		\$500.00	
11000	1000	56118	0000	General Supplies and Materials	\$630.00		\$1,200.00		\$1,600.00		\$1,750.00		\$1,750.00	
			Total: Supplies		\$2,130.00		\$2,800.00		\$3,400.00		\$3,150.00		\$3,000.00	
			Property											
11000	1000	57331	0000	Fixed Assets (more than \$5,000)					\$12,750.00		\$0.00		\$12,000.00	
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$2,500.00		\$7,000.00		\$7,000.00		\$4,913.00		\$5,000.00	
			Total: Property		\$2,500.00		\$7,000.00		\$19,750.00		\$4,913.00		\$17,000.00	
11000	1000		TOTAL: INSTRUCTION		\$115,599.00	2.00	\$214,875.00	4.50	\$296,150.00	6.00	\$347,738.00	7.50	\$438,865.50	9.50

Vehicle
Copy machine, laminater, postage, fa

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			\$16,400.00	0.40	\$41,000.00	1.00	\$41,000.00	1.00	\$41,000.00	1.00
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers										
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants										
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000	2100	51100	1312	Salaries Expense: Speech Therapist										
11000	2100	51100	1313	Salaries Expense: Occupational Therapist										
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist										
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors										
11000	2100	51100	1316	Salaries Expense: Audiologists										
11000	2100	51100	1317	Salaries Expense: Interpreters										
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
		Total: Personnel Services - Compensation			\$0.00	0.00	\$16,400.00	0.40	\$41,000.00	1.00	\$41,000.00	1.00	\$41,000.00	1.00
		Personnel Services - Employee Benefits												
11000	2100	52111	0000	Educational Retirement			\$1,656.40		\$4,141.00		\$4,141.00		\$4,141.00	
11000	2100	52112	0000	ERA - Retiree Health			\$328.00		\$820.00		\$820.00		\$820.00	
11000	2100	52210	0000	FICA Payments			\$1,049.60		\$2,624.00		\$2,624.00		\$2,624.00	
11000	2100	52220	0000	Medicare Payments			\$237.80		\$594.50		\$594.50		\$594.50	
11000	2100	52311	0000	Benefits - TBD (Health and Medical Premiums)			\$2,132.00		\$5,330.00		\$5,330.00		\$5,330.00	
11000	2100	52312	0000	Life										
11000	2100	52313	0000	Dental										
11000	2100	52314	0000	Vision										
11000	2100	52315	0000	Disability										
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation										
11000	2100	52710	0000	Workers Compensation Premium										
11000	2100	52720	0000	Workers Compensation Employer's Fee										
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Cafeteria Plan Fees										
11000	2100	52912	0000	Employee Assistance Programs										
11000	2100	52913	0000	Workers Compensation Employee Fees										
11000	2100	52914	0000	Deferred Sick Leave Reserve										
		Total: Personnel Services - Employee Benefits			\$0.00		\$5,403.80		\$13,509.50		\$13,509.50		\$13,509.50	
		Purchased Professional and Technical Services												
11000	2100	53211	0000	Diagnostics - Contracted	\$600.00		\$900.00		\$1,250.00		\$1,600.00		\$1,250.00	
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							\$40,000.00		\$40,000.00	
11000	2100	53414	0000	Other Professional Services										
		Total: Purchased Professional and Tech Services			\$600.00		\$900.00		\$1,250.00		\$41,600.00		\$41,250.00	
		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	\$750.00		\$3,000.00		\$4,000.00		\$5,000.00		\$6,000.00	
11000	2100	55813	0000	Employee Travel - Non-Teachers										
11000	2100	55814	0000	Employee Training - Non-Teachers										
11000	2100	55818	0000	Other Travel - Non-Employees										
11000	2100	55914	0000	Contracts - Interagency										
11000	2100	55915	0000	Other Contract Services										
		Total: Other Purchased Services			\$750.00		\$3,000.00		\$4,000.00		\$5,000.00		\$6,000.00	

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													
		Supplies												
11000	2100	56113	0000	Software										
11000	2100	56118	0000	General Supplies and Materials			\$1,000.00		\$1,500.00		\$1,750.00		\$1,500.00	
				Total: Supplies	\$0.00		\$1,000.00		\$1,500.00		\$1,750.00		\$1,500.00	
		Property												
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$1,350.00	0.00	\$26,703.80	0.40	\$61,259.50	1.00	\$102,859.50	1.00	\$103,259.50	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										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$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	2200	52111	0000	Educational Retirement										
11000	2200	52112	0000	ERA - Retiree Health										
11000	2200	52210	0000	FICA Payments										
11000	2200	52220	0000	Medicare Payments										
11000	2200	52311	0000	Health and Medical Premiums										
11000	2200	52312	0000	Life										
11000	2200	52313	0000	Dental										
11000	2200	52314	0000	Vision										
11000	2200	52315	0000	Disability										
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation										
11000	2200	52710	0000	Workers Compensation Premium										
11000	2200	52720	0000	Workers Compensation Employer's Fee										
11000	2200	52730	0000	Workers Compensation (Self Insured)										
11000	2200	52911	0000	Cafeteria Plan Fees										
11000	2200	52912	0000	Employee Assistance Programs										
11000	2200	52913	0000	Workers Compensation Employee Fees										
11000	2200	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2200	53414	0000	Other Professional Services										
11000	2200	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$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)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

Reading specialist/special education r

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										
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal										
11000	2300	53414	0000	Other Professional Services					\$26,000.00		\$27,000.00		\$27,972.00	IT coordinator
11000	2300	53711	0000	Other Charges										
	Total: Purchased Professional and Tech Services				\$0.00		\$0.00		\$26,000.00		\$27,000.00		\$27,972.00	
	Other Purchased Services													
11000	2300	55400	0000	Advertising			\$300.00		\$500.00		\$500.00		\$500.00	Employment notifications, enrollment?
11000	2300	55811	0000	Board Travel										
11000	2300	55812	0000	Board Training	\$1,000.00		\$1,250.00		\$1,500.00		\$1,500.00		\$1,500.00	State required training (cost estimate)
11000	2300	55813	0000	Employee Travel - Non-Teachers										
11000	2300	55814	0000	Employee Training - Non-Teachers										
11000	2300	55818	0000	Other Travel - Non-Employees										
11000	2300	55914	0000	Contracts - Interagency										
11000	2300	55915	0000	Other Contract Services										
	Total: Other Purchased Services				\$1,000.00		\$1,550.00		\$2,000.00		\$2,000.00		\$2,000.00	
	Supplies													
11000	2300	56113	0000	Software	\$400.00		\$500.00		\$1,000.00		\$750.00		\$750.00	Software for IT
11000	2300	56115	0000	Board Expenses	\$200.00		\$250.00		\$300.00		\$300.00		\$300.00	Meeting supplies
11000	2300	56118	0000	General Supplies and Materials			\$1,500.00		\$1,500.00		\$2,000.00		\$2,000.00	Office supplies, paper, staplers, pens.
	Total: Supplies				\$600.00		\$2,250.00		\$2,800.00		\$3,050.00		\$3,050.00	
	Property													
11000	2300	57331	0000	Fixed Assets (more than \$5,000)										
11000	2300	57332	0000	Supply Assets (\$5,000 or less)	\$1,500.00		\$1,000.00		\$1,000.00		\$800.00		\$750.00	Server cost, maintenance, updates
	Total: Property				\$1,500.00		\$1,000.00		\$1,000.00		\$800.00		\$750.00	
11000	2300	TOTAL: GENERAL ADMINISTRATION			\$3,100.00	0.00	\$4,800.00	0.00	\$31,800.00	0.00	\$32,850.00	0.00	\$33,772.00	0.00
	Function-2400 - School Administration													
	Personnel Services - Compensation													
11000	2400	51100	1112	Salaries Expense: Principal	\$65,000.00	1.00	\$65,000.00	1.00	\$65,000.00	1.00	\$65,000.00	1.00	\$65,000.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2400	51100	1511	Salaries Expense: Data Processing										
	Total: Personnel Services - Compensation				\$65,000.00	1.00	\$65,000.00	1.00	\$65,000.00	1.00	\$65,000.00	1.00	\$65,000.00	1.00

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	\$6,565.00		\$6,565.00		\$6,565.00		\$6,565.00		\$6,565.00	
11000	2400	52112	0000	ERA - Retiree Health	\$1,300.00		\$1,300.00		\$1,300.00		\$1,300.00		\$1,300.00	
11000	2400	52210	0000	FICA Payments	\$4,160.00		\$4,160.00		\$4,160.00		\$4,160.00		\$4,160.00	
11000	2400	52220	0000	Medicare Payments	\$942.50		\$942.50		\$942.50		\$942.50		\$942.50	
11000	2400	52311	0000	Health and Medical Premiums	\$8,450.00		\$8,450.00		\$8,450.00		\$8,450.00		\$8,450.00	
11000	2400	52312	0000	Life										
11000	2400	52313	0000	Dental										
11000	2400	52314	0000	Vision										
11000	2400	52315	0000	Disability										
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation										
11000	2400	52710	0000	Workers Compensation Premium										
11000	2400	52720	0000	Workers Compensation Employer's Fee										
11000	2400	52730	0000	Workers Compensation (Self Insured)										
11000	2400	52911	0000	Cafeteria Plan Fees										
11000	2400	52912	0000	Employee Assistance Programs										
11000	2400	52913	0000	Workers Compensation Employee Fees										
11000	2400	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$21,417.50		\$21,417.50		\$21,417.50		\$21,417.50		\$21,417.50	
				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	\$600.00		\$800.00		\$900.00		\$900.00		\$900.00	
11000	2400	55814	0000	Employee Training - Non-Teachers	\$450.00		\$1,000.00		\$1,250.00		\$1,500.00		\$1,500.00	
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services	\$1,000.00		\$11,000.00		\$15,000.00		\$17,000.00		\$18,000.00	
				Total: Other Purchased Services	\$2,050.00		\$12,800.00		\$17,150.00		\$19,400.00		\$20,400.00	
				Supplies										
11000	2400	56113	0000	Software										
11000	2400	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property										
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	\$2,000.00		\$750.00		\$750.00		\$750.00		\$500.00	
				Total: Property	\$2,000.00		\$750.00		\$750.00		\$750.00		\$500.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$90,467.50	1.00	\$99,967.50	1.00	\$104,317.50	1.00	\$106,567.50	1.00	\$107,317.50	1.00
				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	\$30,000.00	0.60	\$50,000.00	1.00	\$50,000.00	1.00	\$50,000.00	1.00	\$50,000.00	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	\$30,000.00	0.60	\$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	2500	52111	0000	Educational Retirement	\$3,030.00		\$5,050.00		\$5,050.00		\$5,050.00		\$5,050.00	
11000	2500	52112	0000	ERA - Retiree Health	\$600.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2500	52210	0000	FICA Payments	\$1,920.00		\$3,200.00		\$3,200.00		\$3,200.00		\$3,200.00	
11000	2500	52220	0000	Medicare Payments	\$435.00		\$725.00		\$725.00		\$725.00		\$725.00	
11000	2500	52311	0000	Health and Medical Premiums	\$3,900.00		\$6,500.00		\$6,500.00		\$6,500.00		\$6,500.00	
11000	2500	52312	0000	Life										
11000	2500	52313	0000	Dental										
11000	2500	52314	0000	Vision										
11000	2500	52315	0000	Disability										
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation										
11000	2500	52710	0000	Workers Compensation Premium										
11000	2500	52720	0000	Workers Compensation Employer's Fee										
11000	2500	52730	0000	Workers Compensation (Self Insured)										
11000	2500	52911	0000	Cafeteria Plan Fees										
11000	2500	52912	0000	Employee Assistance Programs										
11000	2500	52913	0000	Workers Compensation Employee Fees										
11000	2500	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$9,885.00		\$16,475.00		\$16,475.00		\$16,475.00		\$16,475.00	

In state travel for meetings
Professional development
Cell phone service, starting year 2 - s
Computer cost, maintenance, upgrad

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										
11000	2500	55813	0000	Employee Travel - Non-Teachers	\$400.00		\$700.00		\$700.00		\$800.00		\$800.00	In - state travel reimbursement
11000	2500	55814	0000	Employee Training - Non-Teachers	\$250.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	Professional development
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	Cell phone services
				Total: Other Purchased Services	\$1,650.00		\$2,700.00		\$2,700.00		\$2,800.00		\$2,800.00	
				Supplies										
11000	2500	56113	0000	Software	\$2,000.00		\$1,000.00		\$500.00		\$500.00		\$400.00	Financial management software, upgr
11000	2500	56118	0000	General Supplies and Materials			\$500.00		\$750.00		\$500.00		\$400.00	Calculator, envelopes, checks, etc.
				Total: Supplies	\$2,000.00		\$1,500.00		\$1,250.00		\$1,000.00		\$800.00	
				Property										
11000	2500	57331	0000	Fixed Assets (more than \$5,000)										
11000	2500	57332	0000	Supply Assets (\$5,000 or less)	\$2,500.00		\$500.00		\$1,000.00		\$500.00		\$750.00	Computer, office furniture, cell phone
				Total: Property	\$2,500.00		\$500.00		\$1,000.00		\$500.00		\$750.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$46,035.00	0.60	\$71,175.00	1.00	\$71,425.00	1.00	\$70,775.00	1.00	\$70,825.00	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										
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards										
				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	2600	52111	0000	Educational Retirement										
11000	2600	52112	0000	ERA - Retiree Health										
11000	2600	52210	0000	FICA Payments										
11000	2600	52220	0000	Medicare Payments										
11000	2600	52311	0000	Health and Medical Premiums										
11000	2600	52312	0000	Life										
11000	2600	52313	0000	Dental										
11000	2600	52314	0000	Vision										
11000	2600	52315	0000	Disability										
11000	2600	52316	0000	Other Insurance										
11000	2600	52500	0000	Unemployment Compensation										
11000	2600	52710	0000	Workers Compensation Premium										
11000	2600	52720	0000	Workers Compensation Employer's Fee										
11000	2600	52730	0000	Workers Compensation (Self Insured)										
11000	2600	52911	0000	Cafeteria Plan Fees										
11000	2600	52912	0000	Employee Assistance Programs										
11000	2600	52913	0000	Workers Compensation Employee Fees										
11000	2600	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	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	\$3,000.00		\$2,500.00		\$3,000.00		\$3,000.00		\$3,000.00	School desks, tables, chalk boards
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$800.00		\$1,500.00		\$2,500.00		\$2,000.00		\$2,500.00	In case something breaks
11000	2600	54313	0000	Maintenance & Repair - Vehicles							\$1,200.00		\$1,200.00	Oil change, new tires, basic maintena
11000	2600	54411	0000	Electricity	\$2,010.00		\$2,613.00		\$3,216.00		\$4,020.00		\$4,355.00	http://www.nationalgridus.com/non_ht
11000	2600	54412	0000	Natural Gas (Buildings)	\$570.00		\$741.00		\$912.00		\$1,140.00		\$1,235.00	Heating and cooling based on 6500 sq
11000	2600	54413	0000	Propane/Butane (Buildings)										
11000	2600	54414	0000	Other Energy (Buildings)										
11000	2600	54415	0000	Water/Sewage	\$2,000.00		\$2,500.00		\$3,000.00		\$3,500.00		\$4,000.00	
11000	2600	54416	0000	Communication Services	\$1,200.00		\$1,400.00		\$1,400.00		\$1,400.00		\$1,400.00	Landlines
11000	2600	54610	0000	Rental - Land and Buildings										
11000	2600	54620	0000	Rental - Equipment and Vehicles										
11000	2600	54630	0000	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$9,580.00		\$11,254.00		\$14,028.00		\$16,260.00		\$17,690.00	

7/1/2013
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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										
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			\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
		Total: Other Purchased Services			\$0.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
		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							\$1,750.00		\$1,750.00	
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			\$2,500.00		\$2,500.00		\$2,000.00		\$1,250.00	
		Total: Supplies			\$0.00		\$2,500.00		\$2,500.00		\$3,750.00		\$3,000.00	
		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			\$9,580.00	0.00	\$28,754.00	0.00	\$31,528.00	0.00	\$35,010.00	0.00	\$35,690.00	0.00
	Function-2700 - Student Transportation													
		Personnel Services - Compensation												
11000	2700	51100	1113	Salaries Expense: Administrative Associates										
11000	2700	51100	1114	Salaries Expense: Administrative Assistants										
11000	2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants										
		Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2700	52111	0000	Educational Retirement										
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	\$2,500.00		\$4,500.00		\$7,000.00		\$9,000.00		\$11,000.00	
		Total: Purchased Property Services			\$2,500.00		\$4,500.00		\$7,000.00		\$9,000.00		\$11,000.00	
11000	2700	TOTAL: STUDENT TRANSPORTATION			\$2,500.00	0.00	\$4,500.00	0.00	\$7,000.00	0.00	\$9,000.00	0.00	\$11,000.00	0.00
11000	2000	TOTAL: SUPPORT SERVICES			\$153,032.50	1.60	\$235,900.30	2.40	\$307,330.00	3.00	\$357,062.00	3.00	\$361,864.00	3.00

Custodial and groundskeeping service

Basic tools, garbage bags, yard equip

One bus, pick up and drop off, travelir

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	\$448.00		\$1,223.00		\$839.00		\$500.00		\$500.00	Warmers, refrigerators, microwave
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	\$448.00		\$1,223.00		\$839.00		\$500.00		\$500.00	
				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										Anticipate all free lunch
11000	3100	56117	0000	Non-Food										
11000	3100	56118	0000	General Supplies and Materials	\$200.00		\$500.00		\$600.00		\$600.00		\$700.00	Extra plates, napkins, utensils
				Total: Supplies	\$200.00		\$500.00		\$600.00		\$600.00		\$700.00	
				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	\$648.00	0.00	\$1,723.00	0.00	\$1,439.00	0.00	\$1,100.00	0.00	\$1,200.00	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			\$10,311.00		\$20,000.00		\$20,000.00		\$20,000.00	
			Total: Other Purchased Services		\$0.00		\$10,311.00		\$20,000.00		\$20,000.00		\$20,000.00	
			Supplies											
11000	3300	56118	0000	General Supplies and Materials			\$1,500.00		\$1,750.00		\$1,750.00		\$1,750.00	
			Total: Supplies		\$0.00		\$1,500.00		\$1,750.00		\$1,750.00		\$1,750.00	
11000	3300		TOTAL: COMMUNITY SERVICES OPERATIONS		\$0.00	0.00	\$11,811.00	0.00	\$21,750.00	0.00	\$21,750.00	0.00	\$21,750.00	0.00
11000	3000		TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES		\$648.00	0.00	\$13,534.00	0.00	\$23,189.00	0.00	\$22,850.00	0.00	\$22,950.00	0.00
11000			TOTAL: OPERATIONAL FUND		\$269,279.50	3.60	\$464,309.30	6.90	\$626,669.00	9.00	\$727,650.00	10.50	\$823,679.50	12.50

Community service liaison

Marketing materials, community serv

Charter's Five Year Budget Plan

x, etc.

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materials, tests, etc.

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???

d)

, letterhead

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ecretary/front desk assistance

es, office furniture, cell phone

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ades

nce
ml/shared_energyeff_schools.pdf
quare feet, used in increments (not all classrooms occupied first few years)

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es

ment, cleaning supplies, paint, etc.

ng 20 miles each way

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ce materials

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

Note:

As permitted by State Statutes, Board Policies, and resources, training and experience will be recognized during school year

1 Level II-Professional and Level III-Master Teachers must have at least three years' successful teaching experience.