
APPENDIX A – SCOPE AND SEQUENCE

TABLE A.1 – TIER AND TRACK SYSTEM FOR SCIENCE

	Physics	Chemistry	Earth/Space Sci.	Biology
100 Level (Tier 1)	Forces Motion Circular Force/Motion	Chemical Properties Chemical Reactions	Earth Science Astronomy	Scientific Method
200 Level (Tier 2)	Waves-Optics Electricity-Magnetism	Chemical Reactions II Thermodynamics Solutions	Earth and Space II	Cell Biology Ecology
300 Level (Tier 3)				Genetic Inheritance Cell Metabolism Molecular Genetics Evolution
400 Level (Tier 4)				

TABLE A.2 – TIER SYSTEM FOR ALL CORE CURRICULA

	History/Social Studies	English	Mathematics
100 Level (Tier 1)	Conquest Pioneers and Exploration Migration Wars and Conflict I Technology Colonization Power and Corruption	Composition I Grammar Literary Components Genres World Literature Creative Writing Expository Writing Mythology	Numbers and Variables Complex Numbers Functions and Graphs I Two-Dimensional Shapes Measurement Algebra I
200 Level (Tier 2)	Oppression Religion Revolutions Inequality Freedom & Independence Government and Politics I Economics I Art and Culture Women's Rights Wars and Conflict II	Genres II Poetry Classical Literature Composition II Literary Analysis I American Literature Argumentative Analysis Literary Critique	Functions and Graphs II Graphical Interpretations Geometric Postulates Linear Algebra Logic and Reasoning Quadratics Factoring Algebra II Three-Dimensional Shapes Triangles Applications and Problem Solving I
300 Level (Tier 3)	Government and Politics II Economics II	English Literature Composition III Literary Analysis II Non-Fiction Analysis	Non-Linear Algebra Statistics and Probability Applications and Problem Solving II
400 Level (Tier 4)	Government and Politics III		

APPENDIX B

Governance Council bylaws to be completed by December 31st in the school's Planning Year.

APPENDIX C – HEAD ADMINISTRATOR JOB DESCRIPTION

The school's head administrator, or principal, will be administratively certified (Level IIIa license) and will represent the school in all capacities, both instructional and administrative. He or she will be responsible for the day-to-day operations of the school, which will include:

- Management of the school's fiscal operation, including the securing of appropriate state, federal, and local monies
- Ensuring that the needs of all students of all demographics and category subgroups are met, including special education, ELL, low-income
- Overseeing the ongoing development and implementation of the school's philosophy and the academic programs therein
- Establishing effective systems and structures in the school to ensure orderliness and compliance with all state laws and regulations (special education, faculty relations, student discipline, etc.)
- Coordinate all state-mandated testing with the New Mexico Public Education Department
- Overseeing of the school's budget, both administrative and academic
- Reviewing all staff licensure
- Evaluation of teacher performance in accordance with school policy and state regulations
- Reporting of data, including PARCC, to the State of New Mexico Department of Education
- Continuous analysis of the school's financial standing, working closely with the school's business manager and as a member of the Finance Committee
- Continuously reporting of data (academic, operational, financial, etc.) and statistical information to the school's Governance Council
- Voting membership on the school's Leadership Council
- Community outreach, creating organizational relationships (community, corporate, political, etc.)
- Providing continuous support to the school's staff members, including input on curricular development
- Planning and implementation of professional development and/or appropriate training opportunities as determined by need or staff input

APPENDIX D – STAFF JOB DESCRIPTIONS

STAFF JOB DESCRIPTIONS

TEACHERS

All teachers are required to be certified instructors and must possess a valid New Mexico teaching license (Level I, II, or III). Teachers are chiefly responsible for carrying out the mission of the school in their classrooms. Teachers are directly responsible to the principal and they have the following specific responsibilities:

- Designs, manages, and instructs a distinct and diverse curriculum of core seminars
- Manages and instructs one degree program and all seminars provided therein. Provides mentoring to students within the degree program
- Provides students with constant feedback through both formal and informal methods of assessment throughout the scope of each seminar. Continually communicates student progress to parents via email, phone, and/or the school's online gradebook
- Provide "inclusive" instruction to accommodate for students with learning disabilities and language acquisition needs. Implement all instructional modifications as needed
- Works cooperatively within a content-specific professional learning community (PLC) to establish norms, collaborate instruction, examine data, share best practices, design new curricular pathways, modify curricula, etc.
- Provides continuous innovation in the instruction of all academic concepts
- Manages budgetary expenditures and purchased materials within the managed academic areas
- Assists with first-level disciplinary infractions
- Performs peer observations as a part of the school's teacher evaluation system

Special education teachers will be licensed instructors, holding a valid New Mexico teaching license with certification in special education. They will have the following responsibilities:

- Oversees special education student schedules. Works closely with the school's counseling staff to recommend specific seminar-versions to best meet the individual needs of each special education student
- Oversees development and implementation of IEPs, including all modifications for students
- Manages, monitors, and evaluates progress of all students with 504 plans
- Works with special education students independently (academic flex periods) or within the classroom setting as needed
- Recommends and assigns tutoring, as needed, for special education students to take place during academic flex periods. Monitors these students in their tutoring throughout the duration of the tutoring assignment
- Continually collaborates with teachers on special education student modifications and progress
- Communicates academic progress to parents
- Ensures compliance with test and IEP dates
- Schedules ancillary services for students as needed

The school's ELL/ESL coordinator will be a licensed instructor, holding a valid New Mexico teaching license with TESOL certification. This individual will have the following responsibilities:

- Performs placement testing (ACCESS) for students who are identified as English Language Learners
- Oversees ELL student schedules. Works closely with the school's counseling staff to recommend specific seminar-versions to best meet the individual needs of each student
- Oversees development and implementation of recommended modification for students
- Manages, monitors, and evaluates progress of all students within the ELL program
- Works with ELL students independently (academic flex periods) or within the classroom setting as needed
- Recommends and assigns tutoring, as needed, for special education students to take place during academic flex periods. Monitors these students in their tutoring throughout the duration of the tutoring assignment. Coordinates mentoring partnerships.
- Continually collaborates with teachers on ELL student modifications and progress
- Communicates academic progress to parents
- Schedules ancillary services (translators) for students as needed

The department head will be representing each department/content area and hold a valid New Mexico teaching license. In addition to their teaching duties (see teacher job description), they will have the following responsibilities:

- Represents each department in the Leadership Council
- Leads and oversees specific content-area professional learning community
- Assistance in the development (initial and ongoing) of the school's curriculum
- Reports academic data to the academic director and Leadership Council
- Specific oversight of content-area budgets and spending
- Assistance in creating the school's schedule and seminar offerings based on enrollment projections, seminar statistics, etc.
- Teacher support and assistance (academic, resource, material, financial, etc.)
- Community outreach, creating organizational relationships (community, corporate, political, etc.)
- Procurement of additional revenue streams (grants, investors) as needed
- Voting member of the Leadership Council
- Manages inventory of academic materials within the department/content area

The academic director will be the instructional leader, holding a valid New Mexico teaching license. He or she will have the following responsibilities:

- Teaching of seminars (abbreviated teaching load), both core and within a given degree program (see teacher description)
- Oversees curriculum and seminar development, holds final approval authority for any changes therein
- Supervises the continual development and evolution of the school's curriculum. Works closely with department heads and teachers to maintain the excellence in all areas of instruction
- Manages professional learning communities for all academic content areas
- Creates the annual curricular schedule, including all course offerings and seminar-versions based on academic feedback, enrollment data, and curricular demand
- Responsible for oversight in academic budgets and spending, including the monthly review report to be supplied to the Finance Committee
- Provides academic data (exit exams, seminar-version analysis/comparison, overall seminar achievement, etc.) to both the Leadership and Governance Councils
- Voting member of the Leadership Council
- Approves all curricular policies set for vote within the Leadership Council or Governance Council to ensure their alignment with the academic vision of the school
- Informal evaluation of teachers (as needed)
- Assists, as needed, in community outreach, creating organizational relationships (community, corporate, political, etc.)
- Procurement of additional revenue streams (grants, investors) as needed
- Oversees inventory of academic materials

- Manages student bus transportation, including all communication with the contracted bus company and transportation division of the Public Education Department. Oversees the scheduling of buses, parent funding, and state reporting of transportation data.
- Oversees and manages school lunch program (if it comes to exist), including student payments for meal plans, scheduling for food delivery, menu options in accordance with state and federal school nutritional guidelines, etc.
- Manages the school's tutoring program including but not limited to: working with teachers, students, and counselors to pinpoint areas of focus, assigning of students as peer mentors and tutors, monitoring student progress and tutoring effectiveness, grade reporting for tutors, etc.
- Manages the school's facility, including maintenance and repair
- Manages the school's common areas during academic flex periods
- Oversee all matters directly relating to student conduct and behavior inside and outside of the classroom. Enforces student discipline in accordance with the school's code of conduct
- Proactive redesign of student conduct and behavior policies and procedures as needed (subject to approval by the Leadership and Governance Councils)
- Referral of students to counselors for academic or emotional assistance
- Constant support of students' emotional, academic, and behavioral needs
- Continuous contact with parents regarding issues relating to student conduct and behavior
- Reporting of student behavior and conduct to outside authorities (police, child services, etc.)
- Voting member of the Leadership Council
- Community outreach, creating organizational relationships (community, corporate, political, etc.)

Counselors must hold a valid license in school counseling in accordance with NMAC 6.63.6.

They will have the following responsibilities:

- Provide students with continuous academic and emotional support
- Provide students with guidance in personal learning styles, as indicated by preliminary testing
- Assist students in the course registration process to promote individual learning styles and interests
- Guide students in selecting a specific degree program (if applicable) based on career interest inventories
- Support the tutoring program, including the identifying of students in need of tutoring as well as the tracking of students throughout the tutoring process
- Assist students in credit recovery options, as needed
- Manage and tracks student progress in completing the school's graduation requirements
- Offer guidance and assistance in preparation for college including registration for college admission exams, applications, financial aid, college selection, etc.

The administrative executive will provide direct support for the school's principal and will manage the school's front office operations. This individual's responsibilities will include:

- Performs necessary clerical and secretarial duties
- Provides direct support for all staff, specifically the school's principal
- Handles inventory of administrative materials
- Assesses purchases made from the administrative budget
- Maintains documentation of all purchases made from administrative accounts
- Manages visitation of all school guest
- Oversees school attendance including the excusing of students as appropriate

To assure proper and appropriate financial controls over public funds, Explore Academy will contract a licensed business manager in accordance with 6.63.12 NMAC. The school's business manager will oversee all operations in connection with financial matters, including:

- Preparation of financial statements, including budget comparisons
- Preparation of financial documentation in preparation for the school's annual audit
- Presentation and discussion of financial information with the Governance Council
- Preparation of grant and contract financial reports
- Preparation of bank and general ledger account reconciliations
- Preparation of federal and state payroll tax reports
- Processing accounts payable and payroll
- Posting cash receipts and disbursements
- Assistance in preparation of the annual budget for PED approval
- Determination of cash requirements while managing cash flows
- Develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations
- As needed, advise both the Finance Committee and Governance Council on matters pertaining to the school's financial standing
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APPENDIX E – PERSONNEL POLICIES

Explore Academy will not unlawfully discriminate against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, or disability. Underlying this entire section is the belief that positive relationships between employees and employers promote higher quality work and a positive, productive work environment for the school. With a system of academic support, through department heads and the academic director, every effort will be made to address performance concerns immediately and in a supportive rather than punitive fashion.

The work year for employees will consist of 180 days, 176 of which will be used for instruction with the remaining eight (4) used for classroom/curriculum preparation and professional development. Each duty day (work day) shall consist of 7.25 hours (not including time for lunch). The instructional day for students currently resides at 6.5 hours. The teacher duty day will extend for an additional forty-five (45) minute preparation time once students have been dismissed.

Specific exceptions are:

- Student monitoring duty periods, in which teachers supervise common areas (parking lot, student commons, bus drop-off, etc.) before and after school for the period of one week per year.
- Student registration days

There will exist exceptional events outside the duty day, either before or after school, that will require additional time from staff members. These will include but are limited to parent-teacher conferences, staff meetings, professional community meetings, and IEPs. While these occasions are mandatory, the Explore Academy will make every effort to minimize these additional demands of staff members.

HIRING

BACKGROUND CHECKS

The Explore Academy will conduct work history, educational history and/or reference investigations for all employees, including substitutes, recommended for hiring. This responsibility will

be held by the members of the Leadership Council. A Federal Bureau of Investigation (FBI) criminal background check, including fingerprinting, must be completed at the candidate's expense before hiring, if a current one is not already available.

PRINCIPAL HIRING

The school principal will be hired no later than April 1st within the Planning Year, and will be contracted starting May 1st within the Planning Year. The Governance Council will interview and hire the Explore Academy principal.

STAFF MEMBER HIRING

The hiring of all staff will begin following the hiring of the school's principal, beginning first with the academic director, dean of students, and department heads. This group will form the school's Leadership Council and will be responsible for the continuous hiring of all staff as enrollment projections take shape. Available positions will be advertised through local media and posted on the school's website. It is the goal, within the Planning Year, to have all staff officially hired by July 1st.

TEACHING AND CURRICULAR ASSIGNMENTS

All employees will be placed in positions for which they have the proper certification. While employees will interview for specific positions, it is up to the discretion of the Leadership Council where an employee may best serve the interests of Explore Academy, based on individual certification/endorsements, instructional program requirements and grade level or subject experience.

MENTORSHIP

All teachers new to the educational profession, as designated by state law, will be assigned a mentor. The decision of whom to place in the position of mentor will be based on similar work assignments, the needs of the mentee, and the strengths of the mentor. Preference to serve as mentors will be given to Level III teachers.

VOLUNTEERS

Parents and community volunteers will provide important contributions to the Explore Academy vision. All volunteers are required to undergo the same FBI background check as the employees if a current one is not available. The volunteer may be required to pay for this check.

SAFETY AND SUPPORT

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

The principal and dean of students will work together, in cooperation with the Leadership Council, to support employees in their efforts to maintain discipline. These individuals are required to respond promptly to employee requests for assistance with discipline problems.

ABSENCES

All employees must notify the principal or administrative executive by, at the very latest, 6:30 AM on the day of an absence. The type of leave must also be declared at this time. Earlier notifications are strongly encouraged. It is the responsibility of the staff member to have plans in place for the assigned substitute teacher.

LEAVE

All staff members will earn leave at the rate of five days per semester. Those staff members on extended contracts will receive additional leave in proportion to the contract length. All absences will fall under the same leave allocations, although specific reasons for leave must be provided prior to the approval of said leave. Leave days not used will accumulate from year to year. For leave that follows an obvious pattern or exceeds three days, the principal is required to obtain written verification explaining the nature of the absence. Additional leave time which exceeds the time allotted for employees will be given without pay.

PROFESSIONAL LEAVE

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

BEREAVEMENT LEAVE

Employees are entitled to bereavement leave for the loss of a family member, domestic partner or other person with whom they have a close relationship. The principal will review will review

each bereavement request with the employee and determine the reasonable length of leave not to exceed five days. If longer bereavement leave is requested, the Governance Council must approve. If the employee disagrees with the principal on the length of leave granted, he or she may ask the Governance Council for review of the situation.

FUNERAL LEAVE

Employees will assume additional responsibilities for each other to enable staff members to leave for up to three hours for funeral service attendance. Additional time will require the use of leave.

PARENTAL LEAVE

An employee may work as late into her pregnancy as she desires, provided she is in compliance with physician recommendations. A certified employee may request one year leave without pay any time from the beginning of a pregnancy to the birth with a thirty (30) day advance notice. The advance notice will be waived in emergency situations.

In addition, one year's leave without pay may be requested after the adoption of a child.

FAMILY MEDICAL LEAVE ACT

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

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

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

JURY DUTY/ COURT SUBPOENA

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

MILITARY

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

PERSONNEL FILES

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

INSURANCE

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

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

SEXUAL HARASSMENT

Sexual harassment by anyone associated with the Explore Academy will not be tolerated within the boundaries of the school or at any related function.

This includes but is not limited to:

- ~ The creation of a hostile work environment for an employee who experiences workplace harassment and fears going to work because of an offensive, intimidating, or oppressive atmosphere generated on the basis of sex.
- ~ A quid pro quo situation where sexual favors are asked for or expected in return for employment, improved working conditions or greater pay.

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

CONFLICT OF INTEREST

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

TUTORING BY EMPLOYEES

The Explore Academy believes that the quality educational program provided, as well as daily access to remediation, will minimize the need of students for tutoring beyond that which is provided. If, however, any family wishes to hire an employee of the Explore Academy to tutor, they must personally make the arrangements. The Explore Academy assumes no responsibility for the results of this tutoring.

REDUCTION IN FORCE

The Explore Academy will make every effort to avoid a reduction in staff. However, if such a Reduction in Force is necessary, it will be conducted by reverse seniority within the same classification and, where applicable, certification.

RESIGNATION

All employees must provide thirty (30) days written notice prior to resignation.

RETALIATION

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

SALARY REQUIREMENTS

The Explore Academy will follow the salary requirements as described in Article 10A of the School Personnel Act.

APPENDIX F – STUDENT DISCIPLINE POLICY

Explore Academy will hold the highest standards for student conduct, as responsibility and maturity in conduct are necessary skills for success in college and future occupations.

Within in the state of New Mexico, in regards to public schools, certain activities are deemed *prohibited* while others are deemed *regulated*. The State has determined the following activities prohibited on school campuses or at school-related events:

- ~ Criminal or delinquent acts;
- ~ Gang related activity
- ~ Sexual harassment
- ~ Disruptive conduct
- ~ Refusal to identify self; and
- ~ Refusal to cooperate with school personnel

The following is a list of regulated activities for which the Governance Council can designate its own levels of enforcement, staying within legal limits.

- ~ School attendance
- ~ Use of and access to the public schools, including:
 - Restrictions on vehicular traffic on school property
 - Prohibition of or conditions on the presence of non-school persons on school grounds or in school buildings while school is in session
 - Reasonable standards of conduct for all persons attending school-sponsored activities or other activities on school property
- ~ Students' dress and personal appearance
- ~ Use of controlled substances, alcohol and tobacco in the public schools
- ~ Speech and assembly within the public schools
- ~ Publications distributed in the public schools
- ~ The existence, scope and conditions of availability of student privileges, including extracurricular activities and rules governing participation

Within the above listed parameters, the following discipline matrix will be used by Explore Academy when behavior or discipline issues arise. Explore Academy will utilize a point system, with specific infractions corresponding to specific point assessments. The number of points will dictate the applied consequence.

Some forms of discipline that may be utilized are:

- ~ Lunch or room detention
- ~ After school detention
- ~ Clean up detail
- ~ In school suspension
- ~ Out of school suspension
- ~ Loss of school privileges (i.e. events, use of equipment, driving, etc)
- ~ Expulsion
- ~ Loss of grade or right for extra credit (teacher discretion)
- ~ Community service

Suspensions of any form, that total more than five (5) school days within a given 22-day session, will confer a loss a credit for all five seminars in which the student is enrolled.

Disciplinary referrals will be utilized to document and communicate infractions to the dean of students, who will be the sole individual responsible for assessing points and applying disciplinary consequences. Having one individual managing the administration of discipline assures staff and students that disciplinary actions will be performed with the utmost consistency. The Leadership Council, of which the dean of students is a part, can further collaborate on disciplinary issues as needed.

Upon receipt of a discipline referral, the dean of students will assess the violation and issue appropriate consequences. If several violations occur from one incident, the dean of students may combine all points from the discipline referral, or refer to the gravest infraction from which to assess points.

The foundation for every discipline referral is a failure to follow instructions. If students continually receive discipline referrals, Explore Academy will view the student's actions as habitually

disruptive or non-compliant. In the case of repeated violations of the same offense, the assessed points will increase with each recurrence of the same infraction.

Within this pattern, when a student has reached, with a single infraction or any combination of repeated infractions, a combined point total of fifteen (15), the student will be considered habitually non-compliant and will be recommended for long-term suspension or expulsion.

Student point totals, from offenses between Levels II and IV, *will carry over from year to year*; points from Level I offenses will be removed from the student's point total at the end of each year.

Student and parents will be notified for every infraction in which points are assessed. Parents further have the option, at any time, to contact the dean of students for current discipline information and/or student disciplinary status. Once a student is assessed over half the points allotted (8), a meeting will be held with the dean of students, and other staff members as required, to review the student's current discipline and explain the future action to be taken if the student does not alter his or her behavior.

Explore Academy views a student who reaches fifteen (15) points as possessing an innate desire not to comply with school, administrative, or social laws. When a student nears the point limit, or an infraction pushes the student over the fifteen (15) point limit, the dean of students will meet with the student to discuss available options. In the interest of student's education, the dean of students may, on a case by case basis, afford the student *one* opportunity to reduce his or her point total, by up to five points, through a specific form of school or community service.

Disciplinary violations exist at three levels of severity: Level I (mild), Level II (moderate), Level III (severe), and Level IV (intolerable). Each level is listed below, along with the point assessments for both the first offense and each recurrence of the same infraction.

DISCIPLINE MATRIX: OFFENSES/POINT ASSESSMENTS

LEVEL	EXAMPLES OF INCLUDED OFFENSES	POINT(S) ASSESSED
Level I	<ul style="list-style-type: none"> - Dress code - Electronic device - Misuse of technology - Ditching/unexcused absence - Tardy - Parking violation - Non-injurious horseplay 	1 st Offense: 1 2 nd Offense: 2 3 rd Offense: 4 4 th Offense: 8
Level II	<ul style="list-style-type: none"> - Fight – self defense, some aggression - Mutual assault - Horseplay with injury - Inappropriate material (paraphernalia, pornography, etc.) - PDA 	1 st Offense: 3 2 nd Offense: 5 3 rd Offense: 7
Level III	<ul style="list-style-type: none"> - Bullying/harassment - Gang activity (dress, recruiting, etc.) - Inappropriate use of motor vehicle/reckless driving - Inappropriate criminal material - Drugs/alcohol - Disrespect, insubordination, defiance of authority - Cheating/plagiarism - Failure to comply with disciplinary consequences - Theft - Misuse/falsifying official documentation - Disruption of school transportation - PDA (sex, touching of privates, etc.) - Under the influence of alcohol/drugs - Habitually disruptive - Vandalism - Possession of weapons (no intent) - Fighting (aggressor) 	1 st Offense: 5 2 nd Offense: 10
Level IV	<ul style="list-style-type: none"> - Verbal assault - Arson - Physical assault/threats - Bomb threats - Possession of weapons (with intent) 	1 st Offense: 15

CONSEQUENCES

- 1-5 points: After school detention, extra duty, community service, in school suspension, out of school suspension. Suspension of over five (5) days confers loss of credit for the seminars in which the student is current enrolled
- 6-10 points: All of the above and up to ten (10) days suspension.
- 11-15 points: All of the above and expulsion from school

APPENDIX G – CONFLICT OF INTEREST

EMPLOYEE CONFLICT OF INTEREST

All employees of Explore Academy owe their full attention and their undivided loyalty while on the job to the best interests of Explore Academy. Various situations can create the potential for interfering with the physical performance of employees' duties, or for bringing employees' personal interest or the interests of some other person, group or entity into conflict with the school's best interests. All Explore Academy employees must use their good judgment and avoid situations or relationships which interfere with their physical ability to perform their duties or which tend to divide their on-the-job loyalties.

NON-SCHOOL EMPLOYMENT

The Governance Council recognizes that many school employees find it necessary or desirable to supplement their income through outside employment. Nevertheless, the Governance Council considers that it has given its full-time employees full-time jobs, and expects all Explore Academy employees to give their school responsibilities priority over outside work. The Governance Council does not wish to infringe unduly on any employees' ability to augment his or her income through legal outside activities, such as professional consulting, college teaching, or research and writing; such activities reflect credit upon the Explore Academy and may contribute to an employee's professional growth. However, outside work may legitimately concern the Governance Council if it interferes with the effective performance of an employee's Explore Academy responsibilities, if it tends to compromise or embarrass the Explore Academy, or if it suggests a conflict of interest.

Accordingly, the following rules shall govern employees' non-Explore Academy employment:

- ~ Employees of the Explore Academy shall not perform any duties related to outside employment during regular working hours or during any additional time that is needed to fulfill the responsibilities of the Explore Academy position.

- Employees shall not at any time use the Explore Academy facilities, equipment or materials to assist them in performing non-Explore Academy work.
- No employee of Explore Academy may solicit or negotiate for, accept employment from, or render any services for, any outside person(s), firm, group, or entity or on the employee's own account if such employment or service:
 - o Physically impairs the proper discharge of the employee's official Explore Academy duties; or
 - o Creates or tends to create a conflict between the interests of the Explore Academy and the employee's personal interests or the interests of the outside person(s), firm, group, or entity.

GIFTS AND GRATUITIES

Employees are prohibited from accepting anything of material value from any other individual, organization, or company which might compromise or reasonably appear to influence the exercise of independent judgment in the performance of official duties for the Explore Academy.

EMPLOYEE'S BUSINESS DEALINGS WITH THE EXPLORE ACADEMY

The Explore Academy exists to educate children in accordance with the highest human ideals. To foster public confidence in the system and to ensure fidelity to the Explore Academy's proper mission, it is essential that no employee of the Explore Academy be permitted to exploit the employment relationship for personal financial gain beyond his or her authorized compensation. Even a suspicion of such exploitation is sufficient to erode public confidence in the school. The Governance Council accordingly adopts the following policies to guard against such eventualities:

- (a) Section 22-21-1, NMSA, broadly prohibits certified employees of a school from profiting, even indirectly, from additional business or contractual dealings with their employing schools beyond the employment relationship. The Governance Council hereby adopts the statutory prohibitions for non-certified employees as well as certified personnel. Except for authorized special services, as provided below, or for allowable overtime compensation for

non-certified personnel, it is the policy of the Governance Council that no employee of the Explore Academy shall, directly or indirectly, receive or seek to receive any monetary gain from business dealings with, or work for, the Explore Academy beyond his or her authorized official compensation.

(b) Section 22-21-1b, NMSA, exempts from the statute's general prohibitions those cases in which certified school instructors or certified school administrators contract to perform special services with the school with which they are employed during the time periods wherein service is not required under a contract for instruction or administration. The Governance Council, upon a recommendation by the administrator, may occasionally authorize special services contracts when such action seems appropriate to meet a particular need. However, no special services contract shall be authorized in any situation:

- (i) where the additional responsibilities would interfere physically with the proper performance of the employee's primary duties, or
- (ii) where the additional responsibilities would create a conflict of interest with or tend to influence the employee's exercise of judgment in the performance of his or her primary duties, or where the potential for the appearance of such a conflict or influence reasonably exists.

PAID TUTORING OF TEACHER'S ASSIGNED DUTIES

To assure all students receive reasonable assistance without charge from their own teachers and to avoid the potential for conflicts of interest, no teacher may receive any pay or anything of material value for tutoring any student who is assigned to one of the teacher's classes.

STAFF-COMMUNITY RELATIONS

The Governance Council will, upon the recommendation of the administrator, employ personnel who are specialists in the field of education to staff the Explore Academy. The Governance Council advises, however, that the task to be accomplished in the community by the professional

school staff is not limited to the classroom. The Governance Council urges staff members to become active participants in community affairs and to set an example of good citizenship.

PARTICIPATION IN COMMUNITY ACTIVITIES

The Governance Council will provide opportunities for staff members to be absent during duty hours for participation in community obligations, such absence to be governed by procedures specified by the administrator. For example, staff members may be required to speak regarding their duties. Common sense may also dictate that a staff member attend a civic function during school hours as a representative of the school or serve as an expert on a particular program sponsored by the school. All such leaves to participate in community activities are subject to approval of the administrator.

POLITICAL ACTIVITIES

Each Employee:

- (a) May assume full political and citizenship responsibilities, but shall refrain from exploiting the instructional privileges of one's professional position.
- (b) Shall make it clear while engaged in political activity that any statements and actions are his or hers as an individual and that they in no manner represent the views of the Explore Academy or the Governance Council.
- (c) Shall not engage in partisan political activity on school premises during hours of professional assignment.
- (d) Shall request a leave of absence from the Governance Council if extended community or political activity interferes with his or her professional duties.
- (e) Shall counsel with the administrator, The Governance Council President, and the Council members prior to announcing for a public office in order to determine if any conflicts are apparent between responsibility to the Explore Academy and the position of the public office.

PUBLIC APPEARANCES

Staff members appearing before the public or professional groups may not speak for the Governance Council on matters that are solely within the purview of the Council. Specific examples include comments on sensitive political and financial issues, including commentary on school policies, bond issues, levies, facility financing and other matters. This prohibition extends to speaking with journalists and with elected officials. This prohibition may be waived on a case-by-case basis via a written letter of permission from the president of the Governance Council.

The Governance Council encourages staff to discuss and support the extracurricular, curricular, and fundraising activities of the school when speaking before groups, in interviews with the press, and in discussions with elected officials.

GOVERNANCE COUNCIL CONFLICT OF INTEREST

In the selection of members, the Explore Academy's Governance Council will comply with those statutes that specifically dictate areas with conflicting interest, as indicated in NMSA 1978, 22-8B-5.2 (2011). These specifically state that:

- A. A person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and the charter school voidable at the option of the chartering authority, the department or the governing body. A person who knowingly violates this subsection may be individually liable to the charter school for any financial damage caused by the violation.
- B. No member of a governing body or employee, officer or agent of a charter school shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists. A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the charter school is contracting. A violation of this subsection renders the contract voidable.

- C. Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered by the chartering authority.
- D. As used in this section, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

SAMPLE CONFLICT OF INTEREST DISCLOSURE STATEMENT

I, _____, a member of the Explore Academy, have received, read and understood the Governance Council's Conflict of Interest Policy.

_____ To the best of my knowledge, I do not have any relationship with any organization/person that is transacting, has transacted or may transact business with the Board.

_____ To the best of my knowledge, I have a relationship with organizations/persons that may give rise to a conflict of interest. Please identify below the organization/person, the nature of the relationship and the nature of the transaction. Attach additional sheets if necessary.

I understand that if a conflict of interest does arise after this disclosure, I will report it to one of the Board officers immediately.

_____ Date _____

Staff Member Signature

Printed Name

APPENDIX H – EVIDENCE OF PARTNERSHIPS

Not applicable

APPENDIX I – PFSA APPROVAL

Attached.

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
410 Don Gaspar Avenue
Santa Fe, NM 87501

(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive SE
Suite 200
Albuquerque, NM 87106

(505) 843-6272
(505) 843-9681 (Fax)

June 19, 2013

Mr. Justin Baiardo, Founder, Academic Director
Explore Academy
Email Address: exploreacademycharter@gmail.com

Dear: Mr. Baiardo,

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/EdSpec's) for the Explore Academy in Albuquerque/Rio Rancho area. 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:

- The Albuquerque Public Schools and the Rio Rancho Public Schools in which you may be physically located has stated they do not have space in any of its facilities to accommodate your school
- You plan to have a cap of 500 students and consist of 9 thru 12th grades
- General classrooms will hold no more than 22 students and electives may hold up to 25 students maximum
- Anticipated number of 25 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) 468-0282.

Sincerely,

A handwritten signature in black ink that reads "William W. Sprick".
William W. Sprick,
Facility Master Planner

cc: Rocky Kearney, Regional Manager
Martica Casias, Planning and Design Manager

APPENDIX J – 910B5

Attached.

Charter Name **Explore Academy (SY1)**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	250.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	0.00
TOTAL GRADES 1-12	250.00
SUBTOTAL MEM	250.00
TOTAL MEM	250.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	125.00	1.25	156.250		
Grade 10 *	125.00	1.25	156.250		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	312.500
Special Education	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. Program

MEM

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 312.500

T & E Index (Oct 2012) 1.091

National Board Certified Teachers

FTE:

Factor
1.500**ADJUSTED PROGRAM UNITS** 340.938

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	150.000
District Size	35.156

District Size Adjustment Units	35.156
Charter Schools not eligible for District Size	(35.156)

School Size Adjustment Units 150.000

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units

At-risk index

MEM
250.00

At Risk Units 0.000

Charter Schools Student Activities

(Districts Only)

MEM

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

Factor
0.100

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

TOTAL PROGRAM UNITS 490.938

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM:	250.00
(Enter the District Mem EXCLUDING Charter Mem)	

2013-14 Projected MEM:	250.00
(Enter the District Mem EXCLUDING Charter Mem)	

2013-2014 Actual 40th MEM	250.00
(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 490.938

x Unit Value \$3,817.55

PROGRAM COST 1874180.362**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)

Federal Impact Aid (44103)

Federal Forest Reserve (44204)

Total Non-Cat Rev Credits \$0.00

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

Other Credits/Adjustments:

Energy Efficiency

Energy Efficiency Renewable Bonds

Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$37,483.61)

STATE EQUALIZATION GUARANTEE**\$1,836,696.75**

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

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
EXPLORE ACADEMY		9-10	250.00	150.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				150.000

3. RURAL ISOLATION

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

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

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

N.A.

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

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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 as follows:

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 **Explore Academy (SY2)**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11					125.00	125.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	375.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	0.00
TOTAL GRADES 1-12	375.00
SUBTOTAL MEM	375.00
TOTAL MEM	375.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	125.00	1.25	156.250		
Grade 10 *	125.00	1.25	156.250		
Grade 11 *	125.00	1.25	156.250		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	468.750
Special Education	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. Program

MEM

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 468.750

T & E Index (Oct 2012) 1.091

National Board Certified Teachers

FTE:

Factor
1.500**ADJUSTED PROGRAM UNITS** 511.406

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	37.500
District Size	50.977

District Size Adjustment Units	50.977
Charter Schools not eligible for District Size	(50.977)

School Size Adjustment Units 37.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units

At-risk index

MEM
2013-2014: 375.00

At Risk Units 0.000

Charter Schools Student Activities

(Districts Only)

MEM

Factor
0.100

Growth Units 244.375

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

Home School Student Activities

(Districts Only)

MEM

Factor
0.100

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

TOTAL PROGRAM UNITS 793.281

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM:	250.00
(Enter the District Mem EXCLUDING Charter Mem)	

2013-14 Projected MEM:	375.00
(Enter the District Mem EXCLUDING Charter Mem)	

2013-2014 Actual 40th MEM	375.00
(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	244.375
Op-Bud takes 12-13 40 Day compared to 13-14 Mem Proj. FTE	
40th Day Calculation	244.375
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

GRAND TOTAL UNITS 793.281

x Unit Value \$3,817.55

PROGRAM COST 3028389.882**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)

Federal Impact Aid (44103)

Federal Forest Reserve (44204)

Total Non-Cat Rev Credits \$0.00

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

Other Credits/Adjustments:

Energy Efficiency

Energy Efficiency Renewable Bonds

Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(50.977)

STATE EQUALIZATION GUARANTEE**\$2,967,822.08**

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

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
EXPLORE ACADEMY		9-11	375.00	37.500
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				37.500

3. RURAL ISOLATION

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

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

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

N.A.

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

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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 as follows:

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 **Explore Academy (SY3)**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11					125.00	125.00
Grade 12					125.00	125.00
Totals	0.00	0.00	0.00	0.00	500.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	0.00
TOTAL GRADES 1-12	500.00
SUBTOTAL MEM	500.00
TOTAL MEM	500.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	125.00	1.25	156.250		
Grade 10 *	125.00	1.25	156.250		
Grade 11 *	125.00	1.25	156.250		
Grade 12 *	125.00	1.25	156.250		
* Includes Vocational Weighting					
				Basic Program Units	625.000
Special Education	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. Program

MEM

Factor

0.060

Elementary P.E. Units

0.000

TOTAL MEMBERSHIP PROGRAM UNITS

625.000

T & E Index (Oct 2012)

1.091

National Board Certified Teachers

FTE:

Factor

1.500

ADJUSTED PROGRAM UNITS

681.875

National Board Certified Teachers Units:

0.000

Size Adjustment Units

UNITS

Elementary/Mid/Jr. High

0.000

Senior High

0.000

District Size

65.625

District Size Adjustment Units

65.625

Charter Schools not eligible for District Size

(65.625)

School Size Adjustment Units

0.000

Rural Isolation Units

0.000

New District Adjustment Units

0.000

At-Risk Units

At-risk index

MEM

2013-2014:

500.00

At Risk Units

0.000

Charter Schools Student Activities

(Districts Only)

MEM

Factor

0.100

Growth Units

242.500

Charter Schools Student Activities Units

0.000

(Charters not eligible for CS Student Activities)

0.000

Home School Student Activities

(Districts Only)

MEM

Factor

0.100

Home School Student Activities Units

0.000

(Charters not eligible for Home School Student Activities)

0.000

TOTAL PROGRAM UNITS

924.375

Save Harmless Units

0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM:

375.00

(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM:

500.00

(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM

500.00

(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

242.500

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

40th Day Calculation

242.500

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

GRAND TOTAL UNITS

924.375

x Unit Value

\$3,817.55

PROGRAM COST

3528847.781

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)

Federal Impact Aid (44103)

Federal Forest Reserve (44204)

Total Non-Cat Rev Credits

\$0.00

Less: 75% of Non-Categorical Revenue Credits

\$0.00

Other Credits/Adjustments:

Energy Efficiency

Energy Efficiency Renewable Bonds

Other Misc Credits

Total Other Credits

\$0.00

Less: Other Credits/Adjustments

\$0.00

(\$70,576.96)

STATE EQUALIZATION GUARANTEE**\$3,458,270.82**

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

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
EXPLORE ACADEMY		9-12	500.00	0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

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

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

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

N.A.

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

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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 as follows:

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 **Explore Academy (SY4-5)**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9					125.00	125.00
Grade 10					125.00	125.00
Grade 11					125.00	125.00
Grade 12					125.00	125.00
Totals	0.00	0.00	0.00	0.00	500.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	0.00
TOTAL GRADES 1-12	500.00
SUBTOTAL MEM	500.00
TOTAL MEM	500.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	125.00	1.25	156.250		
Grade 10 *	125.00	1.25	156.250		
Grade 11 *	125.00	1.25	156.250		
Grade 12 *	125.00	1.25	156.250		
* Includes Vocational Weighting					
				Basic Program Units	625.000
Special Education	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. Program

MEM

Factor

0.060

Elementary P.E. Units

0.000

TOTAL MEMBERSHIP PROGRAM UNITS

625.000

T & E Index (Oct 2012)

1.091

National Board Certified Teachers

FTE:

Factor

1.500

ADJUSTED PROGRAM UNITS

681.875

National Board Certified Teachers Units:

0.000

Size Adjustment Units

District Size Adjustment Units

65.625

Charter Schools not eligible for District Size

(65.625)

UNITS

Elementary/Mid/Jr. High

0.000

Senior High

0.000

District Size

65.625

School Size Adjustment Units

0.000

Rural Isolation Units

0.000

New District Adjustment Units

0.000

At-Risk Units

At-risk index

MEM

2013-2014:

500.00

At Risk Units

0.000

Charter Schools Student Activities

(Districts Only)

MEM

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

Factor

0.100

Home School Student Activities Units

0.000

(Charters not eligible for Home School Student Activities)

0.000

TOTAL PROGRAM UNITS

681.875

Save Harmless Units

0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM:

500.00

(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM:

500.00

(Enter the District Mem EXCLUDING Charter Mem)

2013-2014 Actual 40th MEM

500.00

(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

681.875

x Unit Value

\$3,817.55

PROGRAM COST

2603091.906

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)

Federal Impact Aid (44103)

Federal Forest Reserve (44204)

Total Non-Cat Rev Credits

\$0.00

Less: 75% of Non-Categorical Revenue Credits

\$0.00

Other Credits/Adjustments:

Energy Efficiency

Energy Efficiency Renewable Bonds

Other Misc Credits

Total Other Credits

\$0.00

Less: Other Credits/Adjustments

\$0.00

(\$52,061.84)

STATE EQUALIZATION GUARANTEE**\$2,551,030.07**

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

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
EXPLORE ACADEMY		9-12	500.00	0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

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

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

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

N.A.

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

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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 as follows:

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

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

0.000

APPENDIX K – 5-YEAR BUDGET PLAN

Attached.

Instructions

Revenues

Enter the projected revenues for your five year budget plan. The State Equalization Guarantee (SEG) revenue (code 43101) amount comes from a separate worksheet which we refer to as the 910B5 this is funding based on your Membership Projections.

Expenditures

Enter the projected expenditures for your five year budget plan.

Please refer to Supplement 3 which will provide the definitions for funds, functions, object codes, programs and job classifications. Supplement 3 can be found on the PED Website, Click on A-Z and locate the School Budget and Finance Analysis Bureau.

910B5(SEG)

This worksheet has been provided to you as an attachment.

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 11000-Operational Revenue								
		Revenue From Local Sources						
11000	0000	41701	Fees Activities					
11000	0000	41702	Fees Educational					
11000	0000	41705	Fees Users					
11000	0000	41706	Fees Summer School					
11000	0000	41920	Contributions and Donations From Private Sources					
		Revenue From State Sources						
11000	0000	43101	State Equalization Guarantee	\$1,836,696.75	\$2,967,822.08	\$3,458,271	\$2,551,030	\$2,551,030
11000		TOTAL: OPERATIONAL		\$1,836,696.75	\$2,967,822.08	\$3,458,270.82	\$2,551,030.07	\$2,551,030.07

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	\$658,000.00	14.00	\$893,000.00	19.00	\$1,081,000.00	23.00	\$1,081,000.00	23.00	\$1,081,000.00	23.00
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$40,000.00	1.00	\$80,000.00	2.00	\$80,000.00	2.00	\$80,000.00	2.00	\$80,000.00	2.00
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.										
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction (ELL)	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave										
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613	Salaries Expense: Separation Pay										
11000	1000	51100	1618	Salaries Expense: Athletics										
11000	1000	51100	1621	Salaries Expense: Summer School/After School										
11000	1000	51100	1624	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12										
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
	Total: Personnel Services Compensation				\$738,000.00	16.00	\$1,013,000.00	22.00	\$1,201,000.00	26.00	\$1,201,000.00	26.00	\$1,201,000.00	26.00
	Personnel Services - Employee Benefits													
11000	1000	52111	0000	Educational Retirement	\$80,442.00		\$110,417.00		\$130,909.00		\$130,909.00		\$130,909.00	
11000	1000	52112	0000	ERA - Retiree Health	\$14,760.00		\$20,260.00		\$24,020.00		\$24,020.00		\$24,020.00	
11000	1000	52210	0000	FICA Payments	\$30,996.00		\$42,546.00		\$50,442.00		\$50,442.00		\$50,442.00	
11000	1000	52220	0000	Medicare Payments	\$10,701.00		\$14,688.50		\$17,414.50		\$17,414.50		\$17,414.50	
11000	1000	52311	0000	Health and Medical Premiums	\$93,726.00		\$128,651.00		\$152,527.00		\$152,527.00		\$152,527.00	
11000	1000	52312	0000	Life	\$811.80		\$1,114.30		\$1,321.10		\$1,321.10		\$1,321.10	
11000	1000	52313	0000	Dental	\$6,740.16		\$9,251.73		\$10,968.74		\$10,968.74		\$10,968.74	
11000	1000	52314	0000	Vision	\$1,414.74		\$1,941.92		\$2,302.31		\$2,302.31		\$2,302.31	
11000	1000	52315	0000	Disability	\$1,328.40		\$1,823.40		\$2,161.80		\$2,161.80		\$2,161.80	
11000	1000	52316	0000	Other Insurance										
11000	1000	52500	0000	Unemployment Compensation	\$21,402.00		\$29,377.00		\$34,829.00		\$34,829.00		\$34,829.00	
11000	1000	52710	0000	Workers Compensation Premium	\$5,904.00		\$8,104.00		\$9,608.00		\$9,608.00		\$9,608.00	
11000	1000	52720	0000	Workers Compensation Employer's Fee	\$135.79		\$186.39		\$220.98		\$220.98		\$220.98	
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				\$268,361.89		\$368,361.24		\$436,724.43		\$436,724.43		\$436,724.43	
	Purchased Professional and Technical Services													
11000	1000	53414	0000	Other Professional Services										
11000	1000	53711	0000	Other Charges										
	Total: Purchased Professional and Tech Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	1000	55813	0000	Employee Travel - Non-Teachers										
11000	1000	55814	0000	Employee Training - Non-Teachers										
11000	1000	55817	0000	Student Travel										
11000	1000	55818	0000	Other Travel - Non-Employees										
11000	1000	55819	0000	Employee Travel - Teachers										
11000	1000	55820	0000	Employee Training - Teachers	\$10,000.00		\$30,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
11000	1000	55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services (SUBSTITUTE TEACHERS)	\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
	Total: Other Purchased Services				\$16,000.00		\$36,000.00		\$21,000.00		\$21,000.00		\$21,000.00	
	Supplies													
11000	1000	56112	0000	Other Textbooks										
11000	1000	56113	0000	Software										
11000	1000	56118	0000	General Supplies and Materials	\$102,307.30		\$687,855.59		\$927,141.14		\$107,400.39		\$107,400.39	
	Total: Supplies				\$102,307.30		\$687,855.59		\$927,141.14		\$107,400.39		\$107,400.39	
	Property													
11000	1000	57331	0000	Fixed Assets (more than \$5,000)										
11000	1000	57332	0000	Supply Assets (\$5,000 or less)										
	Total: Property				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	1000	TOTAL: INSTRUCTION			\$1,124,669.19	16.00	\$2,105,216.83	22.00	\$2,585,865.57	26.00	\$1,766,124.82	26.00	\$1,766,124.82	26.00

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													
	Function-2100 - Support Services - Students													
	Personnel Services - Compensation													
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2100	51100	1214	Salaries Expense: Guidance Counselors (COUNSELORS)	\$50,000.00	1.00	\$100,000.00	2.00	\$100,000.00	2.00	\$100,000.00	2.00	\$100,000.00	2.00
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants										
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000	2100	51100	1312	Salaries Expense: Speech Therapist										
11000	2100	51100	1313	Salaries Expense: Occupational Therapist										
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist										
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors										
11000	2100	51100	1316	Salaries Expense: Audiologists										
11000	2100	51100	1317	Salaries Expense: Interpreters										
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
	Total: Personnel Services - Compensation				\$50,000.00	1.00	\$100,000.00	2.00	\$100,000.00	2.00	\$100,000.00	2.00	\$100,000.00	2.00
	Personnel Services - Employee Benefits													
11000	2100	52111	0000	Educational Retirement	\$5,450.00		\$10,900.00		\$10,900.00		\$10,900.00		\$10,900.00	
11000	2100	52112	0000	ERA - Retiree Health	\$1,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2100	52210	0000	FICA Payments	\$2,100.00		\$4,200.00		\$4,200.00		\$4,200.00		\$4,200.00	
11000	2100	52220	0000	Medicare Payments	\$725.00		\$1,450.00		\$1,450.00		\$1,450.00		\$1,450.00	
11000	2100	52311	0000	Health and Medical Premiums	\$6,350.00		\$12,700.00		\$12,700.00		\$12,700.00		\$12,700.00	
11000	2100	52312	0000	Life	\$55.00		\$110.00		\$110.00		\$110.00		\$110.00	
11000	2100	52313	0000	Dental	\$456.65		\$913.30		\$913.30		\$913.30		\$913.30	
11000	2100	52314	0000	Vision	\$95.85		\$191.70		\$191.70		\$191.70		\$191.70	
11000	2100	52315	0000	Disability	\$90.00		\$180.00		\$180.00		\$180.00		\$180.00	
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation	\$1,450.00		\$2,900.00		\$2,900.00		\$2,900.00		\$2,900.00	
11000	2100	52710	0000	Workers Compensation Premium	\$400.00		\$800.00		\$800.00		\$800.00		\$800.00	
11000	2100	52720	0000	Workers Compensation Employer's Fee	\$9.20		\$18.40		\$18.40		\$18.40		\$18.40	
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				\$18,181.70		\$36,363.40		\$36,363.40		\$36,363.40		\$36,363.40	
	Purchased Professional and Technical Services													
11000	2100	53211	0000	Diagnosticians - Contracted										
11000	2100	53212	0000	Speech Therapists - Contracted										
11000	2100	53213	0000	Occupational Therapists - Contracted										
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53216	0000	Audiologists - Contracted										
11000	2100	53217	0000	Interpreters - Contracted										
11000	2100	53218	0000	Specialists - Contracted										
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted										
11000	2100	53414	0000	Other Professional Services (SLP, OT, PSYCH., DIAGNOST.)	\$15,500.00		\$20,700.00		\$31,000.00		\$31,000.00		\$31,000.00	
	Total: Purchased Professional and Tech Services				\$15,500.00		\$20,700.00		\$31,000.00		\$31,000.00		\$31,000.00	
	Purchased Professional and Technical Services													
11000	2100	53414	0000	Other Professional Services										
11000	2100	53711	0000	Other Charges										
	Total: Support Services - Students				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	2100	55200	0000	Property/Liability Insurance										
11000	2100	55813	0000	Employee Travel - Non-Teachers										
11000	2100	55814	0000	Employee Training - Non-Teachers										
11000	2100	55818	0000	Other Travel - Non-Employees										
11000	2100	55914	0000	Contracts - Interagency										
11000	2100	55915	0000	Other Contract Services										
	Total: Other Purchased Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

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										
Total: Supplies					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)										
Total: Property					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	TOTAL: SUPPORT SERVICES - STUDENTS			\$83,681.70	1.00	\$157,063.40	2.00	\$167,363.40	2.00	\$167,363.40	2.00	\$167,363.40	2.00
	Function-2200 - Support Services - Instruction													
		Personnel Services - Compensation												
11000	2200	51100	1211	Salaries Expense: Coordinator (DEAN OF STUDENTS)	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00
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					\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00
		Personnel Services - Employee Benefits												
11000	2200	52111	0000	Educational Retirement	\$4,360.00		\$4,360.00		\$4,360.00		\$4,360.00		\$4,360.00	
11000	2200	52112	0000	ERA - Retiree Health	\$800.00		\$800.00		\$800.00		\$800.00		\$800.00	
11000	2200	52210	0000	FICA Payments	\$1,680.00		\$1,680.00		\$1,680.00		\$1,680.00		\$1,680.00	
11000	2200	52220	0000	Medicare Payments	\$580.00		\$580.00		\$580.00		\$580.00		\$580.00	
11000	2200	52311	0000	Health and Medical Premiums	\$5,080.00		\$5,080.00		\$5,080.00		\$5,080.00		\$5,080.00	
11000	2200	52312	0000	Life	\$44.00		\$44.00		\$44.00		\$44.00		\$44.00	
11000	2200	52313	0000	Dental	\$365.32		\$365.32		\$365.32		\$365.32		\$365.32	
11000	2200	52314	0000	Vision	\$76.68		\$76.68		\$76.68		\$76.68		\$76.68	
11000	2200	52315	0000	Disability	\$72.00		\$72.00		\$72.00		\$72.00		\$72.00	
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation	\$1,160.00		\$1,160.00		\$1,160.00		\$1,160.00		\$1,160.00	
11000	2200	52710	0000	Workers Compensation Premium	\$320.00		\$320.00		\$320.00		\$320.00		\$320.00	
11000	2200	52720	0000	Workers Compensation Employer's Fee	\$7.36		\$7.36		\$7.36		\$7.36		\$7.36	
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					\$14,545.36		\$14,545.36		\$14,545.36		\$14,545.36		\$14,545.36	
		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			\$54,545.36	1.00	\$54,545.36	1.00	\$54,545.36	1.00	\$54,545.36	1.00	\$54,545.36	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													
	Function-2300 - General Administration													
		Personnel Services - Compensation												
11000	2300	51100	1113	Salaries Expense: Admin. Associates										
11000	2300	51100	1114	Salaries Expense: Admin. 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	\$12,000.00		\$12,000.00		\$12,000.00		\$12,000.00		\$12,000.00	
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2300	53414	0000	Other Professional Services										
11000	2300	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$22,000.00		\$22,000.00		\$22,000.00		\$22,000.00		\$22,000.00	
		Other Purchased Services												
11000	2300	55400	0000	Advertising										
11000	2300	55811	0000	Board Travel										
11000	2300	55812	0000	Board Training	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2300	55813	0000	Employee Travel - Non-Teachers										
11000	2300	55814	0000	Employee Training - Non-Teachers										
11000	2300	55818	0000	Other Travel - Non-Employees										
11000	2300	55914	0000	Contracts - Interagency										
11000	2300	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
		Supplies												
11000	2300	56113	0000	Software										
11000	2300	56115	0000	Board Expenses										
11000	2300	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2300	57331	0000	Fixed Assets (more than \$5,000)										
11000	2300	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$24,000.00	0.00	\$24,000.00	0.00	\$24,000.00	0.00	\$24,000.00	0.00	\$24,000.00	0.00
	Function-2400 - School Administration													
		Personnel Services - Compensation												
11000	2400	51100	1112	Salaries Expense: Principal	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator (ACADEMIC DIRECTOR)	\$70,000.00	1.00	\$70,000.00	1.00	\$70,000.00	1.00	\$70,000.00	1.00	\$70,000.00	1.00
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical (ADMIN EXECUTIVE)	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00	\$40,000.00	1.00
11000	2400	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$190,000.00	3.00	\$190,000.00	3.00	\$190,000.00	3.00	\$190,000.00	3.00	\$190,000.00	3.00

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Personnel Services - Employee Benefits												
11000	2400	52111	0000	Educational Retirement	\$20,710.00		\$20,710.00		\$20,710.00		\$20,710.00		\$20,710.00	
11000	2400	52112	0000	ERA - Retiree Health	\$3,800.00		\$3,800.00		\$3,800.00		\$3,800.00		\$3,800.00	
11000	2400	52210	0000	FICA Payments	\$7,980.00		\$7,980.00		\$7,980.00		\$7,980.00		\$7,980.00	
11000	2400	52220	0000	Medicare Payments	\$2,755.00		\$2,755.00		\$2,755.00		\$2,755.00		\$2,755.00	
11000	2400	52311	0000	Health and Medical Premiums	\$24,130.00		\$24,130.00		\$24,130.00		\$24,130.00		\$24,130.00	
11000	2400	52312	0000	Life	\$209.00		\$209.00		\$209.00		\$209.00		\$209.00	
11000	2400	52313	0000	Dental	\$1,735.27		\$1,735.27		\$1,735.27		\$1,735.27		\$1,735.27	
11000	2400	52314	0000	Vision	\$364.23		\$364.23		\$364.23		\$364.23		\$364.23	
11000	2400	52315	0000	Disability	\$342.00		\$342.00		\$342.00		\$342.00		\$342.00	
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation	\$5,510.00		\$5,510.00		\$5,510.00		\$5,510.00		\$5,510.00	
11000	2400	52710	0000	Workers Compensation Premium	\$1,520.00		\$1,520.00		\$1,520.00		\$1,520.00		\$1,520.00	
11000	2400	52720	0000	Workers Compensation Employer's Fee	\$34.96		\$34.96		\$34.96		\$34.96		\$34.96	
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	\$69,090.46		\$69,090.46		\$69,090.46		\$69,090.46		\$69,090.46	
		Purchased Professional and Technical Services												
11000	2400	53414	0000	Other Professional Services										
11000	2400	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	2400	55813	0000	Employee Travel - Non-Teachers										
11000	2400	55814	0000	Employee Training - Non-Teachers										
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2400	56113	0000	Software	\$10,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2400	56118	0000	General Supplies and Materials	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
				Total: Supplies	\$20,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
		Property												
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$279,090.46	3.00	\$274,090.46	3.00	\$274,090.46	3.00	\$274,090.46	3.00	\$274,090.46	3.00
	Function-2500 - Central Services													
		Personnel Services - Compensation												
11000	2500	51100	1113	Salaries Expense: Administrative Associates										
11000	2500	51100	1114	Salaries Expense: Administrative Assistants										
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager	\$55,000.00		\$55,000.00		\$55,000.00		\$55,000.00		\$55,000.00	
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 (INFORMATION TECH)	\$50,000.00	1.00	\$50,000.00	1.00	\$50,000.00	1.00	\$50,000.00	1.00	\$50,000.00	1.00
				Total: Personnel Services - Compensation	\$105,000.00	1.00	\$105,000.00	1.00	\$105,000.00	1.00	\$105,000.00	1.00	\$105,000.00	1.00
		Personnel Services - Employee Benefits												
11000	2500	52111	0000	Educational Retirement	\$6,540.00		\$6,540.00		\$6,540.00		\$6,540.00		\$6,540.00	
11000	2500	52112	0000	ERA - Retiree Health	\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00	
11000	2500	52210	0000	FICA Payments	\$2,520.00		\$2,520.00		\$2,520.00		\$2,520.00		\$2,520.00	
11000	2500	52220	0000	Medicare Payments	\$870.00		\$870.00		\$870.00		\$870.00		\$870.00	
11000	2500	52311	0000	Health and Medical Premiums	\$7,620.00		\$7,620.00		\$7,620.00		\$7,620.00		\$7,620.00	
11000	2500	52312	0000	Life	\$66.00		\$66.00		\$66.00		\$66.00		\$66.00	
11000	2500	52313	0000	Dental	\$547.98		\$547.98		\$547.98		\$547.98		\$547.98	
11000	2500	52314	0000	Vision	\$115.02		\$115.02		\$115.02		\$115.02		\$115.02	
11000	2500	52315	0000	Disability	\$108.00		\$108.00		\$108.00		\$108.00		\$108.00	
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation	\$1,740.00		\$1,740.00		\$1,740.00		\$1,740.00		\$1,740.00	
11000	2500	52710	0000	Workers Compensation Premium	\$480.00		\$480.00		\$480.00		\$480.00		\$480.00	
11000	2500	52720	0000	Workers Compensation Employer's Fee	\$11.04		\$11.04		\$11.04		\$11.04		\$11.04	
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										
Explore Academy				Total: Personnel Services - Employee Benefits	\$21,818.04		\$21,818.04		\$21,818.04		\$21,818.04		\$21,818.04	

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 (STARS REPORTING)	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2500	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
				Other Purchased Services										
11000	2500	55400	0000	Advertising										
11000	2500	55813	0000	Employee Travel - Non-Teachers										
11000	2500	55814	0000	Employee Training - Non-Teachers										
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies										
11000	2500	56113	0000	Software	\$10,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2500	56118	0000	General Supplies and Materials										
				Total: Supplies	\$10,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
				Property										
11000	2500	57331	0000	Fixed Assets (more than \$5,000)										
11000	2500	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$141,818.04	1.00	\$136,818.04	1.00	\$136,818.04	1.00	\$136,818.04	1.00	\$136,818.04	1.00
				Function-2600 - Operation and Maintenance of Plant										
				Personnel Services - Compensation										
11000	2600	51100	1113	Salaries Expense: Administrative Associates	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
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	\$1,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$12,000.00		\$12,000.00		\$12,000.00		\$12,000.00		\$12,000.00	
11000	2600	54313	0000	Maintenance & Repair - Vehicles										
11000	2600	54411	0000	Electricity	\$10,000.00		\$15,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
11000	2600	54412	0000	Natural Gas (Buildings)	\$5,000.00		\$7,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2600	54413	0000	Propane/Butane (Buildings)										
11000	2600	54414	0000	Other Energy (Buildings)										
11000	2600	54415	0000	Water/Sewage	\$1,500.00		\$3,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2600	54416	0000	Communication Services	\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00	
11000	2600	54610	0000	Rental - Land and Buildings	\$65,000.00		\$137,000.00		\$121,500.00		\$34,000.00		\$34,000.00	
11000	2600	54620	0000	Rental - Equipment and Vehicles										
11000	2600	54630	0000	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$102,500.00		\$184,000.00		\$178,500.00		\$91,000.00		\$91,000.00	

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													
		Other Purchased Services												
11000	2600	55200	0000	Property/Liability Insurance	\$15,000.00		\$20,000.00		\$25,000.00		\$25,000.00		\$25,000.00	
11000	2600	55813	0000	Employee Travel - Non-Teachers										
11000	2600	55814	0000	Employee Training - Non-Teachers										
11000	2600	55914	0000	Contracts - Interagency										
11000	2600	55915	0000	Other Contract Services (CUSTODIAL)	\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00	
				Total: Other Purchased Services	\$23,000.00		\$28,000.00		\$33,000.00		\$33,000.00		\$33,000.00	
		Supplies												
11000	2600	56113	0000	Software										
11000	2600	56118	0000	General Supplies and Materials										
11000	2600	56210	0000	Natural Gas (Vehicles)										
11000	2600	56211	0000	Gasoline										
11000	2600	56212	0000	Diesel Fuel										
11000	2600	56213	0000	Propane (Vehicles)										
11000	2600	56214	0000	Lubricants/Anti-Freeze										
11000	2600	56215	0000	Tires/Tubes										
11000	2600	56216	0000	Maintenance Supplies/Parts										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		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	\$125,500.00	0.00	\$212,000.00	0.00	\$211,500.00	0.00	\$124,000.00	0.00	\$124,000.00	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	\$3,392.00		\$4,088.00		\$4,088.00		\$4,088.00		\$4,088.00	
				Total: Purchased Property Services	\$3,392.00		\$4,088.00		\$4,088.00		\$4,088.00		\$4,088.00	
11000	2700			TOTAL: STUDENT TRANSPORTATION	\$3,392.00	0.00	\$4,088.00	0.00	\$4,088.00	0.00	\$4,088.00	0.00	\$4,088.00	0.00
11000	2000			TOTAL: SUPPORT SERVICES	\$712,027.56	6.00	\$862,605.26	7.00	\$872,405.26	7.00	\$784,905.26	7.00	\$784,905.26	7.00

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													
	Function-3100 - Food Service Operations													
	Personnel Services - Compensation													
11000	3100	51100	1113	Salaries Expense: Administrative Associates										
11000	3100	51100	1114	Salaries Expense: Administrative Assistants										
11000	3100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	3100	51100	1617	Salaries Expense: Food Service										
	Total: Personnel Services - Compensation				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Personnel Services - Employee Benefits													
11000	3100	52111	0000	Educational Retirement										
11000	3100	52112	0000	ERA - Retiree Health										
11000	3100	52210	0000	FICA Payments										
11000	3100	52220	0000	Medicare Payments										
11000	3100	52311	0000	Health and Medical Premiums										
11000	3100	52312	0000	Life										
11000	3100	52313	0000	Dental										
11000	3100	52314	0000	Vision										
11000	3100	52315	0000	Disability										
11000	3100	52316	0000	Other Insurance										
11000	3100	52500	0000	Unemployment Compensation										
11000	3100	52710	0000	Workers Compensation Premium										
11000	3100	52720	0000	Workers Compensation Employer's Fee										
11000	3100	52730	0000	Workers Compensation (Self Insured)										
11000	3100	52911	0000	Cafeteria Plan Fees										
11000	3100	52912	0000	Employee Assistance Programs										
11000	3100	52913	0000	Workers Compensation Employee Fees										
11000	3100	52914	0000	Deferred Sick Leave Reserve										
	Total: Personnel Services - Employee Benefits				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Function-3100 - Food Service Operations													
	Purchased Professional and Technical Services													
11000	3100	53411	0000	Auditing										
11000	3100	53413	0000	Legal										
11000	3100	53414	0000	Other Professional Services										
11000	3100	53711	0000	Other Charges										
	Total: Purchased Professional and Tech Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Purchased Property Services													
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds										
11000	3100	54313	0000	Maintenance & Repair - Vehicles										
11000	3100	54411	0000	Electricity										
11000	3100	54412	0000	Natural Gas (Buildings)										
11000	3100	54413	0000	Propane/Butane (Buildings)										
11000	3100	54414	0000	Other Energy (Buildings)										
11000	3100	54415	0000	Water/Sewage										
11000	3100	54416	0000	Communication Services										
11000	3100	54610	0000	Rental - Land and Buildings										
11000	3100	54620	0000	Rental - Equipment and Vehicles										
11000	3100	54630	0000	Rental - Computers and Related Equipment										
	Total: Purchased Property Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	3100	55813	0000	Employee Travel - Non-Teachers										
11000	3100	55814	0000	Employee Training - Non-Teachers										
11000	3100	55914	0000	Contracts - Interagency										
11000	3100	55915	0000	Other Contract Services										
	Total: Other Purchased Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Supplies													
11000	3100	56113	0000	Software										
11000	3100	56116	0000	Food										
11000	3100	56117	0000	Non-Food										
11000	3100	56118	0000	General Supplies and Materials										
	Total: Supplies				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Property													
11000	3100	57331	0000	Fixed Assets (more than \$5,000)										
11000	3100	57332	0000	Supply Assets (\$5,000 or less)										
	Total: Property				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	TOTAL: FOOD SERVICES OPERATIONS			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-3300 - Community Services Operations													
		Personnel Services - Compensation												
11000	3300	51100	1619	Salaries Expense: Adult Education										
11000	3300	51100	1620	Salaries Expense: Recreation										
11000	3300	51100	1621	Salaries Expense: Summer School/After School										
11000	3300	51100	1622	Salaries Expense: Bus Drivers										
11000	3300	51100	1625	Salaries Expense: Extended Services to Students										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	3300	52111	0000	Educational Retirement										
11000	3300	52112	0000	ERA - Retiree Health										
11000	3300	52210	0000	FICA Payments										
11000	3300	52220	0000	Medicare Payments										
11000	3300	52311	0000	Health and Medical Premiums										
11000	3300	52312	0000	Life										
11000	3300	52313	0000	Dental										
11000	3300	52314	0000	Vision										
11000	3300	52315	0000	Disability										
11000	3300	52316	0000	Other Insurance										
11000	3300	52500	0000	Unemployment Compensation										
11000	3300	52710	0000	Workers Compensation Premium										
11000	3300	52720	0000	Workers Compensation Employer's Fee										
11000	3300	52730	0000	Workers Compensation (Self Insured)										
11000	3300	52911	0000	Cafeteria Plan Fees										
11000	3300	52912	0000	Employee Assistance Programs										
11000	3300	52913	0000	Workers Compensation Employee Fees										
11000	3300	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	3300	55200	0000	Property/Liability Insurance										
11000	3300	55813	0000	Employee Travel - Non-Teachers										
11000	3300	55814	0000	Employee Training - Non-Teachers										
11000	3300	55817	0000	Student Travel										
11000	3300	55818	0000	Other Travel - Non-Employees										
11000	3300	55914	0000	Contracts - Interagency										
11000	3300	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	3300	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	3000			TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000				TOTAL: OPERATIONAL FUND	\$1,836,696.75	22.00	\$2,967,822.08	29.00	\$3,458,270.82	33.00	\$2,551,030.07	33.00	\$2,551,030.07	33.00
					\$1,836,696.75		\$2,967,822.08		\$3,458,270.82		\$2,551,030.07		\$2,551,030.07	

APPENDIX L – SALARY SCHEDULES FOR LICENSED STAFF

Proposed Salary Schedule for Licensed Staff

All salaries of licensed employees will comply with the minimum salary requirements as identified in the School Personnel Act. The salary is subject to final negotiation between the school and the applicant.

Minimum Salary Schedule for Licensed and Certified Teachers					
Years	Level I (BA)	Level II (BA)	Level II (BA +12)	MA +	Level III MA +
1	30,000				
3	31,500	40,000	40,500	41,000	
5		40,500	41,000	41,500	
7		41,000	41,500	42,000	50,000
9		41,500	42,000	42,500	50,500
11		42,000	42,500	43,000	51,000
13		42,500	43,000	43,500	51,500
15		43,000	43,500	44,000	52,000
17		43,500	44,000	44,500	52,500
19		44,000	44,500	45,000	53,000
21		44,500	45,000	45,500	53,500
23		45,000	45,500	46,000	54,000
25		45,500	46,000	46,500	54,500

APPENDIX M – BIBLIOGRAPHY

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APPENDIX N – SCIENCE CURRICULUM ALIGNMENT

STANDARDS ALIGNMENT WITH THE SCIENCE CURRICULUM (EXAMPLE)

The table below demonstrates how the science standards have been divided into their appropriate seminars.

NEW MEXICO STATE STANDARDS, GRADES 9-12 (SCIENCE)

SEMINAR

<p>I-I-III.</p> <p>1. CREATE MULTIPLE DISPLAYS OF DATA TO ANALYZE AND EXPLAIN THE RELATIONSHIPS IN SCIENTIFIC INVESTIGATIONS.</p> <p>2. USE MATHEMATICAL MODELS TO DESCRIBE, EXPLAIN, AND PREDICT NATURAL PHENOMENA.</p> <p>3. USE TECHNOLOGIES TO QUANTIFY RELATIONSHIPS IN SCIENTIFIC HYPOTHESES (E.G., CALCULATORS, COMPUTER SPREADSHEETS AND DATABASES, GRAPHING SOFTWARE, SIMULATIONS, MODELING).</p> <p>4. IDENTIFY AND APPLY MEASUREMENT TECHNIQUES AND CONSIDER POSSIBLE EFFECTS OF MEASUREMENT ERRORS.</p> <p>5. USE MATHEMATICS TO EXPRESS AND ESTABLISH SCIENTIFIC RELATIONSHIPS (E.G., SCIENTIFIC NOTATION, VECTORS, DIMENSIONAL ANALYSIS).</p>	<p>NO SPECIFIC SEMINAR</p> <p>WILL BE COVERED REPEATEDLY THROUGHOUT ALL SCIENCE SEMINARS</p>
<p>I-I-I.</p> <p>SCIENTIFIC THINKING AND PRACTICE</p> <p>1. DESCRIBE THE ESSENTIAL COMPONENTS OF AN INVESTIGATION, INCLUDING APPROPRIATE METHODOLOGIES, PROPER EQUIPMENT, AND SAFETY PRECAUTIONS.</p> <p>2. DESIGN AND CONDUCT SCIENTIFIC INVESTIGATIONS THAT INCLUDE:</p> <ul style="list-style-type: none"> • TESTABLE HYPOTHESES • CONTROLS AND VARIABLES • METHODS TO COLLECT, ANALYZE, AND INTERPRET DATA • RESULTS THAT ADDRESS HYPOTHESES BEING INVESTIGATED • PREDICTIONS BASED ON RESULTS • RE-EVALUATION OF HYPOTHESES AND ADDITIONAL EXPERIMENTATION AS NECESSARY 	<p>SCIENTIFIC METHOD</p> <p>(WILL ADDITIONALLY BE COVERED REPEATEDLY THROUGHOUT ALL SCIENCE SEMINARS)</p>

- ERROR ANALYSIS.

3. USE APPROPRIATE TECHNOLOGIES TO COLLECT, ANALYZE, AND COMMUNICATE SCIENTIFIC DATA (E.G., COMPUTERS, CALCULATORS, BALANCES, MICROSCOPES).

4. CONVEY RESULTS OF INVESTIGATIONS USING SCIENTIFIC CONCEPTS, METHODOLOGIES, AND EXPRESSIONS, INCLUDING:

- SCIENTIFIC LANGUAGE AND SYMBOLS
- DIAGRAMS, CHARTS, AND OTHER DATA DISPLAYS
- MATHEMATICAL EXPRESSIONS AND PROCESSES (E.G., MEAN, MEDIAN, SLOPE, PROPORTIONALITY)
- CLEAR, LOGICAL, AND CONCISE COMMUNICATION
- REASONED ARGUMENTS.

5. UNDERSTAND HOW SCIENTIFIC THEORIES ARE USED TO EXPLAIN AND PREDICT NATURAL PHENOMENA (E.G., PLATE TECTONICS, OCEAN CURRENTS, STRUCTURE OF ATOM).

I-I-II.

SCIENTIFIC THINKING AND PRACTICE

1. UNDERSTAND HOW SCIENTIFIC PROCESSES PRODUCE VALID, RELIABLE RESULTS, INCLUDING:

- CONSISTENCY OF EXPLANATIONS WITH DATA AND OBSERVATIONS
- OPENNESS TO PEER REVIEW
- FULL DISCLOSURE AND EXAMINATION OF ASSUMPTIONS
- TESTABILITY OF HYPOTHESES
- REPEATABILITY OF EXPERIMENTS AND REPRODUCIBILITY OF RESULTS.

2. USE SCIENTIFIC REASONING AND VALID LOGIC TO RECOGNIZE:

- FAULTY LOGIC
- CAUSE AND EFFECT
- THE DIFFERENCE BETWEEN OBSERVATION AND UNSUBSTANTIATED INFERENCES AND CONCLUSIONS • POTENTIAL BIAS.

3. UNDERSTAND HOW NEW DATA AND OBSERVATIONS CAN RESULT IN NEW SCIENTIFIC KNOWLEDGE.

4. CRITICALLY ANALYZE AN ACCEPTED EXPLANATION BY REVIEWING CURRENT SCIENTIFIC KNOWLEDGE.

5. EXAMINE INVESTIGATIONS OF CURRENT INTEREST IN SCIENCE (E.G., SUPERCONDUCTIVITY, MOLECULAR MACHINES, AGE OF THE UNIVERSE).

6. EXAMINE THE SCIENTIFIC PROCESSES AND LOGIC USED IN INVESTIGATIONS OF PAST EVENTS (E.G., USING DATA FROM CRIME SCENES, FOSSILS), INVESTIGATIONS THAT CAN BE PLANNED IN ADVANCE BUT ARE ONLY DONE ONCE (E.G., EXPENSIVE OR TIME-CONSUMING EXPERIMENTS SUCH AS MEDICAL CLINICAL TRIALS), AND INVESTIGATIONS OF PHENOMENA THAT CAN BE REPEATED EASILY AND FREQUENTLY.

<p>II-I-I.</p> <p>PROPERTIES OF MATTER</p> <p>1. CLASSIFY MATTER IN A VARIETY OF WAYS (E.G., ELEMENT, COMPOUND, MIXTURE; SOLID, LIQUID, GAS; ACIDIC, BASIC, NEUTRAL).</p> <p>2. IDENTIFY, MEASURE, AND USE A VARIETY OF PHYSICAL AND CHEMICAL PROPERTIES (E.G., ELECTRICAL CONDUCTIVITY, DENSITY, VISCOSITY, CHEMICAL REACTIVITY, PH, MELTING POINT).</p> <p>3. KNOW HOW TO USE PROPERTIES TO SEPARATE MIXTURES INTO PURE SUBSTANCES (E.G., DISTILLATION, CHROMATOGRAPHY, SOLUBILITY).</p> <p>4. DESCRIBE TRENDS IN PROPERTIES (E.G., IONIZATION ENERGY OR REACTIVITY AS A FUNCTION OF LOCATION ON THE PERIODIC TABLE, BOILING POINT OF ORGANIC LIQUIDS AS A FUNCTION OF MOLECULAR WEIGHT).</p> <p>II-I-I.</p> <p>STRUCTURE OF MATTER</p> <p>5. UNDERSTAND THAT MATTER IS MADE OF ATOMS AND THAT ATOMS ARE MADE OF SUBATOMIC PARTICLES.</p> <p>6. UNDERSTAND ATOMIC STRUCTURE, INCLUDING:</p> <ul style="list-style-type: none"> • MOST SPACE OCCUPIED BY ELECTRONS • NUCLEUS MADE OF PROTONS AND NEUTRONS • ISOTOPES OF AN ELEMENT • MASSES OF PROTON AND NEUTRON 2000 TIMES GREATER THAN MASS OF ELECTRON • ATOM HELD TOGETHER BY PROTON-ELECTRON ELECTRICAL FORCES. <p>7. EXPLAIN HOW ELECTRONS DETERMINE THE PROPERTIES OF SUBSTANCES BY:</p> <ul style="list-style-type: none"> • INTERACTIONS BETWEEN ATOMS THROUGH TRANSFERRING OR SHARING VALENCE ELECTRONS • IONIC AND COVALENT BONDS • THE ABILITY OF CARBON TO FORM A DIVERSE ARRAY OF ORGANIC STRUCTURES. <p>8. MAKE PREDICTIONS ABOUT ELEMENTS USING THE PERIODIC TABLE (E.G., NUMBER OF VALENCE ELECTRONS, METALLIC CHARACTER, REACTIVITY, CONDUCTIVITY, TYPE OF BOND BETWEEN ELEMENTS).</p> <p>9. UNDERSTAND HOW THE TYPE AND ARRANGEMENT OF ATOMS AND THEIR BONDS DETERMINE MACROSCOPIC PROPERTIES (E.G., BOILING POINT, ELECTRICAL CONDUCTIVITY, HARDNESS OF MINERALS).</p> <p>10. KNOW THAT STATES OF MATTER (I.E., SOLID, LIQUID, GAS) DEPEND ON THE ARRANGEMENT OF ATOMS AND MOLECULES AND ON THEIR FREEDOM OF MOTION.</p>	<p>CHEMICAL PROPERTIES</p>
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<p>II-I-I.</p> <p>CHEMICAL REACTIONS</p> <p>12. KNOW THAT CHEMICAL REACTIONS INVOLVE THE REARRANGEMENT OF ATOMS, AND THAT THEY OCCUR ON MANY TIMESCALES (E.G., PICOSECONDS TO MILLENNIA).</p> <p>14. KNOW HOW TO EXPRESS CHEMICAL REACTIONS WITH BALANCED EQUATIONS THAT SHOW:</p> <ul style="list-style-type: none"> • CONSERVATION OF MASS • PRODUCTS OF COMMON REACTIONS. 	CHEMICAL REACTIONS
<p>II-I-I.</p> <p>CHEMICAL REACTIONS</p> <p>13. UNDERSTAND TYPES OF CHEMICAL REACTIONS (E.G., SYNTHESIS, DECOMPOSITION, COMBUSTION, REDOX, NEUTRALIZATION) AND IDENTIFY THEM AS EXOTHERMIC OR ENDOTHERMIC.</p>	CHEMICAL REACTIONS II
<p>II-I-I.</p> <p>CHEMICAL REACTION</p> <p>15. DESCRIBE HOW THE RATE OF CHEMICAL REACTIONS DEPENDS ON MANY FACTORS THAT INCLUDE TEMPERATURE, CONCENTRATION, AND THE PRESENCE OF CATALYSTS.</p>	SOLUTIONS

<p>II-I-II.</p> <p>ENERGY TRANSFORMATION AND TRANSFER</p> <ol style="list-style-type: none"> 1. IDENTIFY DIFFERENT FORMS OF ENERGY, INCLUDING KINETIC, GRAVITATIONAL (POTENTIAL), CHEMICAL, THERMAL, NUCLEAR, AND ELECTROMAGNETIC. 2. EXPLAIN HOW THERMAL ENERGY (HEAT) CONSISTS OF THE RANDOM MOTION AND VIBRATIONS OF ATOMS AND MOLECULES AND IS MEASURED BY TEMPERATURE. 3. UNDERSTAND THAT ENERGY CAN CHANGE FROM ONE FORM TO ANOTHER (E.G., CHANGES IN KINETIC AND POTENTIAL ENERGY IN A GRAVITATIONAL FIELD, HEATS OF REACTION, HYDROELECTRIC DAMS) AND KNOW THAT ENERGY IS CONSERVED IN THESE CHANGES. 4. UNDERSTAND HOW HEAT CAN BE TRANSFERRED BY CONDUCTION, CONVECTION, AND RADIATION, AND HOW HEAT CONDUCTION DIFFERS IN CONDUCTORS AND INSULATORS. 5. EXPLAIN HOW HEAT FLOWS IN TERMS OF THE TRANSFER OF VIBRATIONAL MOTION OF ATOMS AND MOLECULES FROM HOTTER TO COLDER REGIONS. 6. UNDERSTAND THAT THE ABILITY OF ENERGY TO DO SOMETHING USEFUL (WORK) TENDS TO DECREASE (AND NEVER INCREASES) AS ENERGY IS CONVERTED FROM ONE FORM TO ANOTHER. 	<p>THERMODYNAMICS</p>
<p>II-I-III.</p> <p>FORCES</p> <ol style="list-style-type: none"> 1. KNOW THAT THERE ARE FOUR FUNDAMENTAL FORCES IN NATURE: GRAVITATION, ELECTROMAGNETISM, WEAK NUCLEAR FORCE, AND STRONG NUCLEAR FORCE. 2. KNOW THAT EVERY OBJECT EXERTS GRAVITATIONAL FORCE ON EVERY OTHER OBJECT, AND HOW THIS FORCE DEPENDS ON THE MASSES OF THE OBJECTS AND THE DISTANCE BETWEEN THEM. 4. UNDERSTAND THE RELATIONSHIP BETWEEN FORCE AND PRESSURE, AND HOW THE PRESSURE OF A VOLUME OF GAS DEPENDS ON THE TEMPERATURE AND THE AMOUNT OF GAS. 6. REPRESENT THE MAGNITUDE AND DIRECTION OF FORCES BY VECTOR DIAGRAMS. 7. KNOW THAT WHEN ONE OBJECT EXERTS A FORCE ON A SECOND OBJECT, THE SECOND OBJECT EXERTS A FORCE OF EQUAL MAGNITUDE AND IN THE OPPOSITE DIRECTION ON THE FIRST OBJECT (I.E., NEWTON’S THIRD LAW). 	<p>FORCES</p>

<p>II-I-III.</p> <p>MOTION</p> <p>8. APPLY NEWTON’S LAWS TO DESCRIBE AND ANALYZE THE BEHAVIOR OF MOVING OBJECTS, INCLUDING:</p> <ul style="list-style-type: none"> • DISPLACEMENT, VELOCITY, AND ACCELERATION OF A MOVING OBJECT • NEWTON’S SECOND LAW, $F = MA$ (E.G., MOMENTUM AND ITS CONSERVATION, THE MOTION OF AN OBJECT FALLING UNDER GRAVITY, THE INDEPENDENCE OF A FALLING OBJECT’S MOTION ON MASS) <p>9. DESCRIBE RELATIVE MOTION USING FRAMES OF REFERENCE.</p>	MOTION
<p>II-I-III.</p> <p>MOTION</p> <ul style="list-style-type: none"> • CIRCULAR MOTION AND CENTRIPETAL FORCE. 	CIRCULAR FORCES AND MOTION
<p>II-I-III.</p> <p>10. DESCRIBE WAVE PROPAGATION USING AMPLITUDE, WAVELENGTH, FREQUENCY, AND SPEED.</p> <p>11. EXPLAIN HOW THE INTERACTIONS OF WAVES CAN RESULT IN INTERFERENCE, REFLECTION, AND REFRACTION.</p> <p>12. DESCRIBE HOW WAVES ARE USED FOR PRACTICAL PURPOSES (E.G., SEISMIC DATA, ACOUSTIC EFFECTS, DOPPLER EFFECT).</p>	WAVES-OPTICS
<p>II-I-III.</p> <p>3. KNOW THAT MATERIALS CONTAINING EQUAL AMOUNTS OF POSITIVE AND NEGATIVE CHARGES ARE ELECTRICALLY NEUTRAL, BUT THAT A SMALL EXCESS OR DEFICIT OF NEGATIVE CHARGES PRODUCES SIGNIFICANT ELECTRICAL FORCES.</p> <p>5. EXPLAIN HOW ELECTRIC CURRENTS CAUSE MAGNETISM AND HOW CHANGING MAGNETIC FIELDS PRODUCE ELECTRICITY (E.G., ELECTRIC MOTORS, GENERATORS).</p> <p>II-I-II.</p> <p>INTERACTIONS OF ENERGY AND MATTER</p> <p>7. UNDERSTAND THAT ELECTROMAGNETIC WAVES CARRY ENERGY THAT CAN BE TRANSFERRED WHEN THEY INTERACT WITH MATTER.</p>	ELECTRICITY AND MAGNETISM

<p>8. DESCRIBE THE CHARACTERISTICS OF ELECTROMAGNETIC WAVES (E.G., VISIBLE LIGHT, RADIO, MICROWAVE, X-RAY, ULTRAVIOLET, GAMMA) AND OTHER WAVES (E.G., SOUND, SEISMIC WAVES, WATER WAVES), INCLUDING:</p> <ul style="list-style-type: none"> • ORIGIN AND POTENTIAL HAZARDS OF VARIOUS FORMS OF ELECTROMAGNETIC RADIATION • ENERGY OF ELECTROMAGNETIC WAVES CARRIED IN DISCRETE ENERGY PACKETS (PHOTONS) WHOSE ENERGY IS INVERSELY PROPORTIONAL TO WAVELENGTH. <p>9. KNOW THAT EACH KIND OF ATOM OR MOLECULE CAN GAIN OR LOSE ENERGY ONLY IN DISCRETE AMOUNTS.</p> <p>10. EXPLAIN HOW WAVELENGTHS OF ELECTROMAGNETIC RADIATION CAN BE USED TO IDENTIFY ATOMS, MOLECULES, AND THE COMPOSITION OF STARS.</p> <p>11. UNDERSTAND THE CONCEPT OF EQUILIBRIUM (I.E., THERMAL, MECHANICAL, AND CHEMICAL).</p>	
<p>II-II-I.</p> <p>ECOSYSTEMS</p> <p>1. KNOW THAT AN ECOSYSTEM IS COMPLEX AND MAY EXHIBIT FLUCTUATIONS AROUND A STEADY STATE OR MAY EVOLVE OVER TIME.</p> <p>2. DESCRIBE HOW ORGANISMS COOPERATE AND COMPETE IN ECOSYSTEMS (E.G., PRODUCERS, DECOMPOSERS, HERBIVORES, CARNIVORES, OMNIVORES, PREDATOR-PREY, SYMBIOSIS, MUTUALISM).</p> <p>3. UNDERSTAND AND DESCRIBE HOW AVAILABLE RESOURCES LIMIT THE AMOUNT OF LIFE AN ECOSYSTEM CAN SUPPORT (E.G., ENERGY, WATER, OXYGEN, NUTRIENTS).</p> <p>4. CRITICALLY ANALYZE HOW HUMANS MODIFY AND CHANGE ECOSYSTEMS (E.G., HARVESTING, POLLUTION, POPULATION GROWTH, TECHNOLOGY).</p> <p>ENERGY FLOW IN THE ENVIRONMENT</p> <p>5. EXPLAIN HOW MATTER AND ENERGY FLOW THROUGH BIOLOGICAL SYSTEMS (E.G., ORGANISMS, COMMUNITIES, ECOSYSTEMS), AND HOW THE TOTAL AMOUNT OF MATTER AND ENERGY IS CONSERVED BUT SOME ENERGY IS ALWAYS RELEASED AS HEAT TO THE ENVIRONMENT.</p> <p>6. DESCRIBE HOW ENERGY FLOWS FROM THE SUN THROUGH PLANTS TO HERBIVORES TO CARNIVORES AND DECOMPOSERS.</p> <p>7. UNDERSTAND AND EXPLAIN THE PRINCIPLES OF PHOTOSYNTHESIS (I.E., CHLOROPLASTS IN PLANTS CONVERT LIGHT ENERGY, CARBON DIOXIDE, AND WATER INTO CHEMICAL ENERGY).</p>	<p>ECOLOGY</p>

<p>II-II-I.</p> <p>BIODIVERSITY</p> <p>8. UNDERSTAND AND EXPLAIN THE HIERARCHICAL CLASSIFICATION SCHEME (I.E., DOMAIN, KINGDOM, PHYLUM, CLASS, ORDER, FAMILY, GENUS, SPECIES), INCLUDING:</p> <ul style="list-style-type: none"> • CLASSIFICATION OF AN ORGANISM INTO A CATEGORY • SIMILARITY INFERRED FROM MOLECULAR STRUCTURE (DNA) CLOSELY MATCHING CLASSIFICATION BASED ON ANATOMICAL SIMILARITIES • SIMILARITIES OF ORGANISMS REFLECTING EVOLUTIONARY RELATIONSHIPS. <p>9. UNDERSTAND VARIATION WITHIN AND AMONG SPECIES, INCLUDING:</p> <ul style="list-style-type: none"> • MUTATIONS AND GENETIC DRIFT • FACTORS AFFECTING THE SURVIVAL OF AN ORGANISM • NATURAL SELECTION. <p>II-II-II. BIOLOGICAL EVOLUTION</p> <p>8. DESCRIBE THE EVIDENCE FOR THE FIRST APPEARANCE OF LIFE ON EARTH AS ONE-CELLED ORGANISMS, OVER 3.5 BILLION YEARS AGO, AND FOR THE LATER APPEARANCE OF A DIVERSITY OF MULTICELLULAR ORGANISMS OVER MILLIONS OF YEARS.</p> <p>9. CRITICALLY ANALYZE THE DATA AND OBSERVATIONS SUPPORTING THE CONCLUSION THAT THE SPECIES LIVING ON EARTH TODAY ARE RELATED BY DESCENT FROM THE ANCESTRAL ONE-CELLED ORGANISMS.</p> <p>10. UNDERSTAND THE DATA, OBSERVATIONS, AND LOGIC SUPPORTING THE CONCLUSION THAT SPECIES TODAY EVOLVED FROM EARLIER, DISTINCTLY DIFFERENT SPECIES, ORIGINATING FROM THE ANCESTRAL ONE-CELLED ORGANISMS.</p> <p>11. UNDERSTAND THAT EVOLUTION IS A CONSEQUENCE OF MANY FACTORS, INCLUDING THE ABILITY OF ORGANISMS TO REPRODUCE, GENETIC VARIABILITY, THE EFFECT OF LIMITED RESOURCES, AND NATURAL SELECTION.</p> <p>12. EXPLAIN HOW NATURAL SELECTION FAVORS INDIVIDUALS WHO ARE BETTER ABLE TO SURVIVE, REPRODUCE, AND LEAVE OFFSPRING.</p> <p>13. ANALYZE HOW EVOLUTION BY NATURAL SELECTION AND OTHER MECHANISMS EXPLAINS MANY PHENOMENA INCLUDING THE FOSSIL RECORD OF ANCIENT LIFE FORMS AND SIMILARITIES (BOTH PHYSICAL AND MOLECULAR) AMONG DIFFERENT SPECIES.</p>	<p>EVOLUTION</p>
<p>II-II-II.</p> <p>GENETICS</p> <p>2. USE APPROPRIATE VOCABULARY TO DESCRIBE INHERITABLE TRAITS (I.E., GENOTYPE, PHENOTYPE).</p> <p>3. EXPLAIN THE CONCEPTS OF SEGREGATION, INDEPENDENT ASSORTMENT, AND</p>	<p>GENETIC INHERITANCE</p>

<p>DOMINANT/RECESSIVE ALLELES.</p> <p>4. IDENTIFY TRAITS THAT CAN AND CANNOT BE INHERITED.</p> <p>5. KNOW HOW GENETIC VARIABILITY RESULTS FROM THE RECOMBINATION AND MUTATION OF GENES, INCLUDING:</p> <ul style="list-style-type: none"> • SORTING AND RECOMBINATION OF GENES IN SEXUAL REPRODUCTION RESULT IN A CHANGE IN DNA THAT IS PASSED ON TO OFFSPRING • RADIATION OR CHEMICAL SUBSTANCES CAN CAUSE MUTATIONS IN CELLS, RESULTING IN A PERMANENT CHANGE IN DNA. <p>6. UNDERSTAND THE PRINCIPLES OF SEXUAL AND ASEXUAL REPRODUCTION, INCLUDING MEIOSIS AND MITOSIS.</p> <p>7. KNOW THAT MOST CELLS IN THE HUMAN BODY CONTAIN 23 PAIRS OF CHROMOSOMES INCLUDING ONE PAIR THAT DETERMINES SEX, AND THAT HUMAN FEMALES HAVE TWO X CHROMOSOMES AND HUMAN MALES HAVE AN X AND A Y CHROMOSOME.</p>	
<p>II-II-II.</p> <p>GENETICS</p> <p>1. KNOW HOW DNA CARRIES ALL GENETIC INFORMATION IN THE UNITS OF HEREDITY CALLED GENES, INCLUDING:</p> <ul style="list-style-type: none"> • THE STRUCTURE OF DNA (E.G., SUBUNITS A, G, C, T) • INFORMATION-PRESERVING REPLICATION OF DNA <p>• ALTERATION OF GENES BY INSERTING, DELETING, OR SUBSTITUTING PARTS OF DNA.</p> <p>II-II-III.</p> <p>STRUCTURE AND FUNCTION</p> <p>5. EXPLAIN HOW CELLS DIFFERENTIATE AND SPECIALIZE DURING THE GROWTH OF AN ORGANISM, INCLUDING:</p> <ul style="list-style-type: none"> • DIFFERENTIATION, REGULATED THROUGH THE SELECTED EXPRESSION OF DIFFERENT GENES • SPECIALIZED CELLS, RESPONSE TO STIMULI (E.G., NERVE CELLS, SENSE ORGANS). <p>6. KNOW THAT DNA DIRECTS PROTEIN BUILDING (E.G., ROLE OF RNA).</p>	<p>MOLECULAR GENETICS</p>
<p>II-II-III.</p> <p>STRUCTURE AND FUNCTION</p> <p>1. KNOW THAT CELLS ARE MADE OF PROTEINS COMPOSED OF COMBINATIONS OF AMINO ACIDS.</p>	<p>CELL BIOLOGY</p>

<p>2. KNOW THAT SPECIALIZED STRUCTURES INSIDE CELLS IN MOST ORGANISMS CARRY OUT DIFFERENT FUNCTIONS, INCLUDING:</p> <ul style="list-style-type: none"> • PARTS OF A CELL AND THEIR FUNCTIONS (E.G., NUCLEUS, CHROMOSOMES, PLASMA, AND MITOCHONDRIA) • STORAGE OF GENETIC MATERIAL IN DNA • SIMILARITIES AND DIFFERENCES BETWEEN PLANT AND ANIMAL CELLS • PROKARYOTIC AND EUKARYOTIC CELLS. <p>3. DESCRIBE THE MECHANISMS FOR CELLULAR PROCESSES (E.G., ENERGY PRODUCTION AND STORAGE, TRANSPORT OF MOLECULES, WASTE DISPOSAL, SYNTHESIS OF NEW MOLECULES).</p> <p>4. KNOW HOW THE CELL MEMBRANE CONTROLS WHICH IONS AND MOLECULES ENTER AND LEAVE THE CELL</p>	
<p>II-II-III.</p> <p>BIOCHEMICAL MECHANISMS</p> <p>7. DESCRIBE HOW MOST CELL FUNCTIONS INVOLVE CHEMICAL REACTIONS, INCLUDING:</p> <ul style="list-style-type: none"> • PROMOTION OR INHIBITION OF BIOCHEMICAL REACTIONS BY ENZYMES • PROCESSES OF RESPIRATION (E.G., ENERGY PRODUCTION, ATP) • COMMUNICATION FROM CELL TO CELL BY SECRETION OF A VARIETY OF CHEMICALS (E.G., HORMONES). 	CELL METABOLISM
<p>II-III-II.</p> <p>CHARACTERISTICS AND EVOLUTION OF EARTH</p> <p>1. DESCRIBE THE CHARACTERISTICS AND THE EVOLUTION OF EARTH IN TERMS OF THE GEOSPHERE, THE HYDROSPHERE, THE ATMOSPHERE, AND THE BIOSPHERE.</p> <p>2. RECOGNIZE THAT RADIOMETRIC DATA INDICATE THAT EARTH IS AT LEAST 4 BILLION YEARS OLD AND THAT EARTH HAS CHANGED DURING THAT PERIOD.</p> <p>3. DESCRIBE THE INTERNAL STRUCTURE OF EARTH (E.G., CORE, MANTLE, CRUST) AND THE STRUCTURE OF EARTH'S PLATES.</p> <p>4. UNDERSTAND THE CHANGES IN EARTH'S PAST AND THE INVESTIGATIVE METHODS USED TO DETERMINE GEOLOGIC TIME, INCLUDING:</p> <ul style="list-style-type: none"> • ROCK SEQUENCES, RELATIVE DATING, FOSSIL CORRELATION, AND RADIOMETRIC DATING • GEOLOGIC TIME SCALES, HISTORIC CHANGES IN LIFE FORMS, AND THE EVIDENCE FOR ABSOLUTE AGES (E.G., RADIOMETRIC METHODS, TREE RINGS, PALEOMAGNETISM). <p>5. EXPLAIN PLATE TECTONIC THEORY AND UNDERSTAND THE EVIDENCE THAT SUPPORTS IT.</p>	EARTH SCIENCE I

<p>ENERGY IN EARTH’S SYSTEM</p> <p>6. KNOW THAT EARTH’S SYSTEMS ARE DRIVEN BY INTERNAL (I.E., RADIOACTIVE DECAY AND GRAVITATIONAL ENERGY) AND EXTERNAL (I.E., THE SUN) SOURCES OF ENERGY.</p> <p>7. DESCRIBE CONVECTION AS THE MECHANISM FOR MOVING HEAT ENERGY FROM DEEP WITHIN EARTH TO THE SURFACE AND DISCUSS HOW THIS PROCESS RESULTS IN PLATE TECTONICS, INCLUDING:</p> <ul style="list-style-type: none"> • GEOLOGICAL MANIFESTATIONS (E.G., EARTHQUAKES, VOLCANOES, MOUNTAIN BUILDING) THAT OCCUR AT PLATE BOUNDARIES • IMPACT OF PLATE MOTIONS ON SOCIETIES AND THE ENVIRONMENT (E.G., EARTHQUAKES, VOLCANOES). <p>8. DESCRIBE THE PATTERNS AND RELATIONSHIPS IN THE CIRCULATION OF AIR AND WATER DRIVEN BY THE SUN’S RADIANT ENERGY, INCLUDING:</p> <ul style="list-style-type: none"> • PATTERNS IN WEATHER SYSTEMS RELATED TO THE TRANSFER OF ENERGY • DIFFERENCES BETWEEN CLIMATE AND WEATHER • GLOBAL CLIMATE, GLOBAL WARMING, AND THE GREENHOUSE EFFECT • EL NIÑO, LA NIÑA, AND OTHER CLIMATIC TRENDS. 	
<p>II-III-II.</p> <p>GEOCHEMICAL CYCLES</p> <p>9. KNOW THAT EARTH’S SYSTEM CONTAINS A FIXED AMOUNT OF NATURAL RESOURCES THAT CYCLE AMONG LAND, WATER, THE ATMOSPHERE, AND LIVING THINGS (E.G., CARBON AND NITROGEN CYCLES, ROCK CYCLE, WATER CYCLE, GROUND WATER, AQUIFERS).</p> <p>10. DESCRIBE THE COMPOSITION AND STRUCTURE OF EARTH’S MATERIALS, INCLUDING:</p> <ul style="list-style-type: none"> • THE MAJOR ROCK TYPES (I.E., SEDIMENTARY, IGNEOUS, METAMORPHIC) AND THEIR FORMATION • NATURAL RESOURCES (E.G., MINERALS, PETROLEUM) AND THEIR FORMATION. <p>11. EXPLAIN HOW LAYERS OF THE ATMOSPHERE (E.G., OZONE, IONOSPHERE) CHANGE NATURALLY AND ARTIFICIALLY.</p> <p>12. EXPLAIN HOW THE AVAILABILITY OF GROUND WATER THROUGH AQUIFERS CAN FLUCTUATE BASED ON MULTIPLE FACTORS (I.E., RATE OF USE, RATE OF REPLENISHMENT, SURFACE CHANGES, AND CHANGES IN TEMPERATURE).</p>	EARTH AND SPACE II
<p>II-III-I.</p> <p>1. UNDERSTAND THE SCALE AND CONTENTS OF THE UNIVERSE, INCLUDING:</p> <ul style="list-style-type: none"> • RANGE OF STRUCTURES FROM ATOMS THROUGH ASTRONOMICAL OBJECTS TO THE UNIVERSE • OBJECTS IN THE UNIVERSE SUCH AS PLANETS, STARS, GALAXIES, AND NEBULAE. <p>2. PREDICT CHANGES IN THE POSITIONS AND APPEARANCES OF OBJECTS IN THE SKY</p>	ASTRONOMY

<p>(E.G., MOON, SUN) BASED ON KNOWLEDGE OF CURRENT POSITIONS AND PATTERNS OF MOVEMENTS (E.G., LUNAR CYCLES, SEASONS).</p> <p>3. UNDERSTAND HOW KNOWLEDGE ABOUT THE UNIVERSE COMES FROM EVIDENCE COLLECTED FROM ADVANCED TECHNOLOGY (E.G., TELESCOPES, SATELLITES, IMAGES, COMPUTER MODELS).</p> <p>4. DESCRIBE THE KEY OBSERVATIONS THAT LED TO THE ACCEPTANCE OF THE BIG BANG THEORY AND THAT THE AGE OF THE UNIVERSE IS OVER 10 BILLION YEARS.</p> <p>5. EXPLAIN HOW OBJECTS IN THE UNIVERSE EMIT DIFFERENT ELECTROMAGNETIC RADIATION AND HOW THIS INFORMATION IS USED.</p> <p>6. DESCRIBE HOW STARS ARE POWERED BY NUCLEAR FUSION, HOW LUMINOSITY AND TEMPERATURE INDICATE THEIR AGE, AND HOW STELLAR PROCESSES CREATE HEAVIER AND STABLE ELEMENTS THAT ARE FOUND THROUGHOUT THE UNIVERSE.</p> <p>7. EXAMINE THE ROLE THAT NEW MEXICO RESEARCH FACILITIES PLAY IN CURRENT SPACE EXPLORATION (E.G., VERY LARGE ARRAY, GODDARD SPACE CENTER).</p>	
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APPENDIX O – DANIELSON FRAMEWORK FOR TEACHING

Attached.

Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

2b: Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
Critical Attributes			
<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

3a: Communicating with Students

Unsatisfactory	Basic	Proficient	Distinguished
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Critical Attributes			
<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

3c: Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
Critical Attributes			
<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven— suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

3b: Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
Critical Attributes			
<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a few actually participate in the discussion.</p>	<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 2: Demonstrating effective teaching practices.

4a: Reflecting on Teaching

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
Critical Attributes			
<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Teacher's suggestions for improvement draw on an extensive repertoire.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

1b: Demonstrating Knowledge of Students

Unsatisfactory	Basic	Proficient	Distinguished
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes			
<p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

3e: Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
Critical Attributes			
<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>	<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1a: Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
Critical Attributes			
<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1c: Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
Critical Attributes			
<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1d: Demonstrating Knowledge of Resources

Unsatisfactory	Basic	Proficient	Distinguished
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources— not only through the school and district but also through sources external to the school and on the Internet— available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources— not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes			
<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources. Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of “proficient”: Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1e: Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
Critical Attributes			
<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient": Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 5: Fostering and managing a safe, positive learning environment.

2a: Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
Critical Attributes			
<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 5: Fostering and managing a safe, positive learning environment.

2c: Managing Classroom Procedures

Unsatisfactory	Basic	Proficient	Distinguished
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
Critical Attributes			
<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 5: Fostering and managing a safe, positive learning environment.

2d: Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Critical Attributes			
<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there is no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 5: Fostering and managing a safe, positive learning environment.

2e: Organizing Physical Space

Unsatisfactory	Basic	Proficient	Distinguished
<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
Critical Attributes			
<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 6: : Using multiple student data elements to modify instruction and improve student learning.

1f: Designing Student Assessments

Unsatisfactory	Basic	Proficient	Distinguished
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
Critical Attributes			
<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 6: : Using multiple student data elements to modify instruction and improve student learning.

3d: Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
Critical Attributes			
<p>The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of "proficient": There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 6: : Using multiple student data elements to modify instruction and improve student learning.

4b: Maintaining Accurate Records

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
Critical Attributes			
<p>There is no system for either instructional or noninstructional records.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non- instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students contribute to and maintain records indicating completed and overdue work assignments.</p> <p>Students both contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining noninstructional records for the class.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2012-13 School Year – Version 1.1

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 7: Communicating and collaborating with parents and the school community.

4c: Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher communication with families— about the instructional program, about individual students— is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
Critical Attributes			
<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families' cultural norms.</p>	<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

4d: Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
Critical Attributes			
<p>The teacher's relationship with colleagues is characterized by negativity or combative-ness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and oversees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

4e: Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues —either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
Critical Attributes			
<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

4f: Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Critical Attributes			
<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally but on a limited basis.</p> <p>Teacher complies with school district regulations.</p>	<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students.</p> <p>Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>Teacher takes a leadership role in team and departmental decision making.</p> <p>Teacher takes a leadership role regarding school district regulations.</p>



Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: *Establish Team Student Growth Goal(s)*

Unsatisfactory	Basic	Proficient	Distinguished
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

