

Appendices

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Appendix A

Course Scope and Sequence

Sample Scope and Sequence Chart

Down the left side of the chart are the curriculum standards. Across the top are the several grade levels. In each cell, the benchmarks for that standard and that grade are noted.

Subject:

Standard	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1													
2				<i>[Benchmarks are noted in the cells]</i>									
3													

Non-cognitive Skill Development

	K	1	2	3	4	5
RISE CPR Model						
Building Community						
Understanding and Handling Feelings						
Listening Skills						

Assertiveness						
Problem Solving						
Dealing well with diversity						
Cooperation						
Self Regulated Behavior						
Decision making						
Self Awareness and individual differences						
Anti-bullying						
Conflict management						
Friendship/Relating to Others						
Responsibility						
Study Skills						
Career Identity						
Transition to Middle School						

Common Core State Standards: Mathematics

	K	1	2	3	4	5
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CC: Counting and Cardinality						
OA: Operations and Algebraic Thinking						
NBT: Number and Operations in Base Ten						
NF: Number and Operations-Fractions						
MD: Measurement and Data						
G: Geometry						

Students will be able to:

CC: Counting and Cardinality	
CC Kindergarten	
Know number names and the count sequence.	1. Count to 100 by ones and by tens.
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects.	4a. Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
	4b. Understand the relationship between numbers and quantities; connect counting to cardinality.

	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	4c. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
	5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Compare numbers.	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)
	7. Compare two numbers between 1 and 10 presented as written numerals.

OA: Operations and Algebraic Thinking	
OA Kindergarten	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

	5. Fluently add and subtract within 5.
OA 1st Grade	
Represent and solve problems involving addition and subtraction.	1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction.	3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>
	4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.</i>
Add and subtract within 20.	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
	6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Work with addition and subtraction equations.	7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>
	8. Determine the unknown whole number in an addition or subtraction equation relating three whole

	numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>
OA 2nd Grade	
Represent and solve problems involving addition and subtraction.	1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.	2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Work with equal groups of objects to gain foundations for multiplication.	3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
	4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
OA 3rd Grade	
Represent and solve problems involving multiplication and division.	1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>
	2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>
	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups,

	arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i>
Understand properties of multiplication and the relationship between multiplication and division.	5. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>
	6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>
Multiply and divide within 100.	7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular Order of Operations).
	9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
OA 4th Grade	
Use the four operations with	1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as

whole numbers to solve problems.	multiplication equations.
	2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
	3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Gain familiarity with factors and multiples.	4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
Generate and analyze patterns.	5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>
OA 5th Grade	
Write and interpret numerical expressions.	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
	2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>
Analyze patterns and relationships.	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting</i>

	<i>number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
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NBT: Number and Operations in Base Ten

NBT | Kindergarten

Work with numbers 11-19 to gain foundations for place value.	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
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NBT | 1st Grade

Extend the counting sequence.	1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Understand place value.	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones — called a “ten;” b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
	3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Use place value understanding and properties of operations to	4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens

add and subtract.	and tens, ones and ones; and sometimes it is necessary to compose a ten.
	5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
	6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
NBT 2nd Grade	
Understand place value.	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a) 100 can be thought of as a bundle of ten tens — called a “hundred;” and b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	2. Count within 1000; skip-count by 5s, 10s, and 100s.
	3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
	4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Use place value understanding and properties of operations to add and subtract.	5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
	7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

	8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
	9. Explain why addition and subtraction strategies work, using place value and the properties of operations.
NBT 3rd Grade	
Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used).	1. Use place value understanding to round whole numbers to the nearest 10 or 100.
	2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
	3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
NBT 4th Grade	
Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000).	1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>
	2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	3. Use place value understanding to round multi-digit whole numbers to any place.
Use place value	4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000).	5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
	6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NBT 5th Grade	
Understand the place value system.	1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
	2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
	3a. Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
	3b. Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
	4. Use place value understanding to round decimals to any place.
Perform	5. Fluently multiply multi-digit whole numbers using the standard algorithm.

operations with multi-digit whole numbers and with decimals to hundredths.	6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models
	7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

NF: Number and Operations - Fractions

NF | 3rd Grade

Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8).	1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into bequal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
	2a. Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
	2b. Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
	3a. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
	3b. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

	<p>3c. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>3d. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
NF 4th Grade	
Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100)	<p>1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
Build fractions from unit fractions by applying and extending previous	<p>3a. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>3b. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i></p>

<p>understandings of operations on whole numbers. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100)</p>	<p>3c. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
	<p>3d. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
	<p>4a. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i></p>
	<p>4b. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i></p>
	<p>4c. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p>
<p>Understand decimal notation for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to</p>	<p>5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i></p>
	<p>6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>
	<p>7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>

fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100)	
NF 5th Grade	
Use equivalent fractions as a strategy to add and subtract fractions.	1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i>
	2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i>
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>
	4a. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)</i>
	4b. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the

	appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
	5a. Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	5b. Interpret multiplication as scaling (resizing), by: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
	6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
	7a. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i>
	7b. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>
	7c. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i>

MD: Measurement and Data	
MD Kindergarten	
Describe and compare measurable attributes.	<p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
Classify objects and count the number of objects in each category.	<p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p>
MD 1st Grade	
Measure lengths indirectly and by iterating length units.	<p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>
Tell and write time.	<p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p>
Represent and interpret data.	<p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
MD 2nd Grade	

Measure and estimate lengths in standard units.	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	3. Estimate lengths using units of inches, feet, centimeters, and meters.
	4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.	5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
	6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Work with time and money.	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>
Represent and interpret data.	9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
	10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MD 3rd Grade	
Solve problems	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems

involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of "times as much").)
Represent and interpret data.	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
	4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	5a. Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
	5b. Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
	7a. Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
	7b. Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of

	<p>rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>7c. Relate area to the operations of multiplication and addition. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>7d. Relate area to the operations of multiplication and addition. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	<p>8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
MD 4th Grade	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	<p>1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

	3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>
Represent and interpret data.	4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
Geometric measurement: understand concepts of angle and measure angles.	5a. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
	5b. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
	6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
	7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
MD 5th Grade	
Convert like measurement units within a given measurement system.	1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.	2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	3a. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
	3b. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
	4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	5a. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
	5b. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems
	5c. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

G: Geometry

G Kindergarten	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
	2. Correctly name shapes regardless of their orientations or overall size.
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Analyze, compare, create, and compose shapes.	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>
G 1st Grade	
Reason with shapes and their attributes.	1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes
	2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)
	3. Partition circles and rectangles into two and four equal shares, describe the shares using the

	words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
G 2nd Grade	
Reason with shapes and their attributes.	1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
	2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
	3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
G 3rd Grade	
Reason with shapes and their attributes.	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
G 4th Grade	
Draw and identify lines and angles, and classify shapes	1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
	2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify

by properties of their lines and angles.	right triangles.
	3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
G 5th Grade	
Graph points on the coordinate plane to solve real-world and mathematical problems.	1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
	2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
Classify two-dimensional figures into categories based on their properties.	3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>
	4. Classify two-dimensional figures in a hierarchy based on properties.

Social Studies

	K	1	2	3	4	5
STRAND : History Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.						

STRAND: Geography Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.						
STRAND: Civics and Government Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.						
STRAND: Economics Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.						

Science

Strand I: Scientific Thinking and Practice

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.

K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.

5 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.

K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.

5 Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in scientific knowledge.

K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.

5 Benchmark III: Use mathematical ideas, tools, and techniques to understand scientific knowledge.

Strand II: Content of Science

Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.

K-4 Benchmark I: Recognize that matter has different forms and properties.

5 Benchmark I: Know the forms and properties of matter and how matter interacts.

K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.

5 Benchmark II: Explain the physical processes involved in the transfer, change, and conservation of energy.

K-4 Benchmark III: Identify forces and describe the motion of objects.

5 Benchmark III: Describe and explain forces that produce motion in objects.

Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.

K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.

5 Benchmark I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.

K-4 Benchmark II: Know that living things have similarities and differences and that living things change over time.

5 Benchmark II: Understand how traits are passed from one generation to the next and how species evolve.

K-4 Benchmark III: Know the parts of the human body and their functions.

5 Benchmark III: Understand the structure of organisms and the function of cells in living systems.

Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.

K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.

5 Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures.

K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.

5 Benchmark II: Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth's systems.

Strand III: Science and Society

Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.

K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.

5 Benchmark I: Explain how scientific discoveries and inventions have changed individuals and societies.

The language arts scope and sequence will be developed when the curriculum is adopted.

Appendix C
Head Administrator Job Description

RISE New Mexico
Principal
Job Description

Job Title: Principal

Reports to: Governing Board

Position Summary: The Principal will lead a school that is committed to the ongoing development and wellbeing of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school. The Principal operates under the policy direction of the Board and in accordance with federal and state laws; provides assistance to the Board in developing, formulating, and revising guidance documents in school finance, school program planning, and educational program review. The Principal has the authority to specify actions required and to detail how the school will operate. Work is accomplished by providing leadership to the school employees and members of the community, and by system management that recognizes the need to achieve student, staff and Board goals, as well as the system improvement plans and objectives. Communications are provided to all levels within the school, the government, the community served by the school, and state organizations and agencies. Each of the programs must be conducted in compliance with policies and procedures of the Governing Board, as well as state rules and regulations and state and federal statutes.

The Principal is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and inspirational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- School development
- Learning and teaching
- School culture and behavior
- Management and development of people, systems and resources
- Student recruiting and admissions
- Parent and community relations

Position Responsibilities

TASK 1: PERFORMS AS EDUCATIONAL LEADER OF THE SCHOOL

- Supervises and evaluates educational program directors.
- Works with the Curriculum Director to oversee planning and evaluation of curriculum and instruction.

- Maintains a current knowledge of developments in curriculum and instruction.
- Works with the program directors, administrative staff and committees to prepare long- and short-term goals for the school, including student achievement.
- Communicates vision/mission to school personnel.
- Participates in professional activities to enhance knowledge and skills and shares expertise with colleagues.

TASK 2: SERVES AS PRINCIPAL OF THE SCHOOL

- Implements policies of the board.
- Reports to the board about the status of programs.
- Recommends actions and alternatives to the board.
- Acts as liaison between the board and school staff.
- Informs the board about rules and regulations of the Public Education Department and state and federal laws.
- Informs the board about current trends and developments in education.

TASK 3: OVERSEES STAFF PERSONNEL MANAGEMENT

- Works with the CEO/CCO and Business Manager to develop a recruitment plan and organize recruitment of personnel.
- Oversees the assignment of personnel.
- Ensures administration of human resource policies and programs
- Oversees the implementation of a personnel evaluation system that differentiates the performance of employees in the system.
- Works in conjunction with the CEO and Business Manager to maintain up-to-date job descriptions for all personnel.
- Oversees the planning and evaluation of the professional learning program.
- Oversees employee discipline consistent with Board policies and employment standards.
- Recommends salary changes or dismissal/renewal of staff to the Governing Board

TASK 4: OVERSEES FACILITIES MANAGEMENT (SECURITY AND SAFETY MANAGEMENT)

- Prepares long- and short-range plans for facilities and sites.
- Works with the CEO to
 - Ensure the maintenance of school property.
 - Monitor any construction, renovation, or demolition of school facilities.
 - Maintain and implement policies for the use of school property.
 - Oversee and implement policies for safe school facilities.

TASK 5: OVERSEES FINANCIAL MANAGEMENT

- Works through the designated budgetary process, as outlined in policy to:
 - Prepare the overall school budget.
 - Ensure that expenditures are within limits approved by the board.
 - Monitor compliance with policies and laws.
 - Report to the board on the financial condition of the school system.
 - Establish and monitor procedures for procurement of equipment and supplies.

- Oversees preparation and dissemination of financial reports to required stake holders.

TASK 6: OVERSEES STUDENT SUPPORT SERVICES

- Works with the program directors to:
 - Monitor student support services.
 - Monitor student data collection and state reporting.
 - Implement policies and programs relating to behavior and discipline of pupils.
 - Maintain programs for the health and safety of pupils.

TASK 7: ENSURES ORGANIZATIONAL MANAGEMENT

- Provides leadership for the development of a systematic plan for continuous school improvement
- Maintains, directly or through delegation, student, personnel, business and other records according to school policy.
- Ensures filing of all required reports by state and federal law/regulation.
- Advises committees and the Board of the need for new and revised policies. Involves staff and committees in the process.
- Makes administrative decisions necessary for the effective and efficient operation of the school, including working with consultants, as needed.
- Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school appear on the agenda or are expected to be raised.

TASK 8: PROMOTES SCHOOL, COMMITTEE AND COMMUNITY INVOLVEMENT

- Visits school buildings and classrooms in order to observe the quality of the educational environment. Attends a reasonable number of student/staff events.
- Seeks to stay informed about issues and activities in the schools that add to, or distract from, the mission, vision and beliefs.
- Has a reasonable level of knowledge regarding the interaction of program directors, staff, students, and parents.
- Keeps the public informed about educational practices and trends as well as the policies, practices, success and challenges of the school.
- Serves as an ex-officio member of the Governing Board. Works with the Board President and assigned staff to set agendas and documents for meetings. Attends other committee meetings as invited or necessary to ensure the effective and efficient running of the school.
- Works with the program directors and administrative staff to ensure adequate representation at the committees throughout the school, as directed by policy.

TASK 9 : PROMOTES POSITIVE COMMUNICATION AND INTERACTION

- Actively participates with parents and staff to promote communication and collaboration.
- Works with program directors to ensure that there is a developed and effective system of communication between teachers, staff, students and parents.
- Works with relevant staff to determine and communicate school closings.

Task 10: SPECIAL EDUCATION AND TITLE PROGRAMS

- Works with the Special Education Director to ensure compliance with the guidelines established by the Public Education Department and ensures implementation of administrative procedures for Special Education, Title and other programs consistent with federal law, state school law and RISE guidelines.
- Works with the program directors to ensure consistent implementation of special education services across programs.
- Ensures that IEP meetings and placement review meetings for special education students are held in accordance with state law.
- Acts as school administrative representative to Individual Education Plan meetings and evaluations on high-level IEP meetings.
- Ensures that a SAT process is in place and implemented in accordance with state and federal guidelines.
- Ensures that a 504 evaluation process is in place and implemented in accordance with state and federal guidelines.
- Works with the program directors to ensure that Title I personnel is given direction, supervised and evaluated.
- Works with the program directors and the Business Manager to submit annually all the necessary documents for Title I.

EVALUATION: Performance will be evaluated by the Governing Board

Education & Experience

- 3-5 years experience as a school leader (principal or vice-principal preferred) with significant areas of responsibility
- Demonstrated record of success raising test scores in a non-selective urban school that provides an outstanding education for its students
- 3-5 years experience teaching at-risk middle school and/or primary school students
- Current New Mexico Administrator License
- Primary school expertise

Skills

- Passion for improving educational opportunities for urban students and for building a strong, mission-driven organization
- Commitment to RISE New Mexico's mission, vision and growth
- Excellent communication, presentation and negotiating skills
- Ability to productively organize, communicate and disseminate development strategy and plans, including database and computer proficiency and strong interpersonal skills

Compensation:

Competitive based on experience

Appendix D
Job Descriptions (of licensed and certified staff)

R.I.S.E.-New México
CEO
Job Description

Job Title: CEO

Reports to: Principal

The Chief Executive Officer is expected to align the school externally, with RISE New Mexico's strategic vision. The CEO is to facilitate business in a way that connects assets within the community to RISE. The CEO is expected to raise funds through direct donations and/or fund raising activities and grant writing. A specific funding goal will be agreed upon by the Governing Board yearly with input from the Principal. Another focus is to ensure the school is positively supported by the surrounding members of the community, the parents and businesses in the neighborhood. The CEO will be expected to represent RISE New Mexico in a positive way to the community by networking and personal involvement with the community.

The CEO will keep advocating strongly for new policies, practices, and institutional changes at the state level: adjusting the funding structure to give schools more freedom; changing school regulations to allow for more flexible schedules, and changing state and district regulations governing transportation, special education, transcription/interpretation and other services that need to be delivered in new ways to better serve all students. The CEO will advocate effectively, will need to forge relationships with key decision makers in Business/Corporations, Universities and Educational Institutions, the State Legislature, Department of Education, and Governor's office.

Position Responsibilities

- Builds strategic alliances to engage and mobilize the support of policymakers, unions, students, parents and the community.
- Models and promotes respect for the diversity of student backgrounds, experiences, developmental needs and learning approaches.
- Plays a proactive role in shaping the future of education by promoting their leadership, their school, the profession and by publicizing education in the community.
- Maintains high visibility and devotes considerable time to interact with students, staff and community.
- Celebrates student and staff achievement through a range of highly visible strategies and uses a range of influence strategies that engage all staff in the school's programs and policies.
- Communicates in a positive tone to staff and community a clear vision of achieving excellence and pursues that excellence in a manner consistent with the goals/objectives of RISE New Mexico.

- Conducts his/herself in a way that aligns with the vision and mission.
- Encourages parent participation and active contributions within the school from other stakeholders.

The CEO will also work collaboratively with the Principal

- by recognizing, promoting, and building the leadership capacity of staff, students, parents, and the community to enhance leadership density across the school community.

Skills Needed:

- Relationship building and management
- Political organizing
- Negotiating
- Coalition building
- Writing and editing
- Media placement organization and planning
- Messaging
- Training
- Public speaking
- Possess a strong background in serving a demographic such as ours – a high percentage, free and reduced lunch students, including English language learners.

Community Connection Officer Job Description

Job Title: Community Connections Officer

Reports to: Principal

The link between RISE NM and the surrounding South Valley community is imperative. In an effort to create more of a tie between the two, RISE will hire a Community Connections Officer. The Community Connections Officer is a person whose full time job it is to find and build relationships and connections with a wide range of neighborhood assets—residents, voluntary associations, local institutions, businesses—and then to connect them to the neighborhood school and its assets—teachers, students, administrators, governing board, etc.

Position responsibilities:

- Initiate and lead a process of —asset mapping, continuously discovering the resources represented by Albuquerque’s many community resources, including community residents and parents; churches; voluntary associations; public private and non-profit institutions; and physical assets.
- Build relationships and robust school-community connections, and explore the ways in which community resources can contribute to the school, as well as the way in which the school can contribute to strengthening the community.

- Work with the RISE Governing Board as a bridge between the school and various sectors of the community; as an interpreter of the school to the community and vice versa.
- Open up opportunities for teachers; students and parents to collaborate with community groups and organizations in mutually beneficial activity.
- Assist in recruiting of students to the campus.

Benefits of having a Community Connections Officer:

Connections Benefiting School from Community:

1. Schools become community members through consistent relationship building, while maintaining high levels of local visibility.
2. The Connector establishes institutional legitimacy in politically complex community areas.
3. Perceptions of students improve. Students are now seen as —children who live in our community. Neighbors recognize the assets of the students and the value of their participation in community activities.
4. Community connections strengthen recruitment outreach activities.

Connections Benefiting Community from School: Community organizations, residents, and businesses benefit from strong relationships with schools that ultimately support the entire community:

1. Schools represent a central location to share information with community residents.
2. Schools have facilities that can be used as meeting spaces, community conference centers, and sites for community events.
3. Students serve as volunteers and interns in community-based organizations and businesses achievement, and strengthen school protective factors.

Connections Supporting Teachers: Teachers can find their work enhance by community connections;

1. The Asset Map not only develops meaningful school community connections, but also creates a resource directory. Teachers and social workers benefit by finding social support services to benefit students and families.
2. Relationships cultivated can contribute to classroom learning.
3. Teachers and staff can participate in community events along with their classes. These experiences will be used to include community history as a reference point for classroom work.

Connections Supporting Students: Students benefit individually, in addition to the school:

1. Relationships developed enable students to learn more about their own community. These relationships create stronger links with local businesses and community organizations during after school time.
2. Business owners, residents, and community organizations come to know the students by name. These relationships add to the student's social capital and extend their social networks.

3. Organizations that expressed deficit views of neighborhood youth begin to see their potential and ability to contribute to their community. Concerns for the students' well being increase as the perceptions of residents changed, increasing the number of adults supporting local youth.

Changing the Culture: In addition to the benefits outlined above, there are ways in which having a Connector on staff can reshape and renew the school's culture, helping all parts of the school work better together. Some (but not all) are listed below:

Connector Supporting School Culture **School Administration**

- Connector serves as community liaison for principal and governing board.
- Connector raises administrator's awareness of community based learning opportunities for students and teachers
- Connector provides direct support to administrators on sensitive community issues that directly affect students (i.e. safety, neighborliness, and mutual respect).

Teachers

- Connector supports lessons plans of teachers by uncovering local experiential opportunities for students.
- Teachers have reported community involvement in the school has positively supported classroom management.

Students

- Students interact with community leaders and residents through school events (i.e. honor roll breakfasts, internships).
- Positive perceptions of school increase when community residents and organizations participate in school culture and in the school life of students that live in the community.
- Students report feeling empowered to make positive decisions that benefit others.

Business Manager

To assure proper and appropriate financial controls over public funds, the Principal will hire a licensed business official in accordance with 6.63.12 NMAC. Under the general direction of the Principal, the Business Manager oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll and auditing; trains and supervises business office staff. The Business Manager 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. The Business Manager is expected to serve as a public relations ambassador for NMACE and must demonstrate professional excellence and adhere to standards of quality at all times. Other related duties may be directed by the principal.

Office Manager

The Office Manager will be responsible for daily operations at RISE. The Office Manager will report to the Principal. Qualifications include the following.

Required knowledge, skills, and abilities

- Strong organizational skills;
- Strong time management skills;
- Ability to work both independently and with a team;
- Fluency in Spanish is highly desirable.

Required experience

- 3 plus years in administrative support position preferable;
- Experience in school front office preferable;
- Proficient with Microsoft Office.

Responsibilities of the Office Manager include:

- Recording attendance;
- Managing the office;
- Overseeing purchases of materials;
- Doing day to day bookkeeping;
- Serving as first point of contact for Parents contacting RISE;
- Other related duties may be directed by the Principal.

Teachers

Teachers are chiefly responsible for carrying out the mission of the school in their classrooms. Teachers report directly to the principal and they have the following specific responsibilities:

- Cultivate meaningful relationships with students, parents, and other educators to create a warm and inviting environment in which all can cooperate.
- Collaborate with other staff members to create meaningful community learning opportunities and community-based partnerships.
- Identifying children's individual and collective learning needs and planning, preparing and delivering instruction that caters for the full ability range within the class.
- Design and develop curriculum to meet the state requirements.
- Developing and implementing enrichment programs for academically advanced children and remedial programs for students requiring extra assistance.
- Assess and evaluate student outcomes with formative and summative assessments.
- Provide feedback to parents on the student's progress.
- Integrate technology into the classroom through the development of thematic units of study.
- Enhance student academic and social growth by using varied teaching strategies.
- Organizing and supervising the work of parent volunteers.

Curriculum Director

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

- Responsible for coaching teachers on instructional delivery and methods;
- Assist Principal in developing staff development programming;
- Responsible for managing student data systems;
- Assist in administration of scheduling and standardized assessments;
- Assist Principal in the development of school created assessments;
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Assist in making formal reports to the Governing Board and charter entity on student academic performance.

Appendix E

Proposed Governing Body Personnel Policies

RISE New Mexico will develop an Employee Handbook including discipline and due process. Policies will be developed by the Principal and Governing Board in accordance with guidelines in this charter application during the planning year. This handbook will be compliant with all federal and state regulatory requirements and with the School Personnel Act. Provided below are some components of the Personnel Policies the Principal and Governing Board will develop, modify and agree upon.

Whistleblower Complaint

The Governing Board shall not permit unlawful or unethical behavior by RISE employees. RISE shall provide employees and the community a means to confidentially file, in good faith without fear of retaliation, whistleblower complaints regarding such conduct. These complaints shall be fully investigated by the principal and/or by his/her designee. The principal shall develop an administrative procedural directive to implement this policy.

Personnel Goals and Staff Development

RISE shall encourage all personnel to pursue a program of continued growth. To assist employees in assuming this responsibility, RISE shall provide employees with staff development opportunities.

Personnel Evaluations

The Principal shall maintain a system of evaluation for all personnel in compliance with federal and state law and regulation. Personnel evaluations also shall be utilized to monitor the employee's program of continued growth.

Employment Information

RISE considers all qualified applicants and selects the best qualified candidate available to fill vacant positions. Hiring policies and procedures are in concert with RISE New Mexico's commitment to provide equal employment opportunity (EEO).

Equal Employment Opportunity

RISE abides by state and federal laws dealing with equal employment opportunity. Therefore, in order to provide equal employment and advancement opportunities to all individuals, employment decisions at RISE will be based on merit, qualifications and abilities. RISE does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law.

RISE will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment.

Employee Background Check

RISE will conduct background checks of all prospective employees (i.e. applicants offered employment) and volunteers who have unsupervised access to students. Background checks are

based on fingerprint identification of the prospective employee, or volunteer. All offers of employment are contingent upon a satisfactory background check. The background check may consist of prior employment verification, professional reference checks, education confirmation criminal background check.

Immigration Law Compliance

All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and as required by federal law, to sign Federal Form I-9, Employment Eligibility Verification Form. If you cannot verify your right to work in the United States at any time, RISE may terminate your employment.

Staff Standards of Conduct

RISE personnel shall maintain the highest standard of conduct and act in a mature and responsible manner at all times. RISE personnel shall not engage in activities which violate federal, state or local statutes and regulations or which, in any way, diminish the integrity, efficiency or discipline of the school. Employees shall be required to comply with administratively established standards of conduct.

RISE staff shall maintain appropriate professional behavior while working with students and refrain from harassment, malicious or prejudicial treatment, or abridgement of student rights. Employees of RISE shall serve as positive role models for students and set good examples in conduct, manners, dress and grooming. Employees shall be suitably attired and groomed during working hours and while attending school-sponsored events.

Sexual and Other Unlawful Harassment

RISE is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexuality suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movement.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Principal. You can raise concerns and make reports without fear of reprisal or retaliation. All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcomes of the investigation.

Any supervisor, faculty member, or other staff member who becomes aware of possible sexual or other unlawful harassment must immediately advise the Principal so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Staff Conduct with Students

Staff members will maintain appropriate professional behavior while working with students and refrain from harassment, malicious or prejudicial treatment, and abridgement of student rights.

Employee Conflict of Interest

Employees shall comply with provisions in the New Mexico Governmental Conduct Act.

Employees shall be prohibited from using confidential information acquired by virtue of their associations with the school for their individual or another's private gain.

Employees shall be prohibited from requesting or receiving and accepting a gift or loan for them or another that tends to influence them or appear to influence them in the discharge of their duties as employees.

Business contracts with the school shall not be influenced or appear to be influenced by an employee's financial interest.

Employees shall not engage in activities which violate federal, state, or local laws or which, in any way, diminish the integrity, efficiency, or discipline of the school.

RISE will abide by New Mexico Statute § 22-8E-4 for charter school employees. "Employees of a charter school district shall be considered continuous employees without interruption of employment pursuant to the School Personnel Act [[22-10-1](#) NMSA 1978] and shall be afforded procedural due process rights and protection."

The Governing Board shall follow the following procedures in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge.

1. Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by the Principal before notice of intent to discharge is served upon him or her. For purposes of this policy, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.
2. A written record of all conferences will be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school which might improve such performance, and all improvements made. Each written record shall be signed by all parties to the conference. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The Governing Board shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance, pursuant to 6.69.2 NMAC.

Administrative Leave Pending Possible Disciplinary Action

If you are suspected of violating RISE policies, procedures, or work rules, you may be placed on administrative leave, with or without pay, pending an investigation of the situation.

Employment Termination

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Reduction in Force (RIF)
- Non-renewal of Year-Long Contracts and School-Term Contracts
- Resignation – voluntary employment termination initiated by an employee
- Discharge – involuntary employment termination initiated by the organization
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

RISE will schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to RISE, or return of school-owned property. Suggestions, complaints, and questions can also be voiced at that time. RISE employment policies conform to the State Personnel Act.

Termination for Cause:

1. The Principal determines all involuntary terminations for reasons that include but are not limited to the following:
 - a. Failure to abide by written RISE or funding source policies.

- b. Use of alcoholic beverages or non-prescribed drugs on the premises of RISE
- c. Appearing for work under the influence of alcohol or drugs.
- d. Fighting, assault or attempting to injure others.
- e. Falsifying or misusing school records including applications.
- f. Conviction of any felony or serious misdemeanor crime.
- g. Theft of school equipment.
- h. Failure to meet the terms of probation including disciplinary probation.
- i. Unsatisfactory performance of designated job position.

Termination of Employment

1. Voluntary Termination:

- a. Employees may at any time terminate their employment voluntarily. An employee must give at least two weeks written notice of intention to resign in order to be considered as having left employment in good standing. Exceptions may be made on a case-by-case basis if a two week notice was not possible. In such a case, other conditions will be considered, such as past performance.

2. Involuntary Termination:

- a. Termination of an employee's services by RISE due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, will require RISE to give notice in writing to the employee at least two weeks in advance of termination.
- b. Terminations required by a reduction in force shall be carried out pursuant to a Board approved plan. When more than one employee is involved, the Principal shall establish a fair and equitable method governing the order in which employees are laid off with the programmatic needs of the school as a primary consideration.
 - i. RISE may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon request of the employee, the Principal shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School Personnel Act [22-10A-1 NMSA 1978].
 - ii. Before terminating a non-certified school employee, RISE shall serve the employee with a written notice of termination.
 - iii. An employee who has been employed by RISE for three consecutive years and who receives a notice of termination pursuant to either Section 22-10-12 NMSA 1978 [recompiled] or this section, may request an opportunity to make a statement to the Governing Board on the decision to terminate him or her by submitting a written request to the Principal within five working days from the date the written notice of termination is served upon him or her. The employee may also request in writing the reasons for the action to terminate him or her. The Principal shall provide written reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written

request for the reasons were received by the Principal. Neither the Principal nor Governing Board shall publicly disclose its reasons for termination.

- iv. The RISE Governing Board may not terminate an employee who has been employed by RISE for three consecutive years without just cause.
- v. The employee's request shall be granted if he or she responds to the Principal's written reasons by submitting in writing to the Principal a contention that the decision to terminate him or her was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the Principal. The submission of this statement constitutes a representation on the part of the employee that he or she can support his or her contentions and an acknowledgment that the Governing Board may offer the causes for its decision and any relevant data in its possession in rebuttal of his or her contentions.
- vi. The RISE Governing Board shall meet to hear the employee's statement in no less than five or more than fifteen working days after the Governing Board receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [10-15-1.1 NMSA 1978]. The employee and the Principal may each be accompanied by a person of his or her choice. First, the Principal shall present the factual basis for his determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee. Then, the employee shall present his contentions. The RISE Governing Board may offer such rebuttal testimony as it deems relevant. All witnesses may be questioned by the RISE Governing Board, the employee or his or her representative and the Principal. The RISE Governing Board may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The RISE Board shall notify the employee and the Principal of its decision in writing within five working days from the conclusion of the meeting.

RISE will maintain official teacher files under the following circumstances: No material derogatory to a teacher's conduct, service, character or personality shall be placed in the files unless the teacher has had an opportunity to read the material. The teacher shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she has read the material to be filed, and does not necessarily indicate agreement with its content. However, an incident which has not been reduced to writing within three months of its occurrence, exclusive of the summer vacation period, may not later be added to the file. The teacher shall have the right to answer any material filed and his/her answer shall be attached to the file copy. Upon appropriate request by the teacher, he/she shall be permitted to examine his/her files. The teacher shall be permitted to

reproduce any material in his/her files. Material will be removed from the files when a teacher's claim that it is inaccurate or unfair is sustained.

Grievance Process

It is the policy of RISE that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to the school.

RISE recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees.

Accordingly, the following grievance procedure will be employed to ensure that complaints receive full consideration.

1. What May Be Grieved

The RISE grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

2. Who May Grieve

The procedures set forth below may be used by a grievant who is an employee of RISE.

3. Other Remedies

The existence of the procedure does not bar a grievant from also filing claims in other forums to the extent permitted by state or federal law.

4. Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, a grievant is to discuss their concern or harassment complaint promptly and candidly with the Principal. The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

5. Formal Grievance

Within ten (10) days of encountering harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the Principal. A grievant may use a Grievance Form, which will be developed in the planning year and will be available online from the school website, or from the Principal. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result. The Principal will immediately initiate an adequate, reliable impartial investigation of the

grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after reviewing information from the appropriate individuals. Each investigation will include interviewing witnesses obtaining documents, and allowing parties to present evidence.

All documents related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within ten (10) business days of receiving the written notice, the Principal shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation; determine the validity of the grievance and the appropriate resolution. If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken. If the issue is not resolved through the initial process, he/she can submit a complaint in writing to the RISE Governing Board. The written statement must state the nature and basis of the complaint. The RISE Governing Board will investigate and respond to the complaint in a timely manner.

If the subject of the complaint is the Principal, the grievant must submit the Grievance Form to the Governing Board President.

6. Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the RISE Governing Board within ten (10) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant must provide a reason for not accepting the Response. The appeal, in letter form, may be sent to the President of the Governing Board.

Within thirty (30) days from receiving the written appeal, the President of the Governing Board will respond in writing to the appellant as to the action to be taken and the reasons therefore.

7. Prohibition Against Retaliation

RISE pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, RISE will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a

concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

8. Modification

RISE may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of RISE.

Salary Schedule and Salary Increases

Teaching and support staff are paid off of a salary schedule that was developed for RISE. A copy of the salary schedule will be provided in the faculty handbook. Teaching and support staff are paid strictly by licensure level and years of allowed experience.

Salaries for all other staff are determined at the time of hire and are based on qualifications and experience for each position.

Student Records

Attendance

Teachers must take attendance every day at each class period as required by state law. If a student is absent for ten (10) consecutive days that student will automatically be withdrawn as stated by law.

Withdrawals

Students requesting to be withdrawn must go through our process regardless of situation. Withdraw forms must be signed by teachers, parent, student and registrar. If students do not return any school property they will not be able to withdraw.

Nepotism

RISE shall comply with all applicable state and federal statutes regarding nepotism. The Governing Board, principal, and all employees of RISE shall not engage in nepotism in any of their operations or hiring practices. RISE shall not initially employ or approve initial employment in any capacity a person who is a family member of a Governing Board member, the principal, or the individual responsible for the hiring and/or supervision of that family member.

Drug Free Workplace

RISE prohibits the sale, use, possession, transfer of, or being under the influence of alcohol, narcotics, hallucinogens, inhalants, or drugs or possession of drug paraphernalia by a RISE employee in the workplace, on school property or at any school-sponsored activity. Any employee found to be engaging in any of the above behaviors shall be subject to appropriate disciplinary measures.

As a condition of employment individual employees shall notify the principal within five (5) business days if they are convicted of a criminal controlled-drug statute violation occurring in the workplace. Failure by an employee to report such a conviction may be grounds for disciplinary action. The school shall educate employees about provisions of this policy and related

administrative procedural directives, available school and community counseling and referral services and the penalties involved for drug violation convictions.

Acceptable Employee Use of Technology

The use of school technology resources shall be considered a privilege granted to employees for the enhancement of job-related functions. Employees may have limited access to these resources for personal use. Any personal use shall comply with the professional standards and administrative procedural directives outlining acceptable use of technology resources.

Violations of this policy may result in the revocation of this privilege. Employees may face disciplinary action up to and including termination, civil litigation, and/or criminal prosecution for misuse of these resources.

Employee Insurance

RISE shall strive to provide quality insurance and benefits for school employees. The school shall participate in Workers' Compensation benefit programs. The principal, or his/her designee, shall develop and implement an employee insurance and benefits plan annually. The Governing Board shall review the insurance and benefit plan and shall be required to formally approve said plan.

Leave and Holidays

The school shall grant employees sick, annual and/or personal leave pursuant to the employee's position. The principal, or his/her designee, shall establish appropriate formulas and designations for leave.

The Governing Board annually shall approve recognized holidays and any changes to the leave formulas and designations for leave.

Holidays

Full-time employees and part-time employees may receive paid time off for holidays recognized by RISE.

- New Year's Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve Day
- Christmas Day

Leaves

Both paid and unpaid time off may be granted to eligible employees, according to the following leave policies.

Application for Leave

All leaves of ten (10) consecutive work days or less must be requested through and approved by the employee's principal. Extended leave of more than ten (10) consecutive days, with or without pay, must be requested through the front office. **Employees must complete the required Leave Form and receive the necessary approval before the leave requested may be taken.** Professional development will not count against your 10 days.

School Personnel Reduction in Force

RISE reserves the right to initiate a reduction in force of school personnel if it is in the best interest of the school. RISE shall follow all requirements and procedures in any and all negotiated agreements. The principal shall consult with and notify the Governing Board before any final decision is made regarding a reduction in force.

Personnel File

Keeping your personnel file up-to-date is important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the items listed below, notify the office as soon as possible. You may review information in your personnel file except for confidential materials relating to pre-employment. Contact the office.

- a. Legal name
- b. Home address; home telephone number
- c. Marital status
- d. Exemptions on your W-4 tax form
- e. Required professional license(s)
- f. Employee emergency contact

Medical Records File

Medical records are kept in a separate confidential file. RISE maintains this information in the strictest confidence.

Employment Classification

At the time you are hired or transfer to a new position, you are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, you are classified as non-exempt or exempt in accordance with the Fair Labor Standards Act and applicable state law. If you are unsure of which classification your position fits into, please ask the Principal.

Non-Exempt and Exempt Employees

Employees in certain types or jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as "non-exempt" in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees include teachers, administrators, principals, staff, directors and others whose duties and responsibilities exempt them from statutory overtime pay provisions.

Regular Full-time Employees

An employee who is regularly scheduled to work at least 40 hours per week is considered a regular full-time employee.

Regular Part-Time Employees

An employee who is regularly scheduled to work less than 30 hours per week is considered a regular part-time employee. Regular part-time employees may not be eligible for certain benefits described in the employee Handbook.

Work Schedule

Business Hours

Your particular hours of work and the scheduling of your meal period will be determined by your daily schedule. Most employees are assigned to work a regularly-scheduled workweek and are required to take an unpaid lunch period. Should you have any questions concerning your work schedule, please ask your supervisor.

Absence or Lateness

Employees have a total of 10 days (80 hrs) of sick/personal days. Professional development will not count against your 10 days. Request for personal days must be made at least seven days in advance and permission is at the discretion of your supervisor. Also, if you are taking a personal day, it is one condition for approval is your ability to identify a substitute.

If you are unable to report to work, or if you will arrive late, contact your supervisor and the office manager immediately.

Benefits

RISE sponsors a comprehensive benefits program for all eligible employees through the New Mexico Public School Insurance Authority (PSIA).

Group Insurance

Eligible full-time employees have the opportunity to enroll themselves and their eligible dependents for group insurance coverage. Costs for group health, dental, vision and long-term disability are shared by RISE and employees who elect to enroll.

The following benefits are available, as defined and limited by our contracts with benefit providers:

- Health Care Insurance (pre-existing conditions limitation exclusion applies)
- Dental Care Insurance
- Davis Vision Care Insurance (two year lock in rule applies)
- Basic Group Term Life Insurance/Voluntary Term Life/Accidental Death & Dismemberment Insurance
- Long-term Disability

Medical Plan Pre-Existing conditions Limitations Exclusion

If you enroll into any of the medical plans and you are a new hire or newly eligible employee, there is a 6-month Pre-existing Conditions Limitation Exclusion as allowed by HIPAA (Health Insurance Portability and Accountability Act). HIPAA protects Workers and their Families by limiting exclusions for pre-existing medical conditions (known as pre-existing conditions).

Pre-existing condition Exclusions: the law defines a pre-existing condition as one for which medical advice; diagnosis, care, or treatment was recommended or received during the 6-month

period prior to an individual's enrollment date (which is the earlier of the first day of health coverage or the first day of any waiting period for coverage). Any pre-existing condition limitation timeframe is reduced by proof of "creditable" medical coverage by another health plan. The Pre-existing conditions Limitation applies to New Hires or newly eligible employees and their dependents.

Davis Vision Plan Two-Year Lock-In Rule

Once enrolled in vision, you may not drop your plan options until you and each of your covered dependents have been enrolled for two years.

Upon enrolling, you will receive summary plan descriptions describing your benefits in detail. Applicable employee contributions will be automatically deducted from your paycheck.

Workers' Compensation

Employees may be eligible for Workers' Compensation benefits if work is missed due to an on-the-job injury. An on-the-job injury is defined as an accidental injury suffered in the course of work, or an illness that is directly related to performing assigned job duties. Any such injury or illness must be reported to the principal immediately. Prompt reporting is the key to prompt benefits. Nothing can happen until the employer knows about the injury. Ensure your right to benefits by reporting every injury, no matter how slight.

Unemployment Compensation

Employees may be eligible for Unemployment compensation upon termination of employment with RISE. Eligibility for Unemployment is determined by the Division of Unemployment Insurance of the State Department of Labor. RISE pays the entire cost of this insurance program. Unemployment Compensation is designed to provide you with a temporary income when you are out of work through no fault of your own. For your claim to be valid, you must have a minimum amount of earnings determined by the State, and you must be willing and able to work. You should apply for benefits at the local state unemployment office as soon as you become unemployed.

New Mexico Retirement Plan

All employees who work more than 25% of the time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan operated by the Education Retirement Board in Santa Fe. Participation in the plan begins on the first day of the month following your date of hire. RISE and the employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the Education Retirement Board and/or the ERB. Website at www.era.state.nm.us

Social Security

In accordance with applicable federal law, all employees are required to participate in and contribute to Social Security. RISE also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, you may contact the local Social Security Office.

Appendix F

Student Discipline Policy

Attendance

Regular daily attendance is vital to the learning process and social dynamic of a RISE classroom. The days, weeks, and months unfold in an intentionally rhythmic sequence that supports the overall curricular goals. Therefore, it is important that a child be on time and present each day.

Tardiness

Each school day begins at _____ AM with the “Launch”. The opening of each school day draws the RISE community together preparing them for the focus needed to accomplish the day’s work. When morning routines are interrupted by a child arriving late, the entire community is interrupted and concentration is broken. It is essential for the well-being of the children and their classes that they arrive on time have time to greet friends, help prepare the room for the day and settle into the daily rhythm. Therefore, we strongly encourage students arrive no later than _____ AM.

When students are late, parents must check them into the school office. In the event of excessive tardies, there will be a meeting with the Principal.

Absences

Absences are excused for illness, injury or crisis in the immediate family. If a child is absent from school for any reason, please inform the school office by _____ a.m. the day of the absence. Parents will be called to verify an absence if the parents have not contacted the school.

When a student has accrued 7 absences, excused or unexcused, a meeting with the parent, student (if appropriate), teacher, and Principal will take place. A plan to improve attendance will be developed at this meeting.

Extended Absence (2 Days or More)

If a child is going to be absent for 2 days or more, please inform the school office. Please inform the office of your student’s extended absence whether your child is absent due to illness or you are going to remove your child for more than 2 days for personal reasons. The days of the extended absence will be counted towards the 10 total absences allowed for the year. If you know in advance that the 10 absences will be exceeded as a result of the family or child needs, please make an appointment to discuss this with the Principal as soon as possible.

Absence for Part of a Day

Please inform the teacher and the office in writing (email is fine) that the child will be absent for a portion of the school day. The parent/guardian must sign out the child in the office before leaving the campus. When the child returns to school, please sign in at the school office before returning to class.

Appointments and Family Vacations

Please try to schedule appointments for your child outside of school hours. If appointments must be made during school hours, please be sure to notify the teacher and office ahead of time. Family vacations should be planned to coincide with school vacation times as noted on the

school calendar. However, if a family emergency requires the child to be absent, please contact the teacher and office with as much advanced notice as possible.

Illness During the School Day

A child who becomes ill or is injured during the school day will be sent to the office. The parents/guardians will be notified if it is necessary to send the child home.

Visitors

All visitors, including parents coming to observe must sign in at the office and receive a Visitor's Pass. Those visitors coming to observe a classroom are asked to follow the observation guidelines below. When the visit is over, please come and sign out at the office and return the Visitor's Pass.

Observation Guidelines

Teachers will probably not be available to talk with you when you arrive since they will be busy with the children. Please follow these guidelines.

- Please remain sitting or standing at one location while observing. You may move unobtrusively to a new location when you wish.
- The children are engaged in different levels of concentration, coordination, order, independence, respect, initiative, creativity, pleasure and sociability.
- Keep greetings and other interactions with the children, including your own child brief. A comment such as "I am here to watch the children working" and a shift of your attention will help the children understand that you are here to observe rather than to participate. This will help you get a better picture of what happens when you are not present.
- The teachers will ignore your presence so that the children will do likewise. You may schedule an appointment to talk with the teachers after the children have left for the day.

Student Dress

RISE recognizes that all students have an intrinsic worth based upon who they are and not what they wear. The school expects students to maintain a neat and well-groomed appearance and to dress in the spirit of the code outlined below. Decisions regarding the dress code will be referred to the class teachers and/or the Principal. Guidelines for the dress code are listed below:

- Items intended to be worn outdoors, such as sunglasses, hats, caps, heavy sweatshirts, etc., generally are not to be worn indoors.
- Dresses, skirts, and shorts should be no more than 3" above the knee.
- Shirts and blouses must cover the midriff when the student's arms are raised.
- Tank tops, spaghetti straps and bare midriffs are not suitable for school.
- Sleeveless blouses should cover the shoulder.

- Pants must fit and should not drag on the ground.
- Shoes suitable for running should be worn at all times. Platform sandals, flipflops, high-heels and jellies pose a safety hazard and should not be worn to school.
- Clothing and accessories should not be degrading, damaging, or threatening.

Attire may not present a health or safety hazard, or be disruptive to the instructional program. Consequences for being out of dress code include:

- Cover clothing with another article of clothing.
- Remove article of clothing and replace with another. Lost and found clothing may be provided.
- Parents may be called to bring appropriate clothing.

Inclement Weather

RISE will follow the APS Schools for delay days and snow days. Please listen to the radio and watch the television stations for this information.

Student Discipline

Staff, students, and parents share in the responsibility for making the school a safe, open, and pleasant place in which everyone can grow and function well.

Discipline has primarily to do with learning. This learning, in our specific context, is concerned with the characteristics of self regulation and choices, of how to acknowledge emotions, solve conflicts and make decisions about how to act or react in a conscious, constructive manner in all situations. Teachers and students work together to develop classroom expectations that guide all in the “doing” of school at RISE.

If patterns of negative behavior arise, the classroom teacher, Principal, parents, and other appropriate adults shall meet to develop a strategy for change that is effective and maintains the dignity and safety of all concerned. When appropriate, specific behavioral or social contracts will be developed. In addition, when appropriate, the child will also be included in the process of developing these strategies and will be given the opportunity to contribute actively to the contract. There are some behaviors that will result in the student being sent directly to the Principal. These behaviors are:

- . Leaving campus without permission
- . Vandalism
- . Stealing
- . Possession of Weapons
- . Medication/misuse
- . Not following directions during an emergency

In the situations noted above, the Principal will contact the parent and appropriate consequences

will be determined given the specifics of the situation.

Lottery Enrollment and Admittance Procedures

Lottery Procedures:

Applications will be grouped according to grade level. For each grade level in which the number of students seeking to enroll exceeds the number of seats available, these student names will be placed in an excel spreadsheet. On the lottery draw date, a random number generator will randomly assign each student a number. This becomes their “place” on the lottery list. The enrollment list and waiting list will be generated based on the order in which the students are numbered by the random number generator. Lottery applicants will be notified in writing regarding their placement as a result of the lottery process.

A student may apply for one slot only. Students who submit multiple applications to apply for more than one slot will be removed from the lottery. A student must apply using his/her legal name. Using an alias could result in a student’s disqualification from the lottery or disenrollment at a later date.

Waiting List Procedures:

RISE will open and advertise the enrollment and lottery each year in the spring for a limited period. If a waiting list is generated from the lottery draw, these students will remain on the waiting list until the end of the current school year. Students wishing to enroll in RISE after the enrollment period will be added to the end of the existing waiting list.

Waiting lists do not transfer from year to year. RISE will not maintain a waiting list for students who wish to be admitted in future years.

- Students who are not initially selected for enrollment will be placed on the RISE waiting list according to grade.
- Separate waiting lists will be maintained for each grade.
- All children who apply for enrollment after the enrollment period will be added to the waiting list in the order in which their applications were received.
- If an applicant from the waiting list is offered a position and does not accept the position offered within the period required for acceptance, they will be dropped from the waiting list and the slot offered to the next applicant on the waiting list.

Confirmation of Acceptance

- Students must confirm, *in writing*, their acceptance of their admission by the date indicated on their notification of admission.
- Students who do not properly confirm their acceptance by the date and time indicated will be dropped from the admission list and the slot offered to the next applicant on the waiting list.
- Parents or guardians of the applicant are responsible for maintaining current information on the enrollment application and must notify RISE, in writing, of any change of address, telephone number, or other information necessary for RISE to contact the applicant. RISE is not responsible for maintaining any contact information.
- If the school cannot contact an applicant to confirm acceptance or notify they are to be moved from the waiting list to the admission list, then the applicant will be dropped from the admissions list or waiting list.

- Applicants must confirm acceptance within five business days from the initial contact by the school, after which time non-confirmed students will be dropped from the admissions or waiting list.

Number of Students

- The Principal, CEO, and Curriculum Director determine the number of students in each class or grade.

Enrollment Policy

- The parent or legal guardian of the child or children who are applying for enrollment must make all applications for enrollment.
- Applications will be accepted for one grade only per child.
- Kindergartners must be five years old on or before September 1 of the current school year.
- Applications received after the enrollment deadline will be placed on the waiting list in the order in which they are received.
- If a parent enrolls his/her child after the first week of school, a meeting must be arranged with the principal prior to the student attending classes.

Tobacco, Drug and Alcohol Free Policy

RISE is a tobacco, alcohol and drug free campus. As such, no one is allowed to be in possession of or partaking of any of these substances on campus or at school sponsored events.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that governs the maintenance of student education records. Under that law, parents of students or students who are at least 18 years of age (“eligible students”) have both the right to inspect education records kept by the school about the student and the right to correct inaccuracies in the record. Access to these records by persons other than the parents or the student is limited and generally requires prior consent by the parent or the student. The school has adopted a written policy governing all the rights of parents and students under FERPA.

The RISE Governing Board hereby gives its annual public notice to all parents and eligible students that:

- RISE maintains the following education records directly related to students and subject to the limitations on disclosure provided in FERPA: Academic records, personal information records, disciplinary records, attendance records, health records, progress reports, and standardized testing records.
- Access to education records is limited to: parents of students under 18 and parents of students over 18, if such student is dependent as defined in the Internal Revenue Code, the student, officials of this school who have a legitimate education interest, federal, state, and local officials to whom information is required to be reported, certain test organizations,

accrediting organizations, appropriate persons in connection with an emergency, pursuant to subpoena or court order, to any person, with the written consent of the parent or eligible student.

- RISE policy requires that education records be kept to an essential or relevant minimum. Records are reviewed at the end of each school year and non-essential and irrelevant material is deleted.
- RISE policy limits the right of access to education records to the persons and circumstances indicated in the second paragraph above. RISE requires that copies be made available to persons entitled to receive copies. RISE's policy provides that explanations and interpretations of records are available upon reasonable advance notice. Some records, such as standardized test scores and other material of a technical nature, may only be reviewed with a person qualified to interpret and explain such material and records. RISE's policy provides the right to request in writing an amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading. If records contain information on more than one student, the right to inspect relates only to that portion of the records concerning the particular student in question.
- FERPA classifies certain types of information that generally would not be considered to be an invasion of privacy or harmful if released as "student directory information." Unless the parent or eligible student objects in writing as described below, school officials may release directory information, as defined under RISE policy, to any person, including but not limited to marketers, colleges, and the media, without the consent of the parents or the eligible student. Parents/students who object to the release of any or all of this information without consent must notify, in writing, to the principal within fifteen (15) days following the date of the publication of this notice (or the enrollment of the student, if after the beginning of the school year). The objection must state what information the parent or student does not wish released. A form for filing an objection is available at the RISE office. In the absence of timely notice objecting to its release, the listed information will be classified as directory information until the beginning of the next school year. "Directory information" as defined includes: the student's name; grade in school; name of school; eligibility and participation in officially recognized activities, performances, graduation programs and sports events; weight and height of members of athletic teams; honors and awards received; yearbooks; and identification in visual media, including photographs, videotapes and video images, depicting school programs or activities.
- Questions regarding education records shall be directed to the principal, the custodian of records. Complaints about the failure of RISE to comply with FERPA may be made in writing, to FERPA Office, Department of Health and Human Services, 330 Independence Avenue SW, Washington, DC 20201.

Parent Right to Know Staff Licensure

PARENT NOTIFICATION (in accordance with the No Child Left Behind Act, Title I, Part A, Section 1111 and New Mexico Public School Code 22-10A-16) Parents' Right To Know

Date _____

Dear Parent:

The federal, No Child Left Behind, and the state, Public School Code permits you as a parent, the right to request information about the licensure and other qualifications, teaching assignment, and training of your child's teacher, instructional support providers, including paraprofessionals, and school principal who may work with your child.

If you are interested in requesting this information, please contact: _____

Sincerely,

Appendix G

Conflict of Interest Policy/Disclosure Statement

General Principles: Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the bylaws to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Board not to contract with Board members. Board members shall disclose any known or potential conflicts of interest in writing to the Board prior to the time set of voting on any such transaction and shall not vote on the matter or attempt to influence the decisions of any Board members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.

All Board members have a duty of loyalty and a duty of care towards RISE. It is the responsibility of all Board members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude conflict between the interest of RISE and the personal interests of the Board member. Likewise, it is the responsibility of the school to conduct all its business and operations impartially in accordance with all laws and in conformity with the highest ethical and professional standards. All hiring and other transactions imposing financial and/or legal obligations on the school shall be made with the best interests of the school as the foremost consideration.

The Board also recognizes that the ultimate success depends upon the active participation, cooperation and collaboration of parents, volunteers, employees, Governing Board members and students. Sometimes the best interests of RISE may involve the creation of relationships that might create an appearance of impropriety or potential for abuse of position, if not carefully evaluated by disinterested parties. The Board therefore has established this policy to guide Governing Board members in their actions or relationships, so that they will avoid the appearance of having their judgment or the performance of their duties compromised.

Conflict of Interest Definition: A conflict of interest occurs whenever a Governing Board member permits the prospect of direct or indirect personal gain (or gain to a relative or Related Entity) to influence improperly his or her judgment or actions in the conduct of RISE. It is not practical to specify every action that might be considered to raise a conflict of interest. Consequently, Board members should immediately disclose to the Board any circumstance that may give rise to the appearance of a conflict of interest. The following situations have the potential for being an actual conflict of interest and must be avoided unless the Board member has brought the issue before the Board for consideration and the Board voted to approve it in an open meeting:

- Hiring a Governing Board member's relative as an employee, whether full-time or part-time.
- Acquiring, leasing, and selling any property, facilities, materials, or contract services (e.g., financial, legal, public relations, and computer) under circumstances in which there is direct or indirect compensation to a Board member or his/her relative or a Related Entity of the member.
- Using confidential information acquired by virtue of their associations for their individual or another's private gain.

- Requesting or receiving and accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as Board members.
- Influencing or having the appearance of influencing business with suppliers to RISE, which results in the financial benefit to a Board member, his or her relatives or a Related Entity.

Deliberations and Voting on Conflict Issues: In order to avoid conflicts of interest and the appearance of impropriety, Board members shall not participate in open meeting or Closed Session deliberations or votes relating to the discipline of (i) himself or herself; (ii) any relative of the Board member; or (iii) any transaction between RISE and any Related Entity of the Board member.

"Closed Session" shall mean any portion of a Board meeting that is properly closed to the public in accordance with the provisions of the state Open Meetings Act.

The Principal shall not authorize (by approval of a Purchase Order or otherwise) or enter into any proposed transaction described in Paragraph B unless and until the transaction has first been evaluated and approved by the Board. The Board may, but shall not be obligated to, approve a proposed transaction (including the hiring of a Board member's relative or any Related Entity, if the Board concludes, after review of all pertinent data, that:

- a. The transaction is financially no less favorable to the school than would be available in an arm's length transaction between unrelated parties;
- b. no Board member will be in a position to influence decisions relating to the employment, supervision, compensation or discipline of a relative;
- c. no Board member will be in a position to influence decisions relating to any transaction between RISE and any Related Entity; and
- d. the benefits of RISE outweigh any appearance of a conflict of interest.

Violation of Conflict of Interest Policy: Upon discovery of a possible infraction of the established RISE conflict of interest policies, the discovering party is required to immediately notify the Board President, Principal, and all Board Members. A Special Governing Board Meeting must be immediately scheduled to consider the matter. In the event the Governing Board decides that a RISE employee, Governing Board member, or volunteer has violated the conflict of interest rules or otherwise abused or attempted to abuse his or her position at RISE, they shall review and recommend appropriate action.

Transactions with Interested Board Members: RISE shall not enter into any financial transaction with any Board member, any relative of a Board member, or any other person or entity in which the Board member or relative of the Board member has a direct or indirect financial interest unless during a public meeting: (a) the nature of the direct or indirect financial interest is fully disclosed to the Board; and (b) the transaction is expressly approved by a majority of the Board members present at such meeting who have no direct or indirect personal financial interest in the transaction, provided a quorum of the full Board is present at such meeting. A written contract or other written memorandum shall evidence all such interested transactions approved by the Board, and be reflected in Board Minutes. Each Board member

shall be responsible for disclosing to the Board the existence of any such direct or indirect interest. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Board.

Nothing in this procedure shall prevent RISE from paying compensation to a Board member for reasonable expenses incurred. All such compensation shall be paid in compliance with the New Mexico Per Diem and Mileage Act.

Appendix G
Conflict of Interest Disclosure Statement

Board Member Annual Disclosure Statement
Concerning Possible Conflict Of Interest

In order to implement the board conflict of interest policy, Governing Board members of the charter school will annually complete the following form to disclose real and potential conflicts of interest. The completed forms will be reviewed by the Governing Board, which will attempt or resolve any actual or potential conflicts.

The undersigned person acknowledges receipt of a copy of the Charter School Policy Concerning Conflict of Interest dated ____/____/____.

By my signature affixed below I acknowledge my agreement with the spirit and intent of this board policy and I agree to report to the President of the Governing Board any possible conflicts (other than those stated below) that may develop before completion of the next annual statement.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the following area(s):

Appendix I

PSFA-approved projected facility plan documentation



STATE OF NEW MEXICO Public School Facilities Authority

Robert A. Gorrell
Director

☐ originating office
Santa Fe Main Office
410 Don Gaspar Ave
Santa Fe, NM 87501
Telephone: 505-988-5989
Facsimile: 505-988-5933

☒ originating office
Albuquerque Field Office
1312 Basehart SE, Suite 200
Albuquerque, NM 87106
Telephone: 505-843-6272
Facsimile: 505-843-9681

April 29, 2013

Mr. Eppie Lopez
4937 Rockcress Dr. NW
Albuquerque, NM 87120

Dear: Mr. Lopez,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for R.I.S.E New Mexico Elementary Academy. 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. We also request that you send us electronic version via email.

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

- R.I.S.E did not request to locate in existing Albuquerque Public Schools facilities because "lack of availability and the possibility of funding by Partners for Developing Futures, a social venture investment fund that supports entrepreneurial leaders".
- You plan to have a cap of 400 students and consist of K thru 5th grades
- Anticipated number of 24 classrooms/spaces
- You have reviewed our adequacy standards, planning guide and HB 283

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

Sincerely,

A handwritten signature in black ink that reads "William W. Sprick".

William W. Sprick,
Facility Master Planner

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

Serving the Planning, Construction & Maintenance Management Needs of Public Schools in New Mexico!

Appendix J
910B5 SEG Computation Revenue Estimate

Appendix K
5-year budget plan

Appendix L

Proposed salary schedule for licensed staff

SCHOOL YEAR

FY2014

EXPER.	BA		BA + 15		BA + 45 or MA			MA + 15			MA + 45		
	Level I	Level II	Level I	Level II	Level I	Level II	Level III	Level I	Level II	Level III	Level I	Level II	Level III
0	31,400		31,600		31,800			32,000			32,200		
1	31,903		31,950		32,000			32,200			32,400		
2	32,103		32,150		32,200			32,400			32,600		
3	32,303	41,835	32,350	42,035	32,400	42,235		32,600	42,435		32,800	42,635	
4	32,503	42,035	32,550	42,235	32,600	42,435		32,800	42,635		33,000	42,835	
5	32,703	42,235	32,750	42,435	32,800	42,635		33,000	42,835		33,200	43,035	
6	32,903	42,435	32,950	42,635	33,000	42,835	52,573	33,200	43,035	52,773	33,400	43,235	52,973
7	33,103	42,635	33,150	42,835	33,200	43,035	52,773	33,400	43,235	52,973	33,600	43,435	53,173
8	33,303	42,835	33,350	43,035	33,400	43,235	52,973	33,600	43,435	53,173	33,800	43,635	53,373
9	33,503	43,035	33,550	43,235	33,600	43,435	53,173	33,800	43,635	53,373	34,000	43,835	53,573
10	33,703	43,235	33,750	43,435	33,800	43,635	53,373	34,000	43,835	53,573	34,200	44,035	53,773
11		43,435		43,635		43,835	53,573		44,035	53,773		44,235	53,973
12		43,635		43,835		44,035	53,773		44,235	53,973		44,435	54,173
13		43,835		44,035		44,235	53,973		44,435	54,173		44,635	54,373
14		44,035		44,235		44,435	54,173		44,635	54,373		44,835	54,573
15		44,235		44,435		44,635	54,373		44,835	54,573		45,035	54,773
16		44,435		44,635		44,835	54,573		45,035	54,773		45,235	54,973
17		44,635		44,835		45,035	54,773		45,235	54,973		45,435	55,173
18		44,835		45,035		45,235	54,973		45,435	55,173		45,635	55,373
19		45,035		45,235		45,435	55,173		45,635	55,373		45,835	55,573
20		45,235		45,435		45,635	55,373		45,835	55,573		46,035	55,773
21		45,435		45,635		45,835	55,573		46,035	55,773		46,235	55,973
22		45,635		45,835		46,035	55,773		46,235	55,973		46,435	56,173
23		45,835		46,035		46,235	55,973		46,435	56,173		46,635	56,373
24		46,035		46,235		46,435	56,173		46,635	56,373		46,835	56,573
25		46,235		46,435		46,635	56,373		46,835	56,573		47,035	56,773
26		46,435		46,635		46,835	56,573		47,035	56,773		47,235	56,973
27		46,635		46,835		47,035	56,773		47,235	56,973		47,435	57,173
28		46,835		47,035		47,235	56,973		47,435	57,173		47,635	57,373
29		47,035		47,235		47,435	57,173		47,635	57,373		47,835	57,573

	47,235		47,435		47,635	57,373		47,835	57,573		48,035	57,773
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Note: Subject to budget availability

R.I.S.E.

Administrative Staff and Other Positions

SCHOOL YEAR

FY2014

Title	Annal Minimum	Annal Maximum
Administrator/Principal	60,000	100,000
Community Coordinator/CEO	35,000	75,000
Administrative Assistant/Office Manager	20,000	40,000
Instruction Assistant	15,000	25,000
Curriculum Director	35,000	75,000
IT Coordinator	35,000	75,000
Custodian	20,000	35,000

Note: Subject to budget availability

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RISE Charter School
5 year forecast projections assumptions

- 1 State funding formula used for total operational funding estimates.
- 2 Per NM statute prior year counts are used to fund current year plus growth factor in formula. RISE is using local averages for benchmarking enrollment.
- 3 A/B gifted membership averaged at 10% (rounded for full FTE). This is consistent with local special education enrollment averages.
- 4 C/D special education membership averaged at 5%. This is consistent with local special education enrollment averages.
* in the first year no special ed is included in the SEG formula. Services will be provided; however, the school will be in the process of identifying students.
- 5 Used local district T&E and at risk index
- 6 Average Teacher Salary \$46469 as per PED Stat Book
- 7 Benefits are calculated as follows (consistant with current rates):

ERB	13.15%
ERA	2%
FICA	6.20%
Medicare	1.45%
Medical	22.00%
Dental	1.25%
Vision	0.22%
SUTA	2.00%
Workers Comp	\$9.20 per employee
Life	\$56.40 per employee

None of the forecasts include funding from entitlement funds, such as Title I, Title II, Title III, IDEA-B, and other funding sources.

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Charter Name **RISE Elementary Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK					72.00	72.00
Basic Program						
Grade 1					40.00	40.00
Grade 2					40.00	40.00
Grade 3					22.00	22.00
Grade 4					22.00	22.00
Grade 5					22.00	22.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	218.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	72.00
TOTAL GRADES 1-12	146.00
SUBTOTAL MEM	218.00
TOTAL MEM	218.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	72.00	1.44	103.680	Kindergarten Units	103.680
Basic Program (Grade Total)					
Grade 01	40.00	1.20	48.000		
Grade 02	40.00	1.18	47.200		
Grade 03	22.00	1.18	25.960		
Grade 04	22.00	1.045	22.990		
Grade 05	22.00	1.045	22.990		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	167.140
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)	0.00	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	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.)					

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Elementary P.E. Program

MEM
[Redacted]

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 270.820

T & E Index (Oct 2012) **1.091**

National Board Certified Teachers

FTE:
[Redacted]

Factor
1.500

ADJUSTED PROGRAM UNITS 295.465

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	0.000
District Size	30.918

District Size Adjustment Units 30.918
Charter Schools not eligible for District Size **(30.918)**

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: **0.058** 218.00

At Risk Units 12.644

Charter Schools Student Activities

(Districts Only) MEM
[Redacted]

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
[Redacted]

Factor
0.100

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

TOTAL PROGRAM UNITS 308.109

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: **218.00**
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: **218.00**
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 0.000

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

40th Day Calculation 0.000

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

GRAND TOTAL UNITS 308.109

× Unit Value **\$3,673.54**

PROGRAM COST \$1,131,850.74

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)

Federal Impact Aid (44103)

Federal Forest Reserve (44204)

Total Non-Cat Rev Credits \$0.00

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

Other Credits/Adjustments:

Energy Efficiency

Energy Efficiency Renewable Bonds

Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$22,637.01)

STATE EQUALIZATION GUARANTEE \$1,109,213.73

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Charter Name **RISE Elementary Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK			1.00	1.00	70.00	72.00
Basic Program						
Grade 1			2.00		38.00	40.00
Grade 2			2.00		38.00	40.00
Grade 3			2.00		20.00	22.00
Grade 4			1.00		21.00	22.00
Grade 5			1.00		21.00	22.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	9.00	1.00	208.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	72.00
TOTAL GRADES 1-12	146.00
SUBTOTAL MEM	218.00
TOTAL MEM	218.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	72.00	1.44	103.680	Kindergarten Units	103.680
Basic Program (Grade Total)					
Grade 01	40.00	1.20	48.000		
Grade 02	40.00	1.18	47.200		
Grade 03	22.00	1.18	25.960		
Grade 04	22.00	1.045	22.990		
Grade 05	22.00	1.045	22.990		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	167.140
Special Education					
	MEM	Factor			
C & C-Gifted	9.00	1.00	9.000		
D & D-Gifted	1.00	2.00	2.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	21.00	0.70	14.700	Special Ed. Units	25.700
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	25.700
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	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.)					

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Elementary P.E. Program

MEM
[Redacted]

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 296.520

T & E Index (Oct 2012) **1.091**

National Board Certified Teachers

FTE:
[Redacted]

Factor
1.500

ADJUSTED PROGRAM UNITS 323.503

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	0.000
District Size	30.918

District Size Adjustment Units 30.918
Charter Schools not eligible for District Size **(30.918)**

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: **0.058** 218.00

At Risk Units 12.644

Charter Schools Student Activities

(Districts Only) MEM
[Redacted]

Factor
0.100

Growth Units 207.140

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

Home School Student Activities

(Districts Only) MEM
[Redacted]

Factor
0.100

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

TOTAL PROGRAM UNITS 543.287

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: **218.00**
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: **324.00**
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 207.140
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 543.287

× Unit Value **\$3,673.54**

PROGRAM COST \$1,995,786.53

Non-categorical Revenue Credits:

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

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

(\$39,915.73)

STATE EQUALIZATION GUARANTEE \$1,955,870.80

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Charter Name **RISE Elementary Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK			1.00		71.00	72.00
Basic Program						
Grade 1			3.00	1.00	76.00	80.00
Grade 2			2.00		38.00	40.00
Grade 3			2.00	1.00	41.00	44.00
Grade 4			2.00	1.00	41.00	44.00
Grade 5			2.00	1.00	41.00	44.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	12.00	4.00	308.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	72.00
TOTAL GRADES 1-12	252.00
SUBTOTAL MEM	324.00
TOTAL MEM	324.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	72.00	1.44	103.680	Kindergarten Units	103.680
Basic Program (Grade Total)					
Grade 01	80.00	1.20	96.000		
Grade 02	40.00	1.18	47.200		
Grade 03	44.00	1.18	51.920		
Grade 04	44.00	1.045	45.980		
Grade 05	44.00	1.045	45.980		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	287.080
Special Education					
	MEM	Factor			
C & C-Gifted	12.00	1.00	12.000		
D & D-Gifted	4.00	2.00	8.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	32.00	0.70	22.400	Special Ed. Units	42.400
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	42.400
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	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.)					

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Elementary P.E. Program

MEM
[]

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 433.160

T & E Index (Oct 2012) **1.091**

National Board Certified Teachers

FTE:
[]

Factor
1.500

ADJUSTED PROGRAM UNITS 472.578

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	0.000
District Size	44.663

District Size Adjustment Units 44.663
Charter Schools not eligible for District Size **(44.663)**

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: **0.058** 324.00

At Risk Units 18.792

Charter Schools Student Activities

(Districts Only) MEM
[]

Factor
0.100

Growth Units 161.880

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 653.250

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: **324.00**
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: **408.00**
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 161.880

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 653.250

× Unit Value **\$3,673.54**

PROGRAM COST \$2,399,740.01

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

(\$47,994.80)

STATE EQUALIZATION GUARANTEE \$2,351,745.21

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

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
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

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

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

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

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

N.A.

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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

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

0.000

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Charter Name **RISE Elementary Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK			1.00		71.00	72.00
Basic Program						
Grade 1			4.00	1.00	75.00	80.00
Grade 2			4.00		76.00	80.00
Grade 3			4.00		84.00	88.00
Grade 4			2.00	1.00	41.00	44.00
Grade 5			2.00	1.00	41.00	44.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	17.00	3.00	388.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	72.00
TOTAL GRADES 1-12	336.00
SUBTOTAL MEM	408.00
TOTAL MEM	408.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	72.00	1.44	103.680	Kindergarten Units	103.680
Basic Program (Grade Total)					
Grade 01	80.00	1.20	96.000		
Grade 02	80.00	1.18	94.400		
Grade 03	88.00	1.18	103.840		
Grade 04	44.00	1.045	45.980		
Grade 05	44.00	1.045	45.980		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	386.200
Special Education					
	MEM	Factor			
C & C-Gifted	17.00	1.00	17.000		
D & D-Gifted	3.00	2.00	6.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	40.00	0.70	28.000	Special Ed. Units	51.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	51.000
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	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.)					

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Elementary P.E. Program

MEM
[Redacted]

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 540.880

T & E Index (Oct 2012) **1.091**

National Board Certified Teachers

FTE:
[Redacted]

Factor
1.500

ADJUSTED PROGRAM UNITS 590.100

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	0.000
District Size	54.958

District Size Adjustment Units 54.958
Charter Schools not eligible for District Size **(54.958)**

School Size Adjustment Units 0.000

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units

At-risk index
2013-2014: **0.058**

MEM
408.00

At Risk Units 23.664

Charter Schools Student Activities

(Districts Only) MEM
[Redacted]

Factor
0.100

Growth Units 81.220

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

Home School Student Activities

(Districts Only) MEM
[Redacted]

Factor
0.100

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

TOTAL PROGRAM UNITS 694.984

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: **408.00**
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: **452.00**
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 81.220

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 694.984

× Unit Value **\$3,673.54**

PROGRAM COST \$2,553,051.52

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

(\$51,061.03)

STATE EQUALIZATION GUARANTEE \$2,501,990.49

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Charter Name RISE Elementary Academy

Charter Number _____

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK			1.00	1.00	70.00	72.00
Basic Program						
Grade 1			3.00	1.00	76.00	80.00
Grade 2			4.00		76.00	80.00
Grade 3			3.00	1.00	84.00	88.00
Grade 4			4.00	1.00	83.00	88.00
Grade 5			2.00	1.00	41.00	44.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	17.00	5.00	430.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	72.00
TOTAL GRADES 1-12	380.00
SUBTOTAL MEM	452.00
TOTAL MEM	452.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	72.00	1.44	103.680	Kindergarten Units	103.680
Basic Program (Grade Total)					
Grade 01	80.00	1.20	96.000		
Grade 02	80.00	1.18	94.400		
Grade 03	88.00	1.18	103.840		
Grade 04	88.00	1.045	91.960		
Grade 05	44.00	1.045	45.980		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	432.180
Special Education					
	MEM	Factor			
C & C-Gifted	17.00	1.00	17.000		
D & D-Gifted	5.00	2.00	10.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	45.00	0.70	31.500	Special Ed. Units	58.500
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	58.500
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	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.)					

**2013-2014 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2012-2013 STARS FINAL 80/120 DAY AVERAGE**

Elementary P.E. Program

MEM
[Redacted]

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 594.360

T & E Index (Oct 2012) **1.091**

ADJUSTED PROGRAM UNITS 648.447

National Board Certified Teachers

FTE:
[Redacted]

Factor
1.500

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	0.000
District Size	60.139

District Size Adjustment Units 60.139
Charter Schools not eligible for District Size **(60.139)**

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: **0.058** 452.00

At Risk Units 26.216

Growth Units 80.560

Charter Schools Student Activities

(Districts Only) MEM
[Redacted]

Factor
0.100

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

Home School Student Activities

(Districts Only) MEM
[Redacted]

Factor
0.100

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

TOTAL PROGRAM UNITS 755.223

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

2012-13 Actual 40th Day MEM: **452.00**
(Enter the District Mem EXCLUDING Charter Mem)

2013-14 Projected MEM: **496.00**
(Enter the District Mem EXCLUDING Charter Mem)

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

Save-Harmless Data

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

Growth Data

2013-14 Operating Budget Calculation 80.560
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 755.223

× Unit Value **\$3,673.54**

PROGRAM COST \$2,774,341.90

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)	[Redacted]
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	[Redacted]
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$55,486.84)

STATE EQUALIZATION GUARANTEE \$2,718,855.06

<u>Instructions</u>									
<u>Revenues</u>									
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.									
<u>Expenditures</u>									
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.									
<u>910B5(SEG)</u>									
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)
		Revenue Fr						
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 Fr						
11000	0000	43101	State Equalization Guarantee	\$1,109,213.73	\$1,955,870.80	\$2,351,745.21	\$2,501,990.49	\$2,718,855.06
11000		TOTAL: OPERATIONAL		\$1,109,213.73	\$1,955,870.80	\$2,351,745.21	\$2,501,990.49	\$2,718,855.06

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
		Function-1000 - Instruction												
		Personnel												
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$325,283.00	7.00	\$557,628.00	12.00	\$743,504.00	16.00	\$836,442.00	18.00	\$929,380.00	20.00
11000	1000	51100	1412	Salaries Expense: Teachers Special Education			\$0.00		\$46,469.00	1.00	\$46,669.00	1.00	\$48,469.00	1.00
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.	\$185,876.00	4.00	\$185,876.00	4.00	\$185,876.00	4.00	\$185,876.00	4.00	\$185,876.00	4.00
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave	\$1,500.00		\$4,000.00		\$4,500.00		\$4,750.00		\$5,000.00	
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave	\$1,500.00		\$4,000.00		\$4,500.00		\$4,750.00		\$5,000.00	
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	\$0.00		\$15,200.00	1.00	\$15,400.00	1.00	\$31,200.00	2.00	\$31,600.00	2.00
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
				Total: Personnel Services Compensation	\$514,159.00	11.00	\$766,704.00	17.00	\$1,000,249.00	22.00	\$1,109,687.00	25.00	\$1,205,325.00	27.00
		Personnel												
11000	1000	52111	0000	Educational Retirement	\$67,611.91		\$100,821.58		\$131,532.74		\$145,923.84		\$158,500.24	
11000	1000	52112	0000	ERA - Retiree Health	\$10,283.18		\$15,334.08		\$20,004.98		\$22,193.74		\$24,106.50	
11000	1000	52210	0000	FICA Payments	\$31,877.86		\$47,535.65		\$62,015.44		\$68,800.59		\$74,730.15	
11000	1000	52220	0000	Medicare Payments	\$7,455.31		\$11,117.21		\$14,503.61		\$16,090.46		\$17,477.21	
11000	1000	52311	0000	Health and Medical Premiums	\$113,114.98		\$168,674.88		\$220,054.78		\$244,131.14		\$265,171.50	
11000	1000	52312	0000	Life	\$620.40		\$958.80		\$1,240.80		\$1,410.00		\$1,522.80	
11000	1000	52313	0000	Dental	\$6,426.99		\$5,313.00		\$10,728.00		\$10,728.00		\$10,728.00	
11000	1000	52314	0000	Vision	\$1,131.15		\$5,020.00		\$3,877.00		\$3,877.00		\$3,877.00	
11000	1000	52315	0000	Disability										
11000	1000	52316	0000	Other Insurance										
11000	1000	52500	0000	Unemployment Compensation	\$10,283.18		\$15,334.08		\$20,004.98		\$22,193.74		\$24,106.50	
11000	1000	52710	0000	Workers Compensation Premium	\$101.20		\$156.40		\$202.40		\$230.00		\$248.40	
11000	1000	52720	0000	Workers Compensation Employer's Fee										
11000	1000	52730	0000	Workers Compensation (Self Insured)										
11000	1000	52911	0000	Cafeteria Plan Fees										
11000	1000	52912	0000	Employee Assistance Programs										
11000	1000	52913	0000	Workers Compensation Employee Fees										
11000	1000	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services Employee Benefits	\$248,906.15		\$370,265.67		\$484,164.73		\$535,578.52		\$580,468.30	
		Purchased												
11000	1000	53414	0000	Other Professional Services	\$20,000.00		\$20,000.00							
11000	1000	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$20,000.00		\$20,000.00		\$0.00		\$0.00		\$0.00	
		Other Purc												
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	\$1,000.00		\$3,000.00		\$3,000.00		\$4,000.00		\$4,000.00	
11000	1000	55820	0000	Employee Training - Teachers	\$1,000.00		\$3,000.00		\$3,000.00		\$4,000.00		\$4,000.00	
11000	1000	55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$2,000.00		\$6,000.00		\$6,000.00		\$8,000.00		\$8,000.00	
		Supplies												
11000	1000	56112	0000	Other Textbooks										
11000	1000	56113	0000	Software	\$5,000.00		\$15,100.00		\$10,000.00		\$15,000.00		\$15,000.00	
11000	1000	56118	0000	General Supplies and Materials	\$10,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
				Total: Supplies	\$15,000.00		\$30,100.00		\$25,000.00		\$30,000.00		\$30,000.00	
		Property												
11000	1000	57331	0000	Fixed Assets (more than \$5,000)										
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$500.00		\$268,850.71		\$242,031.14		\$194,165.39		\$247,722.94	
				Total: Property	\$500.00		\$268,850.71		\$242,031.14		\$194,165.39		\$247,722.94	
11000	1000			TOTAL: INSTRUCTION	\$800,565.15	11.00	\$1,461,920.38	17.00	\$1,757,444.87	22.00	\$1,877,430.91	25.00	\$2,071,516.24	27.00
		Function-2100 - Support Services - Students												

		Personnel												
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	\$17,500.00	0.50	\$35,200.00	1.00	\$70,400.00	2.00	\$70,800.00	2.00	\$71,200.00	2.00
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers										
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants										
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000	2100	51100	1312	Salaries Expense: Speech Therapist										
11000	2100	51100	1313	Salaries Expense: Occupational Therapist										
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist										
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors										
11000	2100	51100	1316	Salaries Expense: Audiologists										
11000	2100	51100	1317	Salaries Expense: Interpreters										
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$17,500.00	0.50	\$35,200.00	1.00	\$70,400.00	2.00	\$70,800.00	2.00	\$71,200.00	2.00
		Personnel												
11000	2100	52111	0000	Educational Retirement	\$2,301.25		\$4,628.80		\$9,257.60		\$9,310.20		\$9,362.80	
11000	2100	52112	0000	ERA - Retiree Health	\$350.00		\$704.00		\$1,408.00		\$1,416.00		\$1,424.00	
11000	2100	52210	0000	FICA Payments	\$1,085.00		\$2,182.40		\$4,364.80		\$4,389.60		\$4,414.40	
11000	2100	52220	0000	Medicare Payments	\$253.75		\$510.40		\$1,020.80		\$1,026.60		\$1,032.40	
11000	2100	52311	0000	Health and Medical Premiums	\$3,850.00		\$7,744.00		\$15,488.00		\$15,576.00		\$15,664.00	
11000	2100	52312	0000	Life	\$28.20		\$56.40		\$112.80		\$112.80		\$112.80	
11000	2100	52313	0000	Dental	\$218.75		\$440.00		\$880.00		\$885.00		\$890.00	
11000	2100	52314	0000	Vision	\$38.50		\$77.44		\$154.88		\$155.76		\$156.64	
11000	2100	52315	0000	Disability										
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation	\$350.00		\$704.00		\$1,408.00		\$1,416.00		\$1,424.00	
11000	2100	52710	0000	Workers Compensation Premium	\$4.60		\$9.20		\$18.40		\$18.40		\$18.40	
11000	2100	52720	0000	Workers Compensation Employer's Fee										
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Cafeteria Plan Fees										
11000	2100	52912	0000	Employee Assistance Programs										
11000	2100	52913	0000	Workers Compensation Employee Fees										
11000	2100	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$8,480.05		\$17,056.64		\$34,113.28		\$34,306.36		\$34,499.44	
		Purchased												
11000	2100	53211	0000	Diagnostics - Contracted	\$4,000.00		\$8,000.00		\$10,000.00		\$12,000.00		\$14,000.00	
11000	2100	53212	0000	Speech Therapists - Contracted	\$5,000.00		\$16,000.00		\$18,000.00		\$20,000.00		\$22,000.00	
11000	2100	53213	0000	Occupational Therapists - Contracted	\$5,000.00		\$16,000.00		\$18,000.00		\$20,000.00		\$22,000.00	
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	\$13,307.83		\$35,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted										
11000	2100	53414	0000	Other Professional Services										
				Total: Purchased Professional and Tech Services	\$27,307.83		\$75,000.00		\$61,000.00		\$67,000.00		\$73,000.00	
		Purchased												
11000	2100	53414	0000	Other Professional Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100	53711	0000	Other Charges										
				Total: Support Services - Students	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purc												
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	
		Supplies												
11000	2100	56113	0000	Software	\$1,000.00		\$5,000.00		\$5,000.00		\$20,000.00		\$20,000.00	
11000	2100	56118	0000	General Supplies and Materials	\$1,000.00		\$5,000.00		\$2,500.00		\$3,500.00		\$3,500.00	
				Total: Supplies	\$2,000.00		\$10,000.00		\$7,500.00		\$23,500.00		\$23,500.00	
		Property												
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										

11000	2100	57332	0000	Supply Assets (\$5,000 or less)	\$0.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
				Total: Property	\$0.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$55,287.88	0.50	\$147,256.64	1.00	\$183,013.28	2.00	\$205,606.36	2.00	\$212,199.44	2.00
	Function-2200 - Support Services - Instruction													
		Personnel												
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist										
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants										
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel												
11000	2200	52111	0000	Educational Retirement	\$0.00									
11000	2200	52112	0000	ERA - Retiree Health	\$0.00									
11000	2200	52210	0000	FICA Payments	\$0.00									
11000	2200	52220	0000	Medicare Payments	\$0.00									
11000	2200	52311	0000	Health and Medical Premiums	\$0.00									
11000	2200	52312	0000	Life	\$0.00									
11000	2200	52313	0000	Dental	\$0.00									
11000	2200	52314	0000	Vision	\$0.00									
11000	2200	52315	0000	Disability										
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation	\$0.00									
11000	2200	52710	0000	Workers Compensation Premium	\$0.00									
11000	2200	52720	0000	Workers Compensation Employer's Fee										
11000	2200	52730	0000	Workers Compensation (Self Insured)										
11000	2200	52911	0000	Cafeteria Plan Fees										
11000	2200	52912	0000	Employee Assistance Programs										
11000	2200	52913	0000	Workers Compensation Employee Fees										
11000	2200	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased												
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 Purc												
11000	2200	55813	0000	Employee Travel - Non-Teachers										
11000	2200	55814	0000	Employee Training - Non-Teachers										
11000	2200	55818	0000	Other Travel - Non-Employees										
11000	2200	55914	0000	Contracts - Interagency										
11000	2200	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2200	56113	0000	Software										
11000	2200	56114	0000	Library And Audio-Visual										
11000	2200	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2200	57331	0000	Fixed Assets (more than \$5,000)										
11000	2200	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2300 - General Administration													
		Personnel												
11000	2300	51100	1113	Salaries Expense: Administrative Associates										
11000	2300	51100	1114	Salaries Expense: Administrative Assistants										
11000	2300	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2300	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel												
11000	2300	52111	0000	Educational Retirement	\$0.00									
11000	2300	52112	0000	ERA - Retiree Health	\$0.00									
11000	2300	52210	0000	FICA Payments	\$0.00									
11000	2300	52220	0000	Medicare Payments	\$0.00									
11000	2300	52311	0000	Health and Medical Premiums	\$0.00									
11000	2300	52312	0000	Life	\$0.00									
11000	2300	52313	0000	Dental	\$0.00									
11000	2300	52314	0000	Vision	\$0.00									

11000	2300	52315	0000	Disability								
11000	2300	52316	0000	Other Insurance								
11000	2300	52500	0000	Unemployment Compensation	\$0.00							
11000	2300	52710	0000	Workers Compensation Premium	\$0.00							
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	\$0.00		
		Purchased										
11000	2300	53411	0000	Auditing	\$14,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00		
11000	2300	53412	0000	Bond/Board Elections								
11000	2300	53413	0000	Legal	\$3,000.00	\$7,500.00	\$7,500.00	\$15,000.00	\$15,000.00	\$15,000.00		
11000	2300	53414	0000	Other Professional Services								
11000	2300	53711	0000	Other Charges								
				Total: Purchased Professional and Tech Services	\$17,000.00	\$22,500.00	\$22,500.00	\$30,000.00	\$30,000.00	\$30,000.00		
		Other Purc										
11000	2300	55400	0000	Advertising	\$250.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00		
11000	2300	55811	0000	Board Travel								
11000	2300	55812	0000	Board Training	\$2,500.00	\$3,000.00	\$3,000.00	\$6,000.00	\$6,000.00	\$6,000.00		
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	\$2,750.00	\$5,000.00	\$5,000.00	\$8,000.00	\$8,000.00	\$8,000.00		
		Supplies										
11000	2300	56113	0000	Software								
11000	2300	56115	0000	Board Expenses								
11000	2300	56118	0000	General Supplies and Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
				Total: Supplies	\$0.00	\$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	\$0.00		
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$19,750.00	0.00	\$27,500.00	0.00	\$27,500.00	0.00	\$38,000.00	0.00
	Function-2400 - School Administration											
		Personnel										
11000	2400	51100	1112	Salaries Expense: Principal	\$60,000.00	1.00	\$60,200.00	1.00	\$60,400.00	1.00	\$60,600.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist								
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$25,000.00	1.00	\$25,200.00	1.00	\$25,400.00	1.00	\$25,600.00	1.00
11000	2400	51100	1511	Salaries Expense: Data Processing								
				Total: Personnel Services - Compensation	\$85,000.00	2.00	\$85,400.00	2.00	\$85,800.00	2.00	\$86,200.00	2.00
		Personnel										
11000	2400	52111	0000	Educational Retirement	\$11,177.50		\$11,230.10		\$11,282.70		\$11,335.30	
11000	2400	52112	0000	ERA - Retiree Health	\$1,700.00		\$1,708.00		\$1,716.00		\$1,724.00	
11000	2400	52210	0000	FICA Payments	\$5,270.00		\$5,294.80		\$5,319.60		\$5,344.40	
11000	2400	52220	0000	Medicare Payments	\$1,232.50		\$1,238.30		\$1,244.10		\$1,249.90	
11000	2400	52311	0000	Health and Medical Premiums	\$18,700.00		\$18,788.00		\$18,876.00		\$18,964.00	
11000	2400	52312	0000	Life	\$112.80		\$112.80		\$112.80		\$112.80	
11000	2400	52313	0000	Dental	\$1,062.50		\$1,067.50		\$1,072.50		\$1,077.50	
11000	2400	52314	0000	Vision	\$187.00		\$187.88		\$188.76		\$189.64	
11000	2400	52315	0000	Disability								
11000	2400	52316	0000	Other Insurance								
11000	2400	52500	0000	Unemployment Compensation	\$1,700.00		\$1,708.00		\$1,716.00		\$1,724.00	
11000	2400	52710	0000	Workers Compensation Premium	\$18.40		\$18.40		\$18.40		\$18.40	
11000	2400	52720	0000	Workers Compensation Employer's Fee								
11000	2400	52730	0000	Workers Compensation (Self Insured)								
11000	2400	52911	0000	Cafeteria Plan Fees								
11000	2400	52912	0000	Employee Assistance Programs								
11000	2400	52913	0000	Workers Compensation Employee Fees								
11000	2400	52914	0000	Deferred Sick Leave Reserve								
				Total: Personnel Services - Employee Benefits	\$41,160.70		\$41,353.78		\$41,546.86		\$41,739.94	
		Purchased										
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	\$1,000.00		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00	
11000	2400	55814	0000	Employee Training - Non-Teachers	\$1,000.00		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00	
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services			\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
				Total: Other Purchased Services	\$2,000.00		\$11,000.00		\$11,000.00		\$11,000.00		\$11,000.00	
				Supplies										
11000	2400	56113	0000	Software										
11000	2400	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property										
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$128,160.70	2.00	\$137,753.78	2.00	\$138,346.86	2.00	\$138,939.94	2.00	\$139,533.02	2.00
				Function-2500 - Central Services										
				Personnel										
11000	2500	51100	1113	Salaries Expense: Administrative Associates										
11000	2500	51100	1114	Salaries Expense: Administrative Assistants										
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager										
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2500	51100	1220	Salaries Expense: Business Office Support										
11000	2500	51100	1511	Salaries Expense: Data Processing					\$45,000.00	1.00	\$45,200.00	1.00	\$45,400.00	1.00
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$45,000.00	1.00	\$45,200.00	1.00	\$45,400.00	1.00
				Personnel										
11000	2500	52111	0000	Educational Retirement	\$0.00		\$0.00		\$5,917.50		\$5,943.80		\$5,970.10	
11000	2500	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$900.00		\$904.00		\$908.00	
11000	2500	52210	0000	FICA Payments	\$0.00		\$0.00		\$2,790.00		\$2,802.40		\$2,814.80	
11000	2500	52220	0000	Medicare Payments	\$0.00		\$0.00		\$652.50		\$655.40		\$658.30	
11000	2500	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$9,900.00		\$9,944.00		\$9,988.00	
11000	2500	52312	0000	Life	\$0.00		\$0.00		\$56.40		\$56.40		\$56.40	
11000	2500	52313	0000	Dental	\$0.00		\$0.00		\$562.50		\$565.00		\$567.50	
11000	2500	52314	0000	Vision	\$0.00		\$0.00		\$99.00		\$99.44		\$99.88	
11000	2500	52315	0000	Disability										
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation	\$0.00		\$0.00		\$900.00		\$904.00		\$908.00	
11000	2500	52710	0000	Workers Compensation Premium	\$0.00		\$0.00		\$9.20		\$9.20		\$9.20	
11000	2500	52720	0000	Workers Compensation Employer's Fee										
11000	2500	52730	0000	Workers Compensation (Self Insured)										
11000	2500	52911	0000	Cafeteria Plan Fees										
11000	2500	52912	0000	Employee Assistance Programs										
11000	2500	52913	0000	Workers Compensation Employee Fees										
11000	2500	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$21,787.10		\$21,883.64		\$21,980.18	
				Purchased										
11000	2500	53414	0000	Other Professional Services	\$50,000.00		\$56,000.00		\$56,500.00		\$57,000.00		\$57,500.00	
11000	2500	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$50,000.00		\$56,000.00		\$56,500.00		\$57,000.00		\$57,500.00	
				Other Purchased Services										
11000	2500	55400	0000	Advertising	\$250.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2500	55813	0000	Employee Travel - Non-Teachers										
11000	2500	55814	0000	Employee Training - Non-Teachers										
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services	\$0.00		\$0.00							
				Total: Other Purchased Services	\$250.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
				Supplies										
11000	2500	56113	0000	Software										
11000	2500	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property										
11000	2500	57331	0000	Fixed Assets (more than \$5,000)										
11000	2500	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$50,250.00	0.00	\$58,000.00	0.00	\$125,287.10	1.00	\$126,083.64	1.00	\$126,880.18	1.00

Function-2600 - Operation and Maintenance of Plant												
		Personnel										
11000	2600	51100	1113	Salaries Expense: Administrative Associates								
11000	2600	51100	1114	Salaries Expense: Administrative Assistants								
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants								
11000	2600	51100	1219	Salaries Expense: Duty Personnel								
11000	2600	51100	1614	Salaries Expense: Maintenance								
11000	2600	51100	1615	Salaries Expense: Custodial				\$25,000.00	1.00	\$25,200.00	1.00	\$25,400.00 1.00
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards								
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$25,000.00	1.00	\$25,200.00	1.00 \$25,400.00 1.00
		Personnel										
11000	2600	52111	0000	Educational Retirement	\$0.00		\$0.00		\$3,287.50		\$3,313.80	\$3,340.10
11000	2600	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$500.00		\$504.00	\$508.00
11000	2600	52210	0000	FICA Payments	\$0.00		\$0.00		\$1,550.00		\$1,562.40	\$1,574.80
11000	2600	52220	0000	Medicare Payments	\$0.00		\$0.00		\$362.50		\$365.40	\$368.30
11000	2600	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$5,500.00		\$5,544.00	\$5,588.00
11000	2600	52312	0000	Life	\$0.00		\$0.00		\$56.40		\$56.40	\$56.40
11000	2600	52313	0000	Dental	\$0.00		\$0.00		\$312.50		\$315.00	\$317.50
11000	2600	52314	0000	Vision	\$0.00		\$0.00		\$55.00		\$55.44	\$55.88
11000	2600	52315	0000	Disability								
11000	2600	52316	0000	Other Insurance								
11000	2600	52500	0000	Unemployment Compensation	\$0.00		\$0.00		\$500.00		\$504.00	\$508.00
11000	2600	52710	0000	Workers Compensation Premium	\$0.00		\$0.00		\$9.20		\$9.20	\$9.20
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		\$12,133.10		\$12,229.64	\$12,326.18
		Purchased										
11000	2600	53711	0000	Other Charges								
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
		Purchased										
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment	\$200.00		\$4,000.00		\$4,000.00		\$6,000.00	\$6,000.00
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds								
11000	2600	54313	0000	Maintenance & Repair - Vehicles								
11000	2600	54411	0000	Electricity	\$9,000.00		\$15,000.00		\$17,000.00		\$18,000.00	\$20,000.00
11000	2600	54412	0000	Natural Gas (Buildings)	\$4,500.00		\$7,500.00		\$8,500.00		\$9,000.00	\$10,000.00
11000	2600	54413	0000	Propane/Butane (Buildings)								
11000	2600	54414	0000	Other Energy (Buildings)								
11000	2600	54415	0000	Water/Sewage	\$4,500.00		\$6,500.00		\$7,000.00		\$7,500.00	\$8,000.00
11000	2600	54416	0000	Communication Services	\$9,000.00		\$11,000.00		\$12,000.00		\$13,000.00	\$14,000.00
11000	2600	54610	0000	Rental - Land and Buildings	\$0.00		\$37,440.00		\$11,520.00		\$0.00	\$0.00
11000	2600	54620	0000	Rental - Equipment and Vehicles								
11000	2600	54630	0000	Rental - Computers and Related Equipment								
				Total: Purchased Property Services	\$27,200.00		\$81,440.00		\$60,020.00		\$53,500.00	\$58,000.00
		Other Purc										
11000	2600	55200	0000	Property/Liability Insurance	\$13,000.00		\$17,000.00		\$18,000.00		\$20,000.00	\$30,000.00
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	\$15,000.00		\$25,000.00		\$5,000.00		\$5,000.00	\$5,000.00
				Total: Other Purchased Services	\$28,000.00		\$42,000.00		\$23,000.00		\$25,000.00	\$35,000.00
		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	\$55,200.00	0.00	\$123,440.00	0.00	\$120,153.10	1.00	\$115,929.64	1.00	\$130,726.18	1.00
				Function-2700 - Student Transportation										
				Personnel										
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										
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										
11000	2700	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased										
11000	2700	55111	0000	Transportation Per-Capita Feeders										
11000	2700	55112	0000	Transportation Contractors										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700			TOTAL: STUDENT TRANSPORTATION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	2000			TOTAL: SUPPORT SERVICES	\$308,648.58	2.50	\$493,950.42	3.00	\$594,300.34	6.00	\$624,559.58	6.00	\$647,338.82	6.00
				Function-3100 - Food Service Operations										
				Personnel										
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										
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										
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									
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 Purc									
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
				Function-3300 - Community Services Operations									
				Personnel									
11000	3300	51100	1619	Salaries Expense: Adult Education									
11000	3300	51100	1620	Salaries Expense: Recreation									
11000	3300	51100	1621	Salaries Expense: Summer School/After School									
11000	3300	51100	1622	Salaries Expense: Bus Drivers									
11000	3300	51100	1625	Salaries Expense: Extended Services to Students									
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
				Personnel									
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 Purc									
11000	3300	55200	0000	Property/Liability Insurance									
11000	3300	55813	0000	Employee Travel - Non-Teachers									
11000	3300	55814	0000	Employee Training - Non-Teachers									
11000	3300	55817	0000	Student Travel									
11000	3300	55818	0000	Other Travel - Non-Employees									

11000	3300	55914	0000	Contracts - Interagency									
11000	3300	55915	0000	Other Contract Services									
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies											
11000	3300	56118	0000	General Supplies and Materials									
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11000	3000			TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11000				TOTAL: OPERATIONAL FUND	\$1,109,213.73	13.50	\$1,955,870.80	20.00	\$2,351,745.21	28.00	\$2,501,990.49	31.00	\$2,718,855.06