

These Bylaws emulate the Bylaws graciously shared by Hózhó Academy.

**First Things Classical Charter School**

**Governing Council Bylaws**

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## Article 1. NAME, ORGANIZATION, AND PURPOSE

Section 1.1. NAME. The name of this organization will be known as FIRST THINGS CLASSICAL CHARTER SCHOOL.

Section 1.2. ORGANIZATION AND PURPOSE. First Things Classical Charter School (or “First Things” or “the School”) is a tuition-free New Mexico public charter school that develops students in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility.

Section 1.3. PRINCIPAL OFFICE. The Principal Office of First Things Classical Charter School will be located in Rio Rancho, Sandoval County, New Mexico.

Section 1.4. NON-DISCRIMINATION. First Things Classical Charter School does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, race, color, age, sex, creed or religion, handicap or disability, marital status, citizenship status, veteran status, membership in the national guard, State defense or reserves, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the School’s premises during non-working hours, or any other characteristic protected by law in its employment practices.

## Article 2. GOVERNING COUNCIL

Section 2.1. THE GOVERNING COUNCIL. The Governing Council of First Things Classical Charter School (the “Governing Council” or “Council”) retains and reserves all powers and duties conferred upon and vested in it by the New Mexico State Statutes (Section 22-5-4). The primary powers and duties of the Governing Council are to set school policy, review and approve the budget, hire and evaluate the Head Administrator, and provide general governance and oversight of First Things Classical Charter School. Qualifications to be a member of the Governing Council include, but are not limited to:

- a. An individual who is twenty-five years of age or older.
- b. Enthusiasm for the School and conviction into purpose as described in the vision of the School.
- c. Support for the principles of classical education.
- d. Commitment to professional development and the completion of any requirements for training or development.
- e. Willingness to submit to an extended criminal record background check.
- f. Agreement to abide by an established Council Code of Conduct and to comport themselves prudently and ethically, holding themselves accountable to good governance and public fiduciary and stewardship practices.
- g. Special skills to address specific oversight and needs of the School.
- h. Willingness to accept and support decisions democratically made.
- i. Ability to represent the School to the community when needed.

Section 2.2. THE ROLE AND PURPOSE OF THE GOVERNING COUNCIL. The role and purpose of the Governing Council is to be responsible for the fair and uniform application of all federal, state and local laws, as well as the rules, regulations, contracts, and policies of First Things Classical Charter School in the operation of the school and in conformance of its charter. Additionally, the Governing Council is responsible for overseeing all the fiscal operations of the school; the exercise of governance through the



formulation and adoption of school policies; and is responsible for hiring/establishing the duties of, evaluating and determining the salary of First Things Classical Charter School's Head Administrator(s).

Section 2.3. NUMBER AND TERMS OF GOVERNING COUNCIL MEMBERS. The Governing Council will notify the PEC each year of the number of Council Members that will comprise the Council for that year. The number of Governing Council Members ("Member(s)") of First Things Classical Charter School shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. Members are authorized to serve so long as they meet the qualifications, are not disbarred or removed for cause, or have not resigned from his or her position. The Governing Council will strive to include Members with a broad range of expertise, including, but not limited to, backgrounds in education, science, legal, administrative, educational, and financial fields.

Section 2.4. RESIGNATION. Any member may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 2.5. REMOVAL. The Council may remove any Officer or Member by a majority vote of the entire Governing Council at any regular or special meeting of the Council, provided that written notice of the reason or reasons for proposed removal shall have been delivered by electronic mail with Delivery receipt confirming the message was delivered to the recipient's email server or Read receipt confirming the recipient viewed the message check box, or by Registered Mail to the Officer or the Member proposed for removal at least thirty (30) days before any final action is taken by the Council. A notice of the time shall accompany this statement when, and the place where, the Council is to take action on the removal. The Officer or Member shall be given an opportunity to be heard and the matter considered by the Council at the time and place mentioned in the notice. Grounds for removal include, but are not limited to: Violation of the Conflict of Interest Policy; Illegal behavior; Failure to attend three consecutive scheduled meetings of the Governing Council, except when such absence is due to exigent circumstances; Violation of the Governing Council's Code of Conduct; or any other grounds the Governing Council deems appropriate, including failure to abide by the First Things Classical Charter School's mission, charter, or policies.

Section 2.6. VACANCIES AND PROCEDURES FOR ELECTING MEMBERS. New Members shall be elected, and vacancies shall be filled, by a majority vote of the existing Council and selected from the nominations of the Governance Committee. The Governing Council will notify the school's community, the authorizer, and the community at large, of any vacancies. The Council will have 45 days to fill a vacancy.

Section 2.7. MEMBERS OF THE GOVERNING COUNCIL: (a) will receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary First Things Classical Charter School activities in accordance with First Things Classical Charter School policies; (b) shall serve the First Things Classical Charter School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with First Things Classical Charter School; (c) shall have no direct or indirect financial interest in the assets or leases of the First Things Classical Charter School. Any Member who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the First Things Classical Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services. All participants in Council work are bound by the Code of Conduct, Conflict of

Interest, and Confidentiality policy statements, as well as those other policies that the Governing Council may adopt from time to time.

Section 2.8. ANNUAL AND REGULAR MEETINGS. The annual meeting of the Governing Council shall be held during the last quarter of the fiscal year on a date selected by the Council for the purpose of appointing officers, setting number of Members, electing Members, setting regular meeting dates and reasonable notice policies for the ensuing year, and for the transaction of such other business as may come before the meeting. The place of such annual meeting shall be designated by the Governing Council. There shall be at least ten (10) other regular meetings of the Council held each year. All meetings of the Governing Council shall comply with all aspects of New Mexico open meeting laws detailed in the Open Meetings Act, NMSA 1978, Chapter 10, Article 15.

Section 2.9. SPECIAL MEETINGS. Special meetings of the Governing Council may be called by or at the request of the President of the Council or any two (2) Members. The President of the Governing Council calling any special meeting of the Governing Council may fix any place, either within or without the State of New Mexico, as the place for holding any special meeting of the Governing Council called by them, and if no other place is fixed, the place of meeting shall be the principal office located in the State of New Mexico.

Section 2.10. NOTICE AND WAIVERS. The Governing Council shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of each meeting shall be given to the Members not less than seventy-two (72) hours prior to the meeting, and may be given by mail, personal delivery, word of mouth, telephone, facsimile, e-mail, or any other form of wired or wireless transmission. Except in cases of emergency, the Governing Council shall only act on matters identified on the agenda, or the agenda as amended by a 2/3 vote of the Members. An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing Council, will likely result in injury or damage to persons or property or substantial financial loss to the public body. Whenever any notice is required to be given to any Member of the First Things Classical Charter School, under the bylaws or any provision of law, a waiver thereof in writing, signed at any time, whether before or after the time of meeting, by the Member entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a Member at a meeting shall constitute a waiver of notice of such meeting, except where a Member attends a meeting and objects to the transaction of business on the grounds of improper notice.

Section 2.11. QUORUM. A majority of the seated Members (i.e., 3 of 5 Members, 4 of 6 or 7 Members, 5 of 8 or 9 Members) whether personally present or appearing telephonically or participating by other means shall constitute a quorum for the transaction of business at any meeting of the Governing Council.

Section 2.12. ATTENDANCE BY TELEPHONE OR OTHER MEANS. Except to the extent otherwise provided by law, any meeting of the Governing Council may be attended by any or all of the Council Members by means of a conference telephone, or other similar means, including electronically, provided that each member participating by conference telephone can be identified when speaking, all participants members of the public are able to hear Members while speaking. Such attendance shall constitute presence by the Member as if in person at such meeting and for purposes of determining a quorum. Any action taken by the Governing Council at such meeting shall constitute a valid action of the Governing Council.

Section 2.13. MANNER OF ACTING. An act of a majority of the Members participating in a meeting at which a quorum is present, (i.e., approval by more than 50% of votes cast: 2 of 3, 3 of 4 or 5, 4 of 6 or 7, 5 of 8 or 9) shall be the act of the Council, unless the act of a greater number is required by law or by these Bylaws. Proxy voting is not permitted.

Section 2.14. CONDUCT OF MEETINGS. The President of the Council, or in his/her absence the Vice-President of the Council, or, in both of their absence, any Member chosen by the Members present, shall call meetings of the Governing Council to order and shall act as Chair of the meeting. The Secretary of the Governing Council shall act as secretary of all meetings of the Governing Council, but in the absence of the Secretary, the presiding officer may appoint any Assistant Secretary or any Member or other 7 person present to act as secretary of the meeting. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Council at a subsequent meeting.

Section 2.15. PRESUMPTION OF ASSENT. A Member who is present at a meeting of the Governing Council or a committee thereof of which he/she is a member at which action on any business matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she files his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered or electronic mail to the Secretary of the Governing Council immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Member who voted in favor of such action.

Section 2.16. ADDRESSING THE COUNCIL. Any person may formally address the Council during the "public comment" portion of a regularly scheduled Governing Council meeting, provided that "public comments" are included in the Council agenda. "Public Comment" is limited to three minutes per person. The length of the "public comment" section of the meeting will not exceed thirty (30) minutes. Those wishing to address the Council must sign up to do so prior to the start of the meeting. The Council President reserves the right to amend the public comment session. Public comments are limited to issues that are directly impacting First Things Classical Charter School and the welfare of the students. The Governing Council reserves the right to limit any comments from the public that are inappropriate or deal with issues around personnel and specific students. The Governing Council is not permitted to comment on the substance of a public comment at the meeting at which that comment was made.

Section 2.17. ACTION WITHOUT MEETING. Any action required or permitted by the bylaws or any provision of law to be taken by the Governing Council or any committee thereof at a meeting or by resolution may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Members or members of such committee entitled to vote with respect to such action. The resolution shall be transmitted to all Members by mail, electronic mail or facsimile, and Members shall be allowed to submit a signed resolution in person or through mail, electronic mail, or facsimile. If the resolution is adopted, all Members (including those who did not vote or voted against the resolution) shall be notified of the approval. Such notification may also be by mail, electronic mail, or

facsimile. Any action taken by written consent without a meeting shall be referenced in the minutes of the next Council meeting and a copy of the consent resolution shall be kept in the annual records.

### Article 3. COMMITTEES

Section 3.1. THE GOVERNANCE COMMITTEE. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of 2-4 persons recommended by the President and elected by the Governing Council at its annual meeting. The duties of the Governance Committee shall be: (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Member positions on the Council; (b) to present a slate of nominees for Officers to the Council for election at the annual meeting; (c) to recommend candidates to the Council to fill vacancies that arise outside the regular nominating process; (d) to provide ongoing orientation and training to Members; (e) to oversee a Member assessment process to ensure optimum performance; and to recommend the appointment of a past President to the Council, if necessary, in the interests of continuity.

Section 3.2. FINANCE COMMITTEE. There shall be at least two members of the Governing Council appointed to assist in the Council in carrying out its budget and finance duties, known as the Finance Committee. The duties of the Finance Committee shall consist of making recommendations to the Governing Council in the following areas: (a) financial planning, including reviews of First Things Classical Charter School's revenue and expenditure projections; (b) review of financial statements and periodic monitoring of revenues and expenses; (c) annual budget preparation and oversight; and (d) procurement; and serve as an external monitoring committee on budget and all other financial matters. (New Mexico Statutes 22-8-12.3).

Section 3.3. AUDIT COMMITTEE. The Governing Council will appoint an audit committee. This committee will consist of two Governing Council Members who have experience in accounting or financial matters, one volunteer member who has experience in accounting or financial matters, and one volunteer member who is a parent of a student attending First Things Classical Charter School. Head Administrator(s) of First Things Classical Charter School and the First Things Classical Charter School's business manager will also serve as ex-officio members of this committee. The audit committee shall (a) evaluate the request for proposal for annual financial services; (b) recommend the selection of a financial auditor; (c) attend the entrance and exit conferences for annual and special audits; (d) meet with external financial auditors as requested to facilitate communication with the Council and the Head Administrator(s) of First Things Classical Charter School; (e) be accessible to the external financial auditors at least monthly after audit field work begins until the conclusion of the audit; (f) track and report progress on the status of the most recent audit findings and advise the First Things Classical Charter School Governing Council on policy changes needed to address audit findings; (g) provide other advice and assistance as requested by the Governing Council; and (h) be subject to the same requirements regarding the confidentiality of audit information as those imposed by the Audit Act (12-6-1 through 12-6-14 NMSA 1978) and rules of the state auditor.

Section 3.4. OTHER COMMITTEES. The President shall recommend committees or task forces of the Council. Committees will be approved by majority vote of the Council and may be composed of Members or community members, or both, except for the Governance Committee, which will only have membership from the Council. The Council may prescribe the need and/or the composition of such committees.

## Article 4. OFFICERS

Section 4.1. NUMBER. The principal officers of the Governing Council shall be a President of the Council, a Vice-President, a Secretary, and a Treasurer; each of whom shall be appointed by the Governing Council. The duties of the officers shall be those enumerated herein and any further duties designated by the Governing Council.

Section 4.2. APPOINTMENT AND TERM OF OFFICE. The Governance Committee shall present a slate of Officers to the Governing Council. The nominated Officers shall be drawn from among the members of the Governing Council. The officers of the Governing Council shall be elected annually by the Governing Council at the annual meeting of the Governing Council. If the appointment of officers shall not be held at such meeting, such appointment shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly appointed or until his/her prior death, resignation, or removal.

Section 4.3. REMOVAL. Any officer or agent may be removed by a majority vote of the Governing Council whenever in its judgment the best interests of First Things Classical Charter School will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Appointment of an officer shall not of itself create contract rights.

Section 4.4. VACANCIES. A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Governing Council for the unexpired portion of the term.

Section 4.5. PRESIDENT OF THE COUNCIL. The President of the Council shall preside at all meetings of the Governing Council and shall have such further and other authority, responsibility and duties as may be granted to or imposed upon him/her by the Governing Council.

Section 4.6. VICE-PRESIDENT. In the absence of the President of the Board or in the event of his/her death, inability, or refusal to act, or in the event for any reason it shall be impracticable for the President to act personally, the Vice-President, shall perform the duties of the President and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice-President shall perform such duties as from time to time may be assigned to him/her by the Governing Council.

Section 4.7. SECRETARY. The Secretary shall: (a) keep the minutes of the meetings of the Governing Council in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of all records; and (d) in general perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to him/her by the President or by the Governing Council.

Section 4.8. TREASURER. The Treasurer shall: (a) have oversight and governance of all finances, funds and securities of First Things Classical Charter School; (b) in general perform all of the duties incident to the office of Treasurer and have such other duties and exercise such other authority as from time to time may be delegated or assigned to him/her by the President or by the Governing Council. If required by the Governing Council, the Treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Governing Council shall determine.

## Article 5. STAFF

Section 5.1. SCHOOL HEAD ADMINISTRATOR. The Governing Council shall have the discretion to appoint First Things Classical Charter School's Head Administrator, who shall be responsible for carrying out the work of First Things Classical Charter School in accordance with the policies established by the Governing Council. The Head Administrator will hold a NM Level IIIB administrative license.

## Article 6. ADMINISTRATION

Section 6.1. CONTRACTS. The Governing Council may authorize any officer or officers, agent, or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the school and such authorization may be general or confined to specific instances. In the absence of other designation, all deeds, mortgages and instruments of assignment or pledge made by the school shall be executed in the name of the school by the President or Vice-President; the Secretary or an Assistant Secretary, when necessary or required, shall affix the school seal, if any, thereto; and when so executed no other party to such instrument or any third party shall be required to make any inquiry into the authority of the signing officer or officers.

Section 6.2. LOANS. No indebtedness for borrowed money shall be contracted on behalf of the school and no evidences of such indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Governing Council. Such authorization may be general or confined to specific instances.

Section 6.3. CHECKS, DRAFTS, ETC. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the First Things Classical Charter School, shall be signed by such officer or officers, agent, or agents of the First Things Classical Charter School Governing Council and in such manner, including by means of facsimile signatures, as shall from time to time be determined by or under the authority of a resolution of the Governing Council.

Section 6.4. DEPOSITS. All funds of the school not otherwise employed shall be deposited from time to time to the credit of the school in such banks, trust companies or other depositories as may be selected by or under the authority of a resolution of the Governing Council.

Section 6.5. AGENTS. The Governing Council is authorized and empowered to retain such agents, attorneys, accountants, counsel, or other qualified firms or persons as the Governing Council shall document and determine by resolution.

## Article 7. LIABILITY AND INDEMNITY OF OFFICERS AND MEMBERS

Section 7.1. LIABILITY OF MEMBERS AND OFFICERS. Except as otherwise provided by law, no Member or officer shall be liable to the school, or any person asserting rights on behalf of the school, its creditors, or any other person, for damages, settlements, fees, fines, penalties or other monetary liabilities arising from a breach of, or failure to perform, any duty resulting solely from his or her status as a Member or officer, unless the person asserting liability proves that the breach or failure to perform constitutes (a) a willful failure to deal fairly with the First Things Classical Charter School Governing Council in connection with a matter in which the Member or officer has a material conflict of interest, (b) a violation of criminal law, unless the Member or officer had reasonable cause to believe his or her conduct was lawful or no reasonable cause to believe his or her conduct was unlawful, (c) a transaction

from which the Member or officer derived an improper personal profit or benefit, or (d) willful misconduct.

Section 7.2. INDEMNITY OF MEMBERS AND OFFICERS. The school shall indemnify a Member or officer, to the extent he or she has been successful on the merits or otherwise in the defense of any threatened, pending or completed civil, criminal, administrative or investigative action, suit, arbitration or other proceeding, whether formal or informal, which involves foreign, federal, state or local law and which is brought by or in the right of the First Things Classical Charter School Governing Council or by any other person, for all reasonable expenses, including fees, costs, charges, disbursements and attorney fees, incurred in the proceeding, provided the Member or officer was a party because he or she is a Member or officer of the Council, and in all other cases, the Council shall indemnify a Member or officer against liability, including judgments, settlements, penalties, assessment, forfeitures, fines, including any excise tax assessed with respect to an employee benefit plan, and reasonable expenses, incurred by the Member or officer in the proceeding, provided the Member or officer was a party because he or she is Member or officer of the school, unless the liability was incurred because the Member or officer breached or failed to perform a duty he or she owes to the Council and the breach or failure to perform constitutes (a) a willful failure to deal fairly with the Governing Council in connection with the matter in which the Member or officer has a material conflict of interest, (b) a violation of criminal law, unless the Member or officer had reasonable cause to believe that his or her conduct was lawful or no reasonable cause to believe that his or her conduct was unlawful, (c) a transaction from which the Member or officer derived an improper personal profit or benefit, or (d) willful misconduct. The termination of a proceeding by judgment, order, settlement, or conviction, or upon a plea of no contest or an equivalent plea, shall not, by itself, create a presumption that indemnification of the Member or officer is not required under this by-law. No indemnification is required under this by-law to the extent the officer or Member has previously received indemnification, reimbursement, or allowance of expenses from any person, including First Things Classical Charter School, in connection with the same proceeding. The school, by its Governing Council, may indemnify in a like manner, or with any limitations, any employee or agent of the First Things Classical Charter School who is not a Member or officer with respect to any action taken or not taken in his or her capacity as such employee or agent. The foregoing rights of indemnification shall be in addition to all rights to which Members, officers, employees, or agents may be entitled as a matter of law, by resolution of the Governing Council, or by written agreement with First Things Classical Charter School.

Section 7.3. MAINTENANCE OF INSURANCE. The school may, by its Governing Council, purchase and maintain insurance on behalf of any person who is a Member, officer, employee, or agent of the school against liability asserted against and incurred by the person in his or her capacity as a Member, officer, employee, or agent, or arising from his/her status as a Member, officer, employee, or agent, regardless of whether the First Things Classical Charter School Governing Council is required or authorized to indemnify the person against the same liability.

## Article 8. GENERAL

Section 8.1. FISCAL YEAR. The fiscal year of First Things Classical Charter School shall begin on the first day of July and end on the last day of June each year.

Section 8.2. WRITING. The terms "in writing" or "written" as used within these bylaws include communications that are transmitted or received by electronic means.

Section 8.3. SIGN. The word “sign” as used within these bylaws includes executing an electronic signature.

#### Article 9. RULES OF ORDER

Section 9.1. RULES OF ORDER. The rules of order in the current edition of Robert’s Rules of Order shall govern the conduct of all meetings of First Things Classical Charter School.

#### Article 10. AMENDMENTS

Section 10.1. AMENDMENTS BY GOVERNING COUNCIL MEMBERS. These bylaws may be altered, amended, or repealed and new bylaws may be adopted by the Governing Council by affirmative vote of two-thirds of the number of Members present at any meeting at which a quorum is in attendance.



# First Things Classical Charter School

This job description emulates the job description for Executive Director graciously shared by Estancia Valley Classical Academy.

## Head Administrator

The main job of the Head Administrator (“HA”) is to provide leadership in implementing the policies of the Governing Council and overseeing the day-to-day operations of the school.

Supervisor: The Head Administrator will report to the Governing Council.

- GC Relations
  - Effectively communicate with all members of the Governance Council
  - Anticipate events which may require Governance Council awareness and attention
  - Effectively work with the Governance Council at all Governance Council meetings
  - Recommend appropriate policy issues to the Governance Council for their consideration
  - Share issues and concerns where the GC can specifically assist the HA with implementation on items or projects.
- Communications
  - Develop formal and informal techniques to enhance positive stakeholder perceptions of the charter
  - Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
  - Promote and invite involvement of all stakeholders
  - Understand the role of media in shaping and forming opinions as well as how to work with the media
  - Seek relevant input from a range of sources
  - Ensure that inclement weather announcements are sent out as early in the morning as possible, and in multiple forms (Facebook, website, robocall, e-mail, etc.), but no phone calls earlier than 6am.
- Community Relations
  - Provide leadership for improving parent/student/community involvement in the schools
  - Establish effective school/community relations, school/business partnerships and chartering authority relations
  - Demonstrate respect for all students, parents and staff in the school community
  - Be aware of and effectively communicate state, legislative, and legal issues concerning school operations with staff and governance council
- Instructional Leadership
  - Set priorities in the context of improving student achievement in the context of the vision and mission of First Things Classical Charter School.
  - Articulate and promotes high expectations for teaching and student learning
  - Develop, communicate, and implement the vision and mission of the school through all PEC and PED required planning processes
  - Gather, analyze, and use data for decision-making

- Plan for following school years by overseeing staffing, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support the mission of the school and desired student outcomes
- Collaboratively develop, implement, and monitor change to improve student outcomes
- Organizational Management
  - Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring, purchasing, and budget development
  - Develop and monitor long range plans for school technology and information systems by making informed decisions about computer hardware and software and related staff development and training
  - Communicate with Lead Maintenance Custodian to maintain facility needs
  - Establish, update as needed, and maintain procedures and practices for dealing with emergencies such as weather, threats to the school, student violence, and trauma
  - Work effectively with the Business Manager and the FTCCS Foundation.
- Values and Ethics
  - Model a high standard of moral and ethical behavior
  - Demonstrate integrity
  - Maintain professionalism
  - Explore and develop ways to find common ground in dealing with difficult and divisive issues
  - Promote the value that moral and ethical practices are established and practiced in every classroom and throughout the school
- Know and follow the mission, charter, policies, and laws governing the school
  - Mission
    - Be faithful to, advocate for, and lead the staff in executing the school's mission.
    - Identify, notify the GC, and address areas where the school is deviating from the charter or mission
  - Charter
    - Be familiar with the school's charter.
    - Track and report to the GC semi-annually on progress toward charter goals
    - Identify, notify the GC, and address areas where the school is deviating from the charter
  - GC Policies
    - Know the contents of FTCCS policies
    - Follow the policies personally
    - Encourage and hold staff accountable for following the policies
    - Provide constructive feedback to the GC on policies
    - Report any and all policy exceptions granted to the GC at the next Regular Meeting during the HA Report.
  - Laws and Administrative Codes
    - Ensure that appropriate staff are familiar with the state and federal laws or administrative codes that apply to school operations
    - Seek and communicate to the GC information on changes to governing laws and codes that may impact school operations

Communicate positively and effectively

- Engage staff, parents, and students in a friendly, constructive, collaborative tone

- Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups, and one-on-one communication)
- Demonstrate respect for others and their concerns in all interactions
- Model and lead the staff in exhibiting proactive and timely communication, giving plenty of notice and avoid making announcements at the last minute.
- Build and maintain positive, effective, informative communication with various individuals and groups
  - Staff
  - Students
  - Governing Council
  - FTCCS Foundation
  - The PED, PEC, CSD, etc.
  - Parents (including the ASC and others)
  - Community
- Seek and consider input from a wide range of sources

#### Governing Council Relations

- Attend all GC meetings
- Communicate to the GC any time when Head Administrator approved exceptions are made to policies
- Anticipate events which may require GC awareness, action, or resources
- Recommend appropriate policy revisions to the GC for their consideration
- Work with the Office Team Lead to ensure that reports requested by the GC are distributed to the GC at least five days prior to Regular GC meetings.

#### Leadership and Management

- Champion a positive, rigorous educational environment
  - Set high, realistic expectations for instruction and academic achievement.
  - Develop strategies to recognize and avoid burnout in the staff and student populations.
  - Identify and work to remove barriers to educational effectiveness.
- Champion a positive, informed team-based staff environment
  - Ensure that every staff member and key volunteer knows what the expectations are for their position and how their position fits into the organizational structure of the school.
  - Ensure that every staff member and key volunteer knows the standards they are expected to meet, who will be evaluating their performance and how, who they can go to for help or clarification, etc.
- Effectively lead the Team Leads
  - Meet regularly with Team Leads
  - Make decisions as necessary regarding procedures, policy implementation, judgment calls, etc., seeking counsel, gathering data, identifying underlying principles and root causes.
  - Seek opportunities to delegate tasks to Team Leads, clearly defining expectations, requirements, milestones, due dates, and outcomes.
  - Follow-up on delegated tasks and requested reports.
  - Spot-check reports through direct observation periodically.
- Effectively lead the staff
  - Personally model a high standard of moral and ethical behavior and the 8 pillars of character in all interactions.

- Communicate the expectation that staff also model a high standard of moral and ethical behavior to each other, parents, and students.
- Identify and encourage staff in their strengths.
- Identify and constructively communicate with staff regarding weaknesses with a view toward staff growth.
- Leverage input from Team Leads to proactively and regularly work with staff to develop action plans to correct weaknesses.
- Periodically follow up on action plans and hold staff accountable.
- Identify threats to the staff functioning as a team. Identify action plans to address those threats, execute the plan, involving available resources as appropriate.
- Resolve conflicts within the staff with creativity, understanding, even-handedness, and firmness.
- Effectively lead the faculty
  - Lead the faculty in championing a classical approach to education, including educating and inspiring the faculty.
  - Take a leadership role in providing faculty with teaching and training in key classical education skills, including incorporating the 8 pillars of character, the Socratic method, the trivium, teaching study skills, etc.
  - Oversee Upper and Lower School Team Leads in their observation of each faculty member's instruction in the classroom.
  - Complete formal walkthroughs and observations and provide timely feedback to all staff.
  - Collect and provide feedback on BOY PDP plans and follow-up with review of EOY PDP plans.
- Model, teach, and expect the use of conflict resolution skills.
  - Listen to disarm, seeking common ground to validate in the other person, their concerns, goals, and positions without necessarily agreeing with the conclusions or alleged facts.
  - Not engage with raised voice, accusations, demands, or other escalating behavior.
  - Not take a passive stance when conflict involving a subordinate or student is occurring – take a leadership role in guiding staff, students, and parents toward a productive resolution.
  - Emphasize a team approach, seeing win-win scenarios.
- Pursue personal leadership and managerial growth opportunities
  - Proactively learn more about leadership, management, effective delegation, teams.
  - Seek and leverage resources such as books, videos, trainings, mentorship opportunities.
  - Solicit feedback from the staff, be open to constructive criticism, and develop a personal action plan to address weaknesses, reporting both to the Governing Council.
- Delegate effectively
  - Look for opportunities to delegate things that others could do
  - Clearly articulate:
    - what is being delegated,
    - what authority is granted,

- what boundaries are set,
  - what your expectations are, and
  - what accountability is expected, to include outcomes, results, periodic or final reports, etc.
- Follow-up on delegated activities to ensure that they are done, done properly to expectations, done on time.
- **Oversee school finances**
  - Work with the Business Manager to develop a yearly budget.
  - Execute and track that budget.
  - Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring, purchasing, and budget development
- **Manage school operations**
  - Oversee the development of written procedures and forms to implement policies and deal with emergencies such as weather, threats to the school, student violence and trauma.
    - All procedures should be communicated to relevant staff and maintained in Google Drive.
  - Ensure that the organizational chart and job function descriptions are kept up to date.
  - Periodically inspect staff, ensuring that policies and processes are being followed.
  - When a staff error occurs, determine the underlying cause and propose corrective action
  - Work with administrative staff on improving their own management skills
  - Gather, analyze, and use data for decision-making, when appropriate
- **Lead the Advisory School Council**
  - Meet roughly once per month while school is in session.
  - Solicit parent perspectives on school policies, communication, educational environment, operations.
  - Leverage the forum to enlist volunteers.
  - Report discussions, recommendations, activities to the next Regular GC meeting.
- **Oversee the student body and education environment**
  - Oversee the delegation of discipline, attendance, special education, dress code, and other student body issues
  - Interact with parents on student issues
  - Interact with parents on faculty and staff issues

Teach the Moral Philosophy class

# First Things Classical Charter School

These job descriptions emulate the job descriptions for similar staff positions graciously shared by Estancia Valley Classical Academy.

## Teacher Mentors

Experienced teaching mentors are assigned to work with new teachers who have two years or less experience, or in cases where additional assistance is required. The purpose of the mentor is to help the mentee grow as a teacher and understand FTCCS's curriculum, policies, culture, and procedures.

Supervisor: The teacher mentor will report to the Team Lead of the grade level assigned to the mentee (K-2, 3-6, or upper). Monthly observation reports are to be sent from the teacher mentor to the mentee, Team Lead, and Head Administrator.

The Teacher Mentor is expected to:

- Work with your assigned mentee to make him/her feel welcome to FTCCS and to the faculty team. Help them grow as a teacher and understand FTCCS's curriculum, policies, culture, and procedures. Answer mentee questions, give guidance and advice, make introductions as appropriate, etc.
- Proactively have discussions or request meetings with your mentee, frequently at the start of the school year, and at least monthly throughout the school year.
- Before the arrival of students, develop a specific classroom mentorship plan with the mentee for approval by the Team Lead and Head Administrator. The plan should generally include:
  - The mentee observing the mentor teach the mentor's class
  - The mentor teaching the mentee's class while the mentee observes
  - Regular meetings to discuss classroom management, teaching, reasonable homework load, efficient homework grading ideas, lesson planning, communication, communicating with parents, etc.
- Observe the mentee teacher at least once per month and provide written feedback. Identify specific skills that the mentee does well and skills that need additional focus and improvement. For each such skill, engage the mentee in discussions and draft up a concrete plan for practice and improvement. This document should be submitted to the mentee, Team Lead, and Head Administrator monthly.

## Teacher Mentees

Supervisor: Each Teacher Mentee will report to her/his assigned Teacher Mentor. The mentor will be assigned by the Head Administrator.

The teacher mentee is expected to:

- Meet with the mentor as requested and put suggestions for improvement into practice
- Ask questions to the mentor teacher as needed
- Provide lesson plans to the mentor for review and suggestion
- Notify the Upper/Lower School Team Lead if you feel that the mentor is not providing sufficient

## Lower School Team Lead (K-2 and 3-6)

Supervisor: The Lower School Team Lead will report to the Head Administrator.

Our desire is to build a positive, collaborative, team environment within the faculty of FTCCS, one in which faculty interact in positive ways to help each other, give and accept constructive feedback in a positive manner, are sensitive to each other's concerns and perspectives, and are coordinated in their goals and actions in pursuing the mission of the school. Under the supervision of the Head Administrator, the Lower School Team Leads have the authority and responsibility for leadership of the lower school faculty. The Lower School Team Leads shall review the administrative performance of staff in the lower school and provide input to the HA for reviewing the lower school faculty's teaching.

The Lower School Team Leads are expected to:

- Lower school staff oversight, reviews and professional development
  - Ensure that each staff member in the lower school knows their job function, where they fit in the organizational chart, and what their job expectations are.
  - Visit the classroom of each lower school teacher at least twice per semester, filling out a preliminary assessment of the teacher as directed by the Head Administrator.
  - Identify suggestions for professional development/improvement of teachers in categories where their performance is less than satisfactory. Note that for Mentee teachers, these classroom observations and suggestions for improvement are in addition to the oversight from the Mentor. In such a case, the Lower School Team Lead will work with the Mentor to revise the mentoring plan as necessary to adequately address any observed issues.
  - Work with teachers in identifying strategies for coaching teachers in areas where their performance is less than satisfactory.
  - Provide a written report to the HA of the twice-per-semester classroom visits, the preliminary assessments of the teachers, and any issues that are less than satisfactory.
  - Grade Leads
    - Work with the HA to assign Grade Leads for each lower school grade.
    - Communicate that assigned role and expectations to the Grade Lead and non-Grade Lead.
    - Periodically follow-up with both the Grade Lead and the non-Grade Lead regarding the arrangement and whether it is working.
- Teacher mentors
  - Work with the HA to assign a mentor to each lower school teacher that either 1) is in their first year of teaching at FTCCS, or 2) has less than two years of teaching experience.
  - Communicate that assigned role and expectations to the mentor and mentee.
  - Periodically follow-up with both the mentor and mentee regarding the arrangement and whether it is working.

Oversight of interpersonal, communication, student, and parent issues

- As prescribed in the Grievance Policy, work with lower school staff as needed in an attempt to address issues with students, parents, or within the lower school staff.
- Inform or involve others at the school, as appropriate, to include, but not limited to the SAT team, the 504 team, the Disciplinarian, the Office Team Lead, the Head Administrator, appropriate sub-committees of the GC, etc.

- For each reported alleged violation of FTCCS policy or state or federal statutes, perform a brief investigation, document the findings, and report the allegations and findings to the Head Administrator in all cases.

#### Curriculum

- Direct any curriculum related questions or concerns to the Curriculum Chair

#### Physical environment

- Raise any facility-related safety issues or facilities needs to the Support Team Lead to ensure a safe, clean, well-maintained healthy classroom environment.

#### Training

- By the end of each year, compile a written draft summer training plan regarding literacy, math, and other subjects as needed.
- Work with the Business Manager to get a cost estimate for the training.
- Submit this draft training plan to the HA for approval.
- If approved, work with the HA on scheduling, inviting, announcing, and executing the training plan.

#### Other support

- As the FTCCS Foundation is vital to the financial viability of the school, be responsive to and supportive of requests from the Foundation for fundraising communication, announcements, advocacy, etc.
- Be responsive to requests from the Curriculum Committee in gathering information on and tracking curriculum use at FTCCS.
- Be responsive to the Special Events Committee regarding any approved activities that involve the teaching staff.

#### Oversee inventory

- Upon request, but at least at the end of each school year, deliver to the HA and Business Manager an inventory of:
  - All physical curriculum materials (books, workbooks, maps, charts, resources, etc.)
  - All virtual curriculum materials used (videos, websites, etc.)
  - Other school assets stored in the classroom (computers, projectors, etc.)

## K-6 Teachers

Supervisor: Each K-6<sup>th</sup> grade teacher will report to their respective Lower School Team Lead (K-2 or 3-6).

Each K-6 teacher is expected to:

- Teach well
  - Teach your subject area to the students each day, explaining parts they don't understand.
  - Show up on time and be prepared with a lesson plan.
  - Use the Socratic method to engage the students' logic and reasoning.
- Know and follow FTCCS policies
  - Be aware that the latest policies can always be found here: (online file to be established)
  - Note that there should not be homework except in core subject/classes (Academic policy).
  - Get advanced approval from the HA for any out-of-class or away-from-school activities.
  - Be familiar with the Discipline policy and refer discipline issues to the Disciplinarian.
  - Be familiar with the Dress code and refer issues to the Disciplinarian.
- Know and follow your approved curriculum.



- Be familiar with the founding curriculum, located on (an online file to be established)
- Notify and get approval from the Head Administrator prior to using any curriculum not already approved. Written proposals of curriculum approval must be taken from the Head Administrator to the Curriculum Committee.
- Work with Team Lead and Curriculum Chair in information gathering and tracking activities regarding curriculum.
- Assign, grade, and return homework
  - Follow the guidelines in the Academic Policy regarding assigning homework.
  - If you are teaching a core class, homework should be assigned at least weekly
  - Return homework in a timely fashion to students – generally within the week for the majority of assignments. Students must have timely feedback to effectively learn from their mistakes.
    - If you fall behind on grading and returning homework, notify your Lower/Upper School Team Lead ASAP for assistance.
- Homework grades should be recorded in (administrative software to be established) within 3 days

#### Communicate professionally

- Communicate with parents at least weekly. The same note/letter should be both e-mailed and sent home with students as printed copies. Weekly communication can be in the form of a grade-level newsletter sent home to parents.
- Always be polite and professional in any discussions or e-mails with parents. If an issue cannot be resolved, refer the matter to the HA. If the parent has addressed the HA and still feels the issue is not addressed, parents should be referred to the Grievance Policy.
- Address your own issues incrementally up the Organization Chart (first to the Lower School Team Lead, then the HA). If the HA does not address your issue adequately, follow the Grievance Policy.
- Maintain a student emergency phone roster with the fire drill folders stored in the classroom
- Report any failures to follow FTCCS policy or state or federal statutes to the Head Administrator.

#### Manage inventory

- Maintain a detailed resource inventory of items used in the classroom that aren't identified on the curriculum. This inventory should be provided to the IT/Asset Manager before the start of each school year.
- Upon request, but at least at the end of each school year, deliver to the IT/Asset Manager an inventory of:
  - All physical curriculum materials (books, workbooks, maps, charts, resources, etc.)
  - All virtual curriculum materials used (videos, websites, etc.)
  - Other school assets stored in the classroom (computers, projectors, etc.)
- Maintain accurate lesson plans for the grade
  - Work with you grade level partner(s) to come up with coordinated lesson plans
  - Ideally the lesson plans would be identical. If one class falls behind, this may not be possible, but this circumstance should be brought to the attention of the Lower Grade Team Lead immediately.
  - Maintain accurate lesson plans within Planbook.com with at least the current week and previous week visible to the public.

- Do not use unapproved curriculum.
- Raise classroom materials purchasing needs to the Head Administrator and Business Manager. You may be asked to submit a PR for classroom materials.
- Raise facility issues to the Facilities/Maintenance Lead.
- Ensure that the resource inventory lists are updated before the start of each school year and delivered to the Asset Manager.
- Submit data each month on the data collection documents within Google Drive for your grade level. Questions about this data should be directed to your Team Lead Teacher.
- Upon request, but at least at the end of each school year, work with the teachers in the grade to deliver to the Asset Manager an inventory of:
  - All physical curriculum materials (books, workbooks, maps, charts, resources, etc.)
  - All virtual curriculum materials used (videos, websites, etc.)
  - Other school assets stored in the classroom (computers, projectors, etc.)
- As the FTCCS Foundation is vital to the financial viability of the school, be responsive to and supportive of requests from the Foundation for fundraising communication, announcements, advocacy, etc.
- Respond to requests and direction from the Team Lead Teacher related to the execution of that individual's duties.

## Upper School Team Lead

Supervisor: The Upper School Team Lead will report to the Head Administrator

Our desire is to build a positive, collaborative, team environment within the faculty of FTCCS, one in which faculty interact in positive ways to help each other out, give and accept constructive feedback in a positive manner, are sensitive to each other's concerns and perspectives, and are coordinated in their goals and actions in pursuing the mission of the school. Under the supervision of the Head Administrator, the Upper School Team Lead has the authority and responsibility for leadership of the upper school faculty. The Upper School Team Lead shall review the administrative performance of staff in the upper school and provide input to the HA for reviewing the upper school faculty's teaching.

The Upper School Team Lead is expected to:

- Upper school staff reviews and professional development
  - Ensure that each staff member in the upper school knows their job function, where they fit in the organizational chart, and what their job expectations are.
  - Visit the classroom of each upper school teacher at least twice per semester, filling out a preliminary assessment of the teacher as directed by the Head Administrator.
  - Identify suggestions for professional development/improvement of teachers in categories where their performance is less than satisfactory. Note that for Mentee teachers, these classroom observations and suggestions for improvement are in addition to the oversight from the Mentor and administration. In such a case, the Upper School Team Lead will work with the Mentor to revise the mentoring plan as necessary to adequately address any observed issues.
  - Work with upper school teachers in identifying strategies for coaching teachers in areas where their performance is less than satisfactory.
  - Provide a written report to the HA of the twice-per-semester classroom visits, the preliminary assessments of the teachers, and any issues that are less than satisfactory.
  - Subject Area Leads

- Work with the HA to assign Subject Area Leads.
- Communicate that assigned role and expectations to the Subject Area Lead and other teachers in the subject area.
- Periodically follow-up with both the Subject Area Lead and the other teachers in the subject area regarding the arrangement and whether it is working.
- Teacher mentors
  - Work with the HA to assign a mentor to each upper school teacher that either 1) is in their first year of teaching at FTCCS, or 2) has less than two years of teaching experience.
  - Communicate that assigned role and expectations to the mentor and mentee.
  - Periodically follow-up with both the mentor and mentee regarding the arrangement and whether it is working.

Oversight of interpersonal communication, student, and parent issues

- As prescribed in the Grievance Policy, work with upper school staff as needed in an attempt to address issues with students, parents, or within the upper school staff.
- As necessary, inform or involve others at the school, as appropriate, to include, but not limited to the SAT team, the 504 Coordinator, the Disciplinarian, the Office Team Lead, the Head Administrator, appropriate sub-committees of the GC.
- For each reported alleged violation of FTCCS policy or state or federal statutes, perform a brief investigation, document the findings, and report the allegations and findings to the Head Administrator in all cases.

Curriculum

- Be familiar with the GC's approved curriculum and Academic Policy.
- Monitor the use of curriculum of the teachers in the upper school grades, notifying the Curriculum Chair of any observed deviations, or with questions regarding curriculum. Work with subject-area lead teachers to ensure that only approved materials are being used in the classrooms.
- Work with upper subject area team leads and upper school teachers to identify classroom material needs and priorities for input to the Business Manager to inform future purchasing decisions

8<sup>th</sup> Period

- Work with subject area leads to ensure that the plan for 8<sup>th</sup> period is being followed and assess the effectiveness of the class period.

Oversee inventory

- Upon request, but at least at the end of each school year, deliver to the IT/Asset Manager an inventory of:
  - All physical curriculum materials (books, workbooks, maps, charts, resources, etc.)
  - All virtual curriculum materials used (videos, websites, etc.)
  - Other school assets stored in the classroom (computers, projectors, etc.)

Physical environment

- Raise any facility-related safety issues or facilities needs to the Maintenance/ Custodial Lead to ensure a safe, clean, well-maintained healthy classroom environment.

Other support

- As the FTCCS Foundation is vital to the financial viability of the school, be responsive to and supportive of requests from the Foundation for fundraising communication, announcements, advocacy, etc.

- Be responsive to requests from the Curriculum Chair in gathering information on and tracking curriculum use at FTCCS.
- Be responsive to the Special Events Committee regarding any approved activities that involve the teaching staff.

## 7<sup>th</sup>-12<sup>th</sup> Teachers

Supervisor: Each 7-12<sup>th</sup> grade teacher will report to their respective Subject Area Lead. Subject Area Lead teachers will report directly to the Upper School Team Lead.

Each 7<sup>th</sup>-12<sup>th</sup> grade teacher is expected to:

- Teach well
  - Teach your subject area to the students each day, explaining parts they don't understand.
  - Show up on time and well prepared with a lesson plan.
  - Use the Socratic method to engage the students' logic and reasoning.
- Know and follow FTCCS policies
  - Be aware that the latest policies can always be found here: <http://theFTCCS.com/policies>
  - Note there should not be homework except in core subject/classes (Academic policy)
  - Get advanced approval from the HA for any out-of-class or away-from-school activities
  - Be familiar with the Discipline policy and refer discipline issues to the Disciplinarian
  - Be familiar with the Dress code and refer issues to the Disciplinarian
- Know and follow your approved curriculum
  - Be familiar with the founding curriculum, located on (an administrative file to be established)
  - Submit your class syllabus for each class you teach to the Head Administrator at the beginning of the school year.
  - Work with Governing Council's Curriculum Committee or Sub-committees in information gathering and tracking activities regarding curriculum
  - Any questions or requests about curriculum can be directed to the curriculum chair.
- Assign, grade, and return homework
  - Follow the guidelines in the Academic Policy regarding assigning homework.
  - If you are teaching a core class, homework should be assigned at least weekly
  - Return homework in a timely fashion to students – generally within the week for most assignments. Students must have timely feedback to effectively learn from their mistakes.
    - If you fall behind on grading and returning homework, notify your Upper School Team Lead ASAP for assistance.
- Homework grades should be recorded in PowerSchool within 3 days

Communicate professionally

- Always be polite and professional in any discussions or e-mails with parents. If an issue cannot be resolved, refer the matter to your Team Lead, and then the HA. If the parent has addressed the HA and still feels the issue is not addressed, the parent will be referred to the Grievance Policy.
- Maintain a student emergency phone roster with the fire drill folders stored in the classroom

- Address your own issues incrementally up the Organization Chart (first to the Subject-Area Lead, then to the Upper School Team Lead, then the Assistant HA, then the HA). If the HA does not address your issue adequately, follow the Grievance Policy.
- Report any failures to follow FTCCS policy or state or federal statutes to the Upper School Team Lead or Assistant HA, whichever is more appropriate.

#### Manage inventory

- Maintain a detailed resource inventory of items used in the classroom that aren't identified on the curriculum. This inventory should be provided to the IT/Asset Manager before the start of each school year.
- Upon request, but at least at the end of each school year, deliver to the IT/Asset Manager an inventory of:
  - All physical curriculum materials (books, workbooks, maps, charts, resources, etc.)
  - All virtual curriculum materials used (videos, websites, etc.)
  - Other school assets stored in the classroom (computers, projectors, etc.)

## Upper School Subject Area Lead

Supervisor: Each Subject Area Lead will report to the Upper School Team Lead.

Our desire is to build a positive, collaborative, team environment within the faculty of FTCCS, one in which faculty interact in positive ways to help each other out, give and accept constructive feedback in a positive manner, are sensitive to each other's concerns and perspectives, and are coordinated in their goals and actions in pursuing the mission of the school. Toward this end, in the upper school, there will be a faculty member assigned as the lead teacher for each core subject (history, English, math, and science) and non-core subjects.

Each Subject Area Lead is expected to:

- Oversee classroom issues
  - Develop, promulgate, and work with faculty in enforcing rules and guidelines for making 8<sup>th</sup> period effective
  - Proactively engage upper school teachers in reviewing and revising the effectiveness of 8<sup>th</sup> period plan
- Oversee upper school teachers in one subject area
  - Proactively identify potential issues in the subject area classrooms and bring these to the attention of the Upper School Team Lead.
  - Raise classroom materials purchasing needs to the Business Manager.
  - Raise facility issues and needs to the Facilities/Maintenance Lead.
  - Respond to requests and direction from the Upper School Team Lead related to the execution of that individual's duties
- Communicate professionally
  - Communicate briefly with subject area teachers at least monthly, or as needed.
  - Deliver a report on the 1<sup>st</sup> of each month to the Upper School Team Lead with the following information:
    - Number and content of Subject-Area Team discussions since the last report
    - Planned number and content of interactions of the Subject-Area Team for the next month

- List of issues with students or parents in that grade, context for the issue, actions taken, status, and next steps planned.
- List of curriculum issues for review.
- As the FTCCS Foundation is vital to the financial viability of the school, be responsive to and supportive of requests from the Foundation for fundraising communication, announcements, advocacy, etc.

#### Manage inventory

- Ensure that the resource inventory lists are updated before the start of each school year and delivered to the IT/Asset Manager.
- Upon request, but at least at the end of each school year, work with the teachers in your subject area to deliver to the IT/Asset Manager an inventory of:
  - All physical curriculum materials (books, workbooks, maps, charts, resources, etc.)
  - All virtual curriculum materials used (videos, websites, etc.)
  - Other school assets stored in the classroom (computers, projectors, etc.)

## Computer Lab Manager

Supervisor: The Computer Lab Manager will report to the Upper School Team Lead.

The Computer Lab is an important resource that supports a variety of activities, including online classes, standardized testing, tutoring, after-school activities, and more. It is essential that the computer lab maintain an environment suitable for learning in these different modes. Under the supervision of the Upper School Team Lead, the Computer Lab Manager is granted authority and responsibility over the physical and learning environment of the computer lab.

The Computer Lab Manager is expected to:

- Be present in the Computer Lab the entire time students are present in the lab
- Oversee the rules of conduct for the lab
  - Know the policies related to computer use.
  - Create reasonable rules of conduct in the computer lab, consistent with FTCCS policy, with the goal of building a positive learning environment and protecting equipment from abuse, damage, or theft.
  - Enforce rules of conduct in the lab, referring violations to the Disciplinarian.
- Oversee the scheduling of the lab
  - Maintain attendance numbers for the computer lab, including number of students present and number of students using one of the school computers (not a laptop).
  - Coordinate with the Testing Coordinator regarding standardized test schedules for the lab, communicating the schedule changes to the impacted students, staff, parents.
- Oversee the equipment of the lab
  - Maintain a detailed hardware inventory list, stored in (an online inventory app to be established)
  - Coordinate with the IT/Asset Manager and Business Manager to repair equipment, procure replacement equipment, etc.
- Provide a **monthly** report (on the 1<sup>st</sup> of each month) to the Upper School Team Lead containing:
  - Peak and average computer lab attendance numbers

## Distance Learning Coordinator

Supervisor: The Distance Learning Coordinator will report to the Office Team Lead.

Under the supervision of the Upper School Team Lead, the Distance Learning Coordinator has the authority and responsibility for overseeing the distance learning options of the school. Note that only the HA can sign a contract or agreement between the school and an external entity. The Distance Learning Coordinator can research, negotiate, prepare, and make a recommendation for such a contract or agreement, but must refer the matter to the HA for official action.

The Distance Learning Coordinator is expected to:

- **Oversee dual credit program**
  - Contact potential dual credit organizations to negotiate class offerings with the school
  - Submit possible classes to the GC's Curriculum Committee for review and submission to the GC for approval
  - Be aware of and communicate to students the GC Approved dual-credit classes
  - Assist and counsel students in the selection of appropriate, approved dual-credit classes
  - Coordinate with the Business Manager and HA with respect to the reviewing and signing of contracts
- **Oversee on-line AP program**
  - Contact potential on-line AP class vendors to negotiate class offerings with the school
  - Submit proposals to the GC's Curriculum Committee for review and submission to the GC for approval
  - Coordinate with the Business Manager and HA with respect to the reviewing and signing of contracts
- **Oversee communications for the Distance Learning Program**
  - Proactively use multiple avenues for communicating with students and parents regarding the distance learning program, including but not limited to the Lantern, fliers, postings in and outside the lab, the student handbook, Facebook postings, website.
  - At the start of each semester, provide a roster of on-line enrollment including the student's name, grade, on-line class being taken, and the institution from which it is taken. Submit this report to the Office Team Lead.
  - Coordinate with the Registrar to ensure that mid-term grade reports are acquired from on-line institutions in sufficient time for inclusion in the progress report cards.
- **Monitor student performance to ensure student progress**
  - Students in self-paced classes may need guidance in achieving healthy self-governance in such situations.

## Office Team Lead

Supervisor: The Office Team Lead will report to the Head Administrator.

Under the supervision of the Head Administrator, the Office Team Lead is granted authority and responsibility over the operations of the office, the office staff, and office resources, to oversee the tone, frequency, and content of timely communication with parents and students, staff, the Governing Council, and the FTCCS Foundation on administrative matters, and to ensure the effective and smooth operations

of the office. This authority does not extend to academic or curriculum matters, or personnel issues of the teaching faculty. In many respects, members of the Office Team are the “face” of FTCCS, and excellent Customer Service is a critical, daily endeavor. Defining the elements of excellent Customer Service and ensuring that the office team is giving FTCCS “customers” a positive experience is one of the main responsibilities of the Office Team Lead. The Office Team Lead has the authority to assign tasks to, review the job performance of, and make disciplinary recommendations to the HA regarding office staff.

- Oversee the customer service aspects of the office team
  - Define the elements of excellent Customer Service at FTCCS, to include tone, timeliness, how to handle difficult customers, how to handle multiple simultaneous customers, telephone etiquette, etc.
  - Communicate the elements of excellent Customer Service to office team
  - Review and correct office team customer service approaches
  - Define informal and formal training needs of office team regarding customer service
- Oversee the office staff and hours
  - Be familiar with the job responsibilities of other office staff members, providing timely and constructive feedback and guidance.
  - Ensure that each staff member in the office knows their job function, where they fit in the organizational chart, and what their job expectations are.
  - Take concrete action when a staff member is failing to properly fulfill a job function.
  - Raise staff issues to the HA and provide performance feedback to the HA on the office staff.
  - Ensure that the office is staffed during the school year from 7:45am-3:45pm at a minimum.
  - Ensure that office staff always know the location of the HA during the school day.
  - Ensure that changes in office hours are properly coordinated with appropriate parties, to include the HA, GC’s Enrollment & Outreach committee, faculty, and others.
  - Ensure that the office is properly staffed during published hours during enrollment periods, registration, summer school, and other times. Additionally, ensure that hours for certain job functions (Registrar, Business Manager) are also publicized.
  - Ensure that office hours during these times are well publicized, including the website, Facebook, the Lantern, enrollment period notices, etc.
  - Approve or deny time away from the office including lunch breaks of the office staff to ensure proper office staffing.
  - Ensure that the office staff members are aware of policy changes related to their job functions.
- Oversee time off requests and substitutes
  - Oversee the maintenance of the substitute teacher list
    - Notify the HA of abuses of substitute teachers.
  - Approve/deny time off requests to ensure that at least two CPI/NPI personnel are on campus at all times, as per policy

Oversee the office’s Google Calendars

- Public “Administration” school calendar. Ensure that school events are included.
- Private “Internal Master” school calendar, including internal activities/events.
- Private “Head Administrator” school calendar. Ensure that appointments, and especially away-from-school activities, are recorded.
- Coordinate with office staff, Lower/Upper School, Student Services, and Support Team Leads to ensure that all events are recorded on the appropriate calendar.



- Coordinate with the IT Manager to create additional accounts and set sharing permissions as needed.

Oversee office supplies and equipment

- To include ordering of office supplies and the expenditure of the office supply budget
- To include servicing and repair of machines/systems: copy machines, telephones, PA system, FAX

Oversee the school's on-line accounts in coordination with IT staff

- Communicate with IT staff to compile and maintain a list of all school accounts (including on-line class vendors, standardized testing, business management software, IT services, etc. – *everything*)
- Communicate with IT staff to ensure that all school accounts are registered using school addresses, not personal or old accounts (e.g., name.FTCCS@gmail.com).
- Communicate with IT staff to ensure that *all* passwords for *all* school accounts are recorded and maintained in a paper file, maintained in the office.
- Coordinate with the IT staff to create and suspend staff accounts, maintain group mailing lists for the school, etc.

Oversee School Communication in coordination with receptionist

- Voicemail and E-mail
  - Check the internal shared e-mail box, responding or assigning messages to appropriate staff as appropriate.
  - Ensure that the school's voicemail and office@theFTCCS.com email is both processed and responded to as quickly as possible after the start of each school day.
  - Voicemail should be checked regularly throughout the school day.
  - Voicemail needs to be checked at least weekly by someone, even when the office is closed for vacation, in case of communication from the PED, or other urgent matters.
  - Voicemail greeting should be updated when the office is closed to give notice to callers. E-mail out of the office notices should be configured as well.
- Oversee communications from the FTCCS administration to the students and parents of the school.
- Ensure that various affiliates with the school (such as the GC, Foundation, alumni, interested grandparents, etc.) are receiving appropriate communication (e.g., Lantern).
- GC Meetings
  - Print and post each GC meeting notice in a consistent, publicly visible location in the school office.
  - Place notices of upcoming GC meetings in the Lantern.
  - Print Agendas or Minutes for individual parents upon request.
  - After GC meetings, scan in the sign-in sheets and save them in (a GC online file to be established)
- Foundation
  - Ensure that information/checks/packages/etc for the Foundation are kept in the appropriate place, and the Foundation is notified the same day.
  - Oversee getting requests for information from the Foundation to the right individuals and ensure a timely response.
- GC Policies
  - Be a central clearinghouse for GC Policy changes and referrals. The GC Secretary will distribute to the Office Team Lead all revised policies (with revisions noted).

Determine which groups or individuals (staff teams or members, students, parents, etc.) should be aware of each policy change, distribute the change information to all appropriate parties (e.g., e-mails internationally, Lantern externally).

- Print FTCCS Policies for individual parents upon request.
- Oversee the production and distribution of the school news, approximately weekly.
  - “Last-minute” notice regarding scheduled events should be avoided whenever possible. Initial notice should typically be at least three weeks prior to the event and should run until the event has occurred.
  - Important announcements should be run for more than one issue.
  - School news should be distributed by (means yet to be developed).
  - School news distributions should be named like this: (to be developed)
  - Attachments should be named in accordance with formats to be developed.
- Coordinate with the Enrollment & Outreach Committee to ensure that Enrollment Windows, Information Sessions, and Lotteries are publicized in the Lantern, the local papers, and Facebook. Similarly, ensure that parent meetings are publicized in the Lantern or other appropriate venues.
  - Meetings should be advertised at least three weeks in advance, whenever possible.
- Oversee the management of the school’s Forms
  - Store forms that are internal to school staff in accessible online files yet to be developed.
  - Store forms that are to be use by families as follows:
    - The original .docx should be in a school specified file yet to be developed.
    - The final PDF for parents should be in regularly consistent formats.
  - Each year during the summer, review the forms and coordinate with the appropriate personnel to update them as needed.
  - Coordinate with the IT staff to post appropriate forms on the school’s website
- Oversee the revision and production of the Staff and Student Handbooks. These should be revised in time to present to the GC for review no later than the first week of July each year.
  - Once approved, copies should be delivered to the IT staff for posting on the website, sent out with special flag to alert appropriate recipients..
  - Print copies of the Parent/Student handbook as requested for those who prefer hardcopy.
  - Ensure that at least one extra copy of the Student Handbook is on hand for reference, or to give to parents upon request.

#### Oversee School Pictures

- Select a vendor for school pictures. Ensure that licensure permits use of the pictures for the yearbook and for an on-line directory.
- Schedule dates for pictures, recording them on the school’s public Google calendar, and communicating through the School news, Facebook, and the school’s website.
- Communicate the school picture schedule to the Foundation and Governing Council for their pictures to be taken as well.
- Have extra badges printed for visitors.
- Send the resulting school pictures to the IT staff for the on-line staff directory.
- Send the resulting school pictures to the Yearbook Club.

### Manage Field Trips

- Develop written procedures and forms, consistent with FTCCS policy, for getting approvals for any school-sponsored, away-from school activity.
- Maintain files of field trip approval forms, copies of driver's licenses, insurance cards, etc.

### Oversee after-school clubs and facilities use applications

- Be familiar with the policies related to after-school clubs and facilities use
- Develop and maintain forms for after-school club applications and other facilities use requests
- Collect and review completed applications and bring them to the HA for approval.
- Inform the IT staff and GC of all newly approved after-school clubs at the school.
- Ensure that notices and advertisements for the clubs are placed in the Lantern and/or on Facebook if requested.

### Manage withdrawal of students

- If the parent is withdrawing via e-mail, ensure that the wish to withdrawal is explicit and clear. Ask politely for the reasons for the withdrawal ("We'd like to make sure that the school is the best it can be for students; we would love to know your reasons.")
- If the parent is asking to withdraw via phone, politely indicate that we need the request in writing before we can release the student's records.
- If a parent's reason for withdrawing appears to be based on inaccurate school policy or other information, politely offer to schedule a conversation with the HA or to schedule a discussion member of the Enrollment & Outreach Committee

### Oversee yearly production of the Student Handbook

- Gather available feedback from parents, staff, the HA, and the GC each spring regarding the Student Handbook, with a goal of identifying issues for improvement or clarification.
- Produce or assign production of a draft update of the Handbook to be delivered to the HA by June 1<sup>st</sup>, for review, HAIT, and approval.
- Work to provide a draft to the GC at least one week prior to their August regular meeting.
- Once approved, work with appropriate personnel to ensure the newly approved handbook is posted to Facebook and the Website and distributed with the Lantern.
- Ensure that copies of the handbook are available at Registration and in the office during the school year for reference or for families without internet access.

### Provide performance ratings of office staff to Head Administrator

- Use the school's established job performance rating process to develop written semesterly performance reviews of those office staff individuals being supervised by the Office Team Lead. Such performance ratings shall cover the major categories of that job function, positive encouragement for the strengths in the performance, and clear correctives with concrete suggestions for improvement in less than satisfactory areas.
- Performance reviews will occur in October and February.
- Query the Governing Council, its committees, the FTCCS Foundation, and other school staff regarding feedback of the office staff's performance, timeliness, professionalism, communication, and other such matters.
- Performance reviews containing less than satisfactory ratings shall be reviewed with the HA prior to finalizing the review and presenting to the staff member being rated.

### Reports

- Provide a **monthly** report (the Friday prior to the monthly GC meeting) to the HA and Enrollment & Outreach Committee containing the following:
  - Number of volunteer hours logged for that month.
  - Total amount of donations made in lieu of volunteer hours

## Registrar/STARS Coordinator

Supervisor: The Registrar will report to the Office Team Lead.

The main task of the Registrar is to record and maintain the academic records of the school. Paramount to this task are accuracy, timeliness, and communication. Mistakes in one record undermine the confidence in all records. The position of the Registrar is so important that there should be at least two individuals trained in knowledge of the policies, procedures, forms, software, etc. involved. There will be a Head Registrar and an Assistant Registrar job function. The Assistant Registrar has the same overall job expectations but reports to the Head Registrar.

The Registrar is expected to:

- Exhibit consistently positive Customer Service
  - Have a positive, friendly disposition toward students and parents, even under adverse conditions
  - Always greet everyone politely.
  - Provide polite and positive customer service.
  - Ensure that each person who expects a response gets one ASAP, even if the response is “we received your request, but don’t know the answer yet”. Make regular contact when a response takes multiple days. Follow up to ensure that responses were received.
  - Be humble. When mistakes are made, readily admit them, apologize, and do what is possible to remedy them.
- Be aware of and follow policies
  - Stay abreast of changes made by the GC in the Enrollment and Attendance policies.
  - Assign continuing students to teachers in accordance with the placement decisions made as described in the Enrollment Policy.
  - For new students to the school in K-6<sup>th</sup> grade, assign students to the classroom with the fewest students to keep the classes balanced. Exceptions to this may only be made by the HA.
- Provide training on key systems, PowerSchool, and other training as needed for new staff and coordinate tasks.
- Exhibit excellent task management
  - Developing and following a task management system so that no tasks are overlooked or dropped
  - Use Google Calendar to plan routine monthly and yearly activities, with reminders
- Oversee Registration
  - Plan and coordinate registration.
  - Communicate with parents well in advance.
  - Communicate with HA and other required staff regarding dates, times, roles, responsibilities, etc.
  - Prepare enrollment forms, information forms, and other materials in advance.
- Oversee student records in STARS
  - Enter students, schedules, and grades.
  - Print transcripts upon request.

- Operate PowerSchool
  - Work with teachers and Upper/Grammar School Team Leads to ensure that grades are recorded in a timely and accurate fashion in PowerSchool
    - Report late grades to HA
  - Develop and promulgate written documentation on the proper way to enter grades into PowerSchool so that grades are accurate and meaningful to parents during the course of the semester.
  - Field questions from parents and students.
  - Produce and distribute progress reports and report cards on time.
  - Do not process class transfers or withdrawals unless the student has first obtained proper approval from the Student Success Advisor and (if necessary) the Head Administrator.
- Assist with Enrollment Lotteries
  - Work with the Governing Council's Enrollment & Outreach Committee as requested in gathering data with respect to enrollment.
  - Contact local newspapers to notify the community of each enrollment window.
  - Have copies of the current LOI on hand in the office to give to prospective parents.
  - When an LOI is delivered to the office, sign and date acceptance of the letter.
  - Record LOIs in the Google Drive form no later than the last day of the enrollment window. Immediately after an LOI is recorded in Google Drive, note that on the form to prevent duplication and omission.
  - Order and prepare New Student Orientation folders in coordination with the Enrollment & Outreach Committee.
  - Prepare printed cards of LOI students' name, grade, and sibling names for use during the Lottery.
- Manage Waiting Lists
  - Maintain and verify correct waiting lists.
  - Ensure that class enrollment counts are correct and that withdrawals are confirmed.
  - Contact parents on the Waiting List the same day that an empty seat is identified.
  - Proactively follow-up daily with parents of students offered seats until positive confirmation of acceptance and enrollment is made.
- Oversee Withdrawals
  - When a parent requests that a student withdraw from FTCCS, get explicit, positive confirmation of the withdrawal.
    - If parents are withdrawing in person, have that the parent fill in and sign a Withdrawal Form prior to releasing student records.
    - If a withdrawal request could put timely graduation in jeopardy, follow Academic Policy requirements regarding parent meetings.
  - The contents of any withdrawal form or e-mail (to include the reasons for the withdrawal) shall be e-mailed to the HA and the Enrollment & Outreach Committee within 1 school day.

Oversee all records requests

- Transfer student records in a timely fashion to current school upon withdrawal.
- Provide records to outside agencies, such as CYFD, only after verifying agencies' information.
- Send records requests and organize information for new students upon registration.

Support requests for information

- Respond in a timely fashion to requests for enrollment or demographic information from the Head Administrator, the Office Team Lead, the Foundation, and Governing Council members. If a request cannot be completed by the requested date, notify the Office Team Lead immediately.

#### Assist with Graduation and Transcriptions

- Prepare diplomas for graduation.
- Ensure accurate recording and reporting of transcripts, GPAs, and related information.
  - Print transcripts at the end of the school year for student files.
- Provide students and parents with transcriptions within 1 school day of requests.
- Coordinate with the Special Events Committee regarding printing of invitations, programs, ordering of caps and gowns, etc.

Oversee record accuracy and error reporting. As accuracy in educational records is paramount, each incident of a faulty record should be investigated, assessed, corrected, and reported (not to mention corrected, if it was found to be wrong). There are federal laws governing inaccurate education records, which underscore the importance of avoiding such errors.

- Incorrect records include incorrect names on a waiting list, incorrect names in a grade, incorrect student counts, incorrect absence/tardy counts, incorrect unexcused absence notifications, incorrect grade reports, incorrect transcripts or GPA calculations, incorrect medical information, and the like.
- For each complaint from a parent regarding an incorrect record, a written report shall be made containing, at a minimum:
  - The name of the person making the complaint
  - The nature of the complaint
  - The name and grade of the student whom the complaint is regarding
  - The steps taken to investigate the complaint
  - The outcome of the investigation – whether the complaint is valid or not
  - If there was in fact an error:
    - The source of the error – why did this happen?
    - Steps that will or have been taken to correct the error
    - A concrete plan of what will be done to prevent the error from recurring
- Develop and use a standardized Record Accuracy and Error Reporting form for the above reports.
- Complete the investigation of incorrect records by the end of the second school day after receiving the report.
- E-mail the completed report immediately upon completion to the Office Team Lead and the HA.

#### Provide reports

- Until the 40<sup>th</sup> day of a given school year, provide the following report **weekly** to the HA, the Office Team Lead, and the Enrollment & Outreach Committee:
  - Total number of students enrolled in each grade
  - Length of waiting list for each grade
  - Number of new students admitted into FTCCS since the last report
  - Number of withdrawals since the last report, including reasons stated for the withdrawal
  - Number of Record Accuracy and Error Reporting forms filled out since last report.
- Provide a **monthly** report (on the 1<sup>st</sup> of each month) to the HA, the Office Team Lead, and Enrollment & Outreach Committee containing the following:

- Total number of students enrolled in each grade
- Total number of unexcused absences since the previous report.
- List of all reported School Administrator issues, mistakes, corrections involving scheduling, grades, tardies, and unexcused absences. *Each complaint* from a parent involving any of these should be on this list.
- Names of students with 3 or more unexcused absences, along with the total number of unexcused absences for each, and where each is in the truancy process.
- Any work done on Graduation Checklists or Next Steps plans.
- Number of Record Accuracy and Error Reporting forms filled out since last report.
- Provide reports as required to the PED regarding enrollment. Copies of all such reports shall be provided simultaneously to the Head Administrator and the Enrollment & Outreach Committee.

## Student Success Advisor

Supervisor: The Student Success Advisor will report to the Office Team Lead.

The Student Success Advisor is responsible for building the academic schedule for the school each year, both the yearly schedule and the daily schedule. The daily schedule needs to balance a number of factors, including the needs of various students in order to graduate as well as the availability of staff and classrooms.

The Student Success Advisor is expected to:

- Know in detail the current GC-approved Academic Policy
- Meet with upper school students to check on progress,
- Draft the new yearly schedule each year
  - Follow the yearly schedule principles produced by the GC and stored in a Guiding Principles file yet to be established.
  - As necessary, draft multiple schedule options for GC consideration.
  - Submit draft schedules for GC consideration and ratification by 1 February of each year.
  - Once approved, work with the Office Team Lead to get the schedule publicized.
- Draft the new daily schedule each year
  - As necessary, draft multiple calendar and schedule options for GC consideration.
  - Submit draft schedules for GC consideration and ratification by 1 May of each year.
  - Once approved, work with the Registrar to get the schedule inputted into the school's student information system.
- Solicit student schedule requests
  - Each spring, meet with upper school students to solicit their schedule requests.
  - Students making requests that are incompatible with graduation requirements and timely graduation require HA approval (see "Schedule exceptions" below).
- Assign student to classes
  - Create the student's schedules.
  - Work with the registrar to record each student's schedule.
- Oversee student schedule changes
  - Ensure that student graduation requirements will be met before approving schedule changes.
    - Consider the likely schedule for future years.

- Students making requests that are incompatible with graduation requirements and timely graduation require HA approval (see “Schedule exceptions” below).
- Approve routine student schedule changes.

#### Manage schedule exceptions

- Students requesting schedules that are incompatible with graduation requirements or a timely graduation must go through an exception process, which only the HA has the authority to approve.
- A discussion with the HA and a parental signature is required before approving schedule changes that risk the student being unable to graduate on time.

#### Oversee Next Steps plans

- Ensure that Next Steps plans are kept up to date
- Ensure that Next Step plans are presented to parents and students once a year for grades 8-12
  - Seniors completed prior to the end of Semester 1. Grades 8-11 completed prior to the end of Semester 2.

#### Oversee graduation checklists

- Update graduation checklists twice a year for students in grades 9-12
- Raise possible issues to the HA’s attention within two school days

#### Oversee school calendar and facility use scheduling calendar

- Work with IT/Asset Manager to maintain updated calendars on Website school calendar and Google Calendars such as the facilities use calendar.

#### Secondary tasks (to help with as needed)

- Locker Assignments
- Key check out/inventory
- G-Suite Administrator and website update tasks

## Receptionist

Supervisor: The Receptionist will report to the Office Team Lead.

The receptionist is often the first contact with the school that many parents have. Consequently, a positive attitude and pleasant disposition are essential to building a strong rapport with parents and students alike.

The Receptionist is expected to:

- Exhibit consistently positive Customer Service
  - Have a positive, friendly disposition toward students and parents, even under adverse conditions
  - Always greet everyone politely.
  - Never allow personal discussions or phone calls to take precedence over customer service.
  - Ensure that each person who expects a response gets one ASAP, even if the response is “we received your request, but don’t know the answer yet”. Make regular contact when a response takes multiple days. Follow up to ensure that responses were received.
  - Be humble. When mistakes are made, readily admit them, apologize, and do what is possible to remedy them.
- Know the job functions of other staff at the school and other organizations connected with the school (Foundation, GC, GC committees, etc.) so that messages can be delivered to the appropriate person
- Assist visitors, students, and staff at the front desk



- Answer phones, take messages, deliver messages, return calls.
  - Check attendance line
    - Record excusals and other attendance information in PowerSchool for absences and tardies *before* the automated system notifies parents
  - Maintain and distribute a list of teacher telephone extension numbers
- Assist with data entry of scheduling students into classes
- Coordinate and track extra-curricular activities, coordinate with facilities calendar updates, notify appropriate students and staff regarding extra-curricular school activities.
- Maintain and update parent and student contact information, demographic information, and alerts within PowerSchool; notify necessary teachers and staff if an alert is put into PowerSchool for a student
- Assist families and students with PowerSchool access, including providing username and password information when requested.
- Maintain sports release permission forms and monitor grades for student-athlete participation.
- Check visitors in and out on campus
  - Welcome every visitor at the gate
  - Verify purpose of visit prior to allowing visitors in the gate and in the building
    - Report any and all suspicious visitors to AED or HA and SRO; do not allow suspicious visitors in the building.
- Check students in and out upon late arrival and early check-out.
  - Ensure each visitor checks in immediately upon arriving on campus and has a visible visitors badge
    - For visitors who are volunteering on campus, maintain a log of the volunteer's name, volunteer duties, and number of hours; this information needs to be easily reportable to HA upon request
- Develop and following a task management system so that no tasks are overlooked or dropped
  - Each person contacting the school that expects a reply should receive one, even if the message is "I received your message and we're still working on it."
  - Following up on messages to ensure that a timely response is given, as appropriate
- Oversee yearly production of the Staff Handbook
  - In January of each year, identify deadlines for the steps below to ensure that an updated Staff Handbook is ready, reviewed, and approved by the GC prior to staff contract renewals being signed. The HA and GC may require modifications to be made, which the deadlines should accommodate.
  - Gather available feedback from staff each spring regarding the Staff Handbook, with a goal of identifying issues for improvement or clarification.
  - Produce a draft update of the Handbook to the HA by the chosen deadline, for review, HAit, and approval.
  - Work to provide a draft to the GC by the chosen deadline, at least one week prior to one of their regular meetings.
  - Once approved, work with appropriate personnel to ensure the newly approved handbook is stored in Google Drive and distributed to staff prior to contract renewal signing or initial contract signing.
- Oversee yearly update of Student/Family Handbook
  - Go through the handbook prior to the end of the school year to look for updates that need to be made prior to the next school year.
  - Update photos and biographies of current staff.

- Add photos and biographies of new staff.
- Remove photos and biographies of previous staff.
- Oversee Student Planners/orders
  - Update student planners at the end of each school year
  - Order student planners and assure their arrival prior to the beginning of the next school year.
  - Disperse student orders including student planners and recorders

## Business Manager

Supervisor: The Business Manager will report to the Office Team Lead.

The Business Manager is expected to:

- Exhibit consistently positive Customer Service
  - Have a positive, friendly disposition toward students and parents, even under adverse conditions
  - Always greet everyone politely.
  - Never allow personal discussions or phone calls to take precedence over customer service.
  - Ensure that each person who expects a response gets one ASAP, even if the response is “we received your request, but don’t know the answer yet”. Make regular contact when a response takes multiple days. Follow up to ensure that responses were received.
  - Be humble. When mistakes are made, readily admit them, apologize, and do what is possible to remedy them.
- Develop and follow a task management system so that no tasks are overlooked or dropped.
- Oversee purchases, billing, and payments
  - Develop and communicate documentation on the proper procedures to follow to be reimbursed for expenditures.
    - Each time an individual cannot be reimbursed for some expenditure, do the following:
      - Identify the cause of the problem (e.g., poor, missing, or incorrect documentation, lack of adequate communication, etc).
      - Identify corrective actions for the problem.
      - Communicate these findings in an e-mail to the HA, the Office Team Lead, and the Finance Committee.
- Ensure that only approved curriculum is purchased. Coordinate with the Curriculum Committee for guidance on what items are approved.
- Ensure that bills are paid in a timely fashion, and that missing bills are noticed and investigated

Maintain good relations with the FTCCS Foundation

Support the GC’s Finance Committee

- Attend meetings of the Finance Committee.
- Prepare reports for the Finance Committee consisting of:
  - Agendas
  - Budget status
  - Cash flow report
- Answer other requests as needed.

Prepare for and assist in audits

- Work with Audit Committee as needed.
- Meet with PED auditors as needed.
- Audit findings
  - Work with appropriate personnel to identify gaps in policy or process that resulted in the issues identified in the audit finding.
  - Propose corrections or additions to policy or process to help ensure that issues resulting in audit findings cannot recur or are monitored more closely.

Present BARs to the Governing Council for discussions and possible approval.

Oversee grant applications, expenditures, and billing

- Check NM PED requests for proposals every two weeks
  - Notify appropriate personnel of additional funding opportunities
  - Work with personnel in applying for appropriate funding opportunities
- Keep a running log of grants or other financial sources for which the school has to request reimbursement.
- Ensure that staff contracts involving signing a form to indicate receipt of an agreement to follow the stipulations of the staff handbook.

## Disciplinarian

Supervisor: The Disciplinarian will report to the Head Administrator.

Maintaining student discipline is essential for fostering a positive HAucational atmosphere of the school. Under the supervision of the Upper School Team Lead, Assistant Head Administrator, and Head Administrator, the Disciplinarian has the authority and responsibility for being the first stop in routine student discipline issues.

The Disciplinarian is expected to:

- Know and follow the current approved Discipline Policy from the GC (available at an online policy file yet to be developed).
  - Generally, only the consequences articulated in the Discipline Policy should be given
  - In the event that the situation calls for a response not articulated in the Discipline Policy, pre-approval from the Head Administrator should first be secured, and the circumstances and actions taken must be included in the monthly discipline report.
- Provide a report on the Friday prior to the GC meeting each month to the HA containing the following at a minimum:
  - Number of discipline events since the last report by types and occurrences (e.g., 3 incidents of insubordination, 2<sup>nd</sup> offense).
  - A detailed list of individual students (use initials, not names) involved in 3<sup>rd</sup> or 4<sup>th</sup> occurrence of any given offense, along with a short summary.
  - For dress code violations that required a student to change into temporary clothing, including the name of the student, their grade, the nature of the violation, and what remediation occurred (parent brought a change of clothes, student was verbally reprimanded, etc.)
- Proactively notify the HA of any student who appears to be particularly flagrant in disregarding the Discipline Policy, with an aim toward getting additional school resources involved early in assisting the student in becoming better at self-governance.
- Be trained in CPI/NCI.
- Be familiar with the behavior-related details of all student BIPs.

- Notify the Student Services Director of repeat discipline offenses as required by the Special Education Policy.
- Assist the Student Services Team with BIP students as needed.
- Patrol the school as able to provide positive behavior reinforcements and character conversations

## Student Services Director

Supervisor: The Student Services Director will report to the Head Administrator.

The Student Services Director is expected to:

- Know, follow, and inform school policies
  - Know the relevant student services policies
  - Ensure that the policies of the school and the laws governing special Education, 504, SAT, MLSS, etc. are followed by the respective teams.
  - Coordinate with the Policy Committee to provide feedback on student services related policies and communicate approved changes to the various student services staff.
- Be familiar with the current FTCCS Special Education Policy as well as the state and federal statutes governing special Education.
- Ensure that IEP team keeps all IEP/BIPs up to date and properly filed
- Ensure that the correct members of the IEP team meetings are included, according to policy
- Ensure that the correct notifications and timeframes are followed, according to policy
- Coordinate with the Special Education Committee to ensure that a member thereof, a regular teacher, and other individuals as required by policy are present for all IEP/BIP meetings
- Make all notifications, conduct all meetings, and file all reports in due time, as required by policy and law
- Oversee the various Student Services staff
  - Ensure that the Student Services Department is performing its function properly and in a professional, timely fashion.
  - Ensure that each staff member on the student services teams knows their job function, where they fit in the organizational chart, and what their job expectations are.
  - Coordinate with the Disciplinarian to identify students with IEPs that may need a BIP, in accordance with the Special Education Policy.
  - Ensure that the 504 Team is performing its function properly and in a professional, timely fashion.
  - Ensure that the MLSS Team and SAT team are performing their functions properly and in a professional, timely fashion.
  - Ensure that the Testing Coordinator is properly planning, communicating, and executing standardized testing information and accommodations in a professional, timely fashion.
- Oversee the provision of ancillary services
  - Ensure that ancillary service personnel are available.
    - Get prior permission from the HA of all job positions
    - Draft and publish job postings (via the school's website, job websites, local newspapers, etc.), contact potential providers, and make all other efforts to identify possible ancillary service providers.
    - Make contracting/hiring recommendations to the HA regarding ancillary services and Student Services faculty and staff.
    - Coordinate with the Business Manager to ensure that ancillary services costs are correctly forecast and charged so as to stay within budget.

- Oversee the scheduling and execution of ancillary services to ensure that the levels of support indicated by IEP and 504 plans are being properly delivered.
- Observe the provision of ancillary services at least twice a semester.
  - Provide a report to the HA and the Special Education Committee, assessing the quality and adequacy of the service.

Maintain a list of CPI/NCI trained personnel on staff.

- If insufficient personnel are available to meet policy requirements, identify additional individuals to be trained, and schedule/oversee their training.

GC Student Services Committee

- Meet with the GC's Special Education Committee as requested.
- Notify the HA and the Student Services Committee immediately in the case of any emergency situation involving a special Education student.

Reports

- Deliver a report on the 1<sup>st</sup> of each month to the Business Manager
  - Student services student count, staff count, ancillary services count
    - Form to be provided by Business Manager
- Deliver a report the Friday prior to the GC meeting each month to the HA and Chair of the Special Education Committee containing (refer to the Special Education Policy for the latest version of this list):
  - Number of IEPs on file at FTCCS, and the number of IEPs at different levels
  - Number of IEPs that are due for their 3-year reevaluation
  - Total number of hours of OT, PT, SLP, and other services due for the entire school year by these IEPs, the number of hours provided for each type of service since the last report, and the total number of hours provided for each type of service so far during the current school year.
  - Current cost rate for providing each type of service (OT, PT, SLP, or other)
  - Number of IEP meetings held since the last report
  - Number of IEPs updated since the last report
  - Number of IEPs that expire within the next month
  - Number of IEP students involved in disciplinary actions, and the number and nature of incidents for each
  - Number of times a physical restraint was necessary, and the circumstances surrounding it
- Include other items in the monthly report as requested by the HA or the Chair of the Special Education Committee.

## Testing Coordinator

Supervisor: The Testing Coordinator will report to the Student Services Team Lead.

The Testing Coordinator is expected to:

- Coordinate well in advance with the IT staff regarding standardized testing dates and technology needs
- Communicate testing dates well in advance
  - SAT/ACT/AP test deadlines, dates, and other details should be communicated to students and parents multiple times
  - Include all relevant details, including date/time/location, what to bring, how to prepare, impact on the school.

- Coordinate with the Upper and Lower School Team Leads regarding suspension of homework and other activities during testing.
- Oversee the school's testing accounts
  - Ensure that testing accounts are current and maintained, using @theFTCCS.com addresses to register the accounts.
  - Ensure that all passwords for on-line testing accounts/services are recorded with the Office Team Lead.
- Work with the Business Manager to procure test material.
- Prepare materials for testing.
- Configure and test IT systems prior to testing.
- Communicate testing results to HA.

## School Security Personnel (Armed)

Supervisor: The School Security Personnel will report to the Head Administrator. The Armed SSP must meet all minimum qualifications to obtain and maintain this position as outlined in the School Security Personnel Policy listed on the school website.

The School Resource Officer is expected to:

- Oversee school Safety
  - Interact positively with the school community
    - Be even tempered
    - Maintain a patient attitude when talking with students and families
    - Intercept and mediate arguments and fights
    - Interact well with children and adolescents
    - Deescalate stressful situations
  - Be first line of defense in emergency situations
    - Protect students and staff
    - Communicate any and all safety concerns to administration and law enforcement as necessary
    - View videos and security monitors
    - Monitor school grounds for strangers or suspicious activity
    - Assist the school nurse in medical emergencies as needed
  - Be aware of and oversee the implementation of the current FTCCS Safety Policy
  - Be aware of changes to state requirements regarding safety
  - Work with the Head Administrator to make recommendations for policy changes with regard to safety to the GC's Policy Committee.
  - Coordinate with the Office Team Lead, Lower School Team Leads, Upper School Team Lead, and Student Services Director to plan and oversee the scheduling and execution of safety drills
  - After each safety drill, write up a report to be delivered to the Head Administrator within three school days, containing at least the following information:
    - Date, time, and type of drill
    - Observations on the execution of the drill
    - Improvements or regressions since the last drill
    - Recommendations for changes to improve the outcome of the drill
- Regularly monitor the condition of external doors, making sure all doors are closed and locked during the school day.
  - Report any unsafe conditions to the Maintenance and Custodial Lead

- Regularly monitor and patrol hallways during the school day and be a positive presence to students and staff by exemplifying the pillars of character.
- Regularly monitor and patrol school parking lots, fire lanes, sidewalks, playgrounds, and communicate any irregularities to administration.
- Open and close chains across fire lane to accommodate drop-off and pick-up while maintaining a closed campus during all other times.
- Monitor drop-off and pick-up; interact positively with families and students
- Communicate directly with law enforcement or emergency personnel during emergency situations.
- Escort students to vehicles or to the parking lot if students are checked-out outside of pick-up time or if they need to go to the parking lot for any reason outside of pick-up or drop-off time.

## Health Office

Supervisor: The Health Office staff shall report to the Head Administrator.

The Health Office is vital to the safety and health of students at FTCCS. At time of distress, having a polite, helpful bedside manner is important.

The Health Office staff is expected to:

- Be familiar with and follow the New Mexico Health Manual and FTCCS policies.
- Develop, adapt, or locate necessary forms for health office related activities.
- Keep hours from 7:45am – 3:45pm so that parents can talk with the health office staff about any concerns or questions.
- Keep a supply of PE clothing and uniform clothing available for non-dress code-compliant students to change into.
- Help younger students clean themselves up in the event of accidents.
- Provide a monthly report on the Friday prior to the GC meeting each month to the Head Administrator, containing at a minimum:
  - Number and type of injuries
  - Detailed report in any case where a student was taken directly to a hospital, or an ambulance was called
  - Any other issues of concern

## Facilities/Maintenance Lead

Supervisor: The Facilities/Maintenance Lead shall report to the Head Administrator.

The Facilities shall be expected to:

Supervise the various custodian staff

- Ensure that each staff member on the custodial teams knows their job function, where they fit in the organizational chart, and what their job expectations are.

Coordinate janitorial services (e.g., sweeping, trash, waxing of floors) to minimize disruption of other school activities, including:

- Registration
- Back-to-school events
- Enrollment Information Sessions, Lotteries, and New Student Orientation

Coordinate with the Office Team Lead to ensure that proper janitorial services are provided during summer-time school activities, such as summer school, teacher training, registration, information sessions, etc.

- Custodial activities often require weekend, holiday, evening, or summer hours in order to minimize the impact on the operations of the school.
- Budgeting
  - Coordinate with the Business Manager to produce a prioritized list and associated recommended budget request for facilities maintenance and repair.
  - Oversee the existing facilities maintenance and repairs budget, prioritizing and arranging for repairs within the existing budget.
- Routine maintenance and cleaning
  - Ensure that the facilities are in good repair.
  - Replace the air filters on the air conditioners twice a year, in Apr and Oct.
  - Replace light bulbs as needed.
  - Ensure that the trash is removed from classrooms daily.
  - Ensure that the floors are swept and mopped daily.
  - Ensure that restrooms are kept clean and supplies replenished daily.
  - Coordinate with the FTCCS Foundation regarding structural building repairs as needed.
  - Coordinate with the Office Team, Upper School, and Lower School Team Leads on any custodial activity (such as sweeping, mopping, or waxing the floors) to minimize impact the other operations of the school (such as registration or after-school enrollment activities).
  - Coordinate with the Enrollment & Outreach Committee to schedule custodial activities to minimize disruption to after-school information sessions, parents meetings, GC meetings, and the like.
- Thermostats
  - Ensure that all thermostats are programmed properly, in both cool and heat mode, for appropriate temperatures during the school day, and to save energy on weekends (cool to 85F, heat to 60F).
  - During holidays lasting a week or longer, set a temporary “hold” on the thermostats for energy saving mode (cool to 85F, heat to 60F).
  - During the summer, reprogram the thermostats (not a temporary “hold” mode) in all classrooms but the office for energy saving mode (cool to 85F, heat to 60F). Check settings again after summer school, if necessary.
- Major repairs
  - Monitor facilities for early signs of possible major repairs,
  - Bring potential major repairs to the attention of the HA and FTCCS Foundation immediately.
  - Within 30 days of noticing the early signs of possible major repairs, investigate the issue and deliver a preliminary written report to the HA.
  - Develop a plan for the major repairs, including investigations, inspections, price quotes, schedules, and projected budgets.
  - Once a major repairs plan is approved and funded, oversee contractors or other service providers in performing the repairs. Such oversight may include weekends, holidays, evenings, or summer hours to minimize the impact on the operations of the school.
- Safety
  - Ensure that fire extinguishers are checked each semester.
  - Monitor facilities for other safety issues.

## **MLSS Data and Communication Liaison**



Supervisor: The MLSS Data and Communication Liaison reports to the Assistant Head Administrator and sends reports to Head Administrator.

Oversee student progress (academic)

- Monitor student deficiency issues according to policy, including providing data reports on at least a monthly basis to the HA for presentation at monthly GC meetings.
- Interface as needed with the Student Services Team Lead regarding student accommodations, interventions, 504 or IEP referrals.
- Communicate with teachers of struggling students to track accurate data, make sure parental communication is being made regarding academic struggles, and confirm CIP and SAT plans are created and followed-up with as needed.
- As a member of the MLSS team, coordinate with SAT chairs, interventionists, and Student Services Director to assure struggling students receive adequate interventions, including during school and after school tutoring, and routine progress monitoring.

Oversee student progress (attendance)

- Confirm with receptionist daily excusals of absences and tardies
- Oversee truancy process, as described in the Attendance Policy
- Monitor attendance in accordance with the Attendance for Success Act in order to provide reports upon request of students in different attendance classifications
- Ensure that attendance records are proactively monitored for possible truancy issues
- Contact parents regarding truancy, sending letters, making phone calls, scheduling meetings, etc., as required.
  - Check on students and follow up with students who are absent for multiple days in a row or who have missed an alarming number of days; document conversations and reasons for absences.
- Document all communication with teachers, parents, students about truancy
- Follow steps in Attendance for Success Act to document and send home required documentation of school attendance requirements

Oversee deficiencies and retentions

- Monitor grades and communicate with teachers and administration to produce a deficiency list prior to the end of Q2, as described in the Academic Policy.
  - Send deficiency letters to the parents/guardians of each student on the deficiency list. Provide a copy of each of these letters and provide to registrar to be placed in student file.
- Communicate the deficiency list to the HA and the Enrollment & Outreach Committee.
- Follow up with teachers and the Lower and Upper School Teams regarding deficiencies prior to the Sibling Enrollment in the spring, communicating the results to the HA and the Enrollment & Outreach Committee.
- Produce and distribute retention letters prior to the end of Q4. Provide a copy of each of these letters and provide to registrar to be placed in student file.
  - Schedule retention meetings with parents, MLSS team, and a member of administration to be held prior to the end of Q4.

McKenny Vento Liaison

- Attend trainings regarding McKenny Vento
- Survey families about McKenny Vento needs
- Work with outreach within the community to maintain backpack program and lunch providers for students unable to provide lunches
- Work with outreach within the community to maintain carpooling for students who need transportation to and from school

- Maintain accurate McKenny Vento and Homeless student counts
  - Provide report the Friday prior the GC meeting to the HA

## IT/Asset Manager

Supervisor: IT/Asset Manager reports to the Office Team Lead.

- Maintain and update the school website as needed

Update the school Facebook page with positive photos and messages on, at least, a weekly basis.

- Include important updates on the school Facebook page and website.

Oversee and approve all school communications to the FTCCS community as a whole, including newsletters and flyers, to check for format, grammar, stylistic, and consistency issues.

- Ensure all communications about special events or student government events where students will be out of school uniform include a comment to specify modesty in dress code.

Oversee the school's on-line accounts

- Compile and maintain a list of all school accounts (including on-line class vendors, standardized testing, business management software, IT services, – *everything*)
- Ensure that all school accounts are registered using specified school addresses, not personal or old accounts (e.g., name.FTCCS@gmail.com).
- Ensure that *all* passwords for *all* school accounts are recorded and maintained in a file accessible to office staff who may need it, i.e., Office Team Lead, Student Success Advisor, Assistant Head Administrator, Head Administrator
- Coordinate with the Office Team to create and suspend staff accounts, maintain group mailing lists for the school, etc.
- Communicate technology rules using a variety of means, including posting in the lab, placing in the student handbook, posting on the website.

## Curriculum Chair Assistant

Supervisor: Reports to the Curriculum Chair Teacher who facilitates conversations about curriculum with the AED, HA, and Curriculum Committee. Written reports from the Curriculum Chair Assistant will be submitted to the Curriculum Chair Teacher with a summary report submitted to the HA at least monthly.

- Be familiar with the GC's approved curriculum and Academic Policy.
- Be familiar with FTCCS's GC's approved Literature list
- Be familiar with New Mexico State Standards
- Observe each FTCCS teacher at least weekly to take note of what is being taught and the materials and activities taking place. Compare lessons observed with planbook.com information for that day, class syllabi, weekly newsletters sent to parents for that week, upcoming assessments, and curriculum guides. -Submit written report of this information to the HA monthly.
- Monitor the use of curriculum of the teachers in the lower school grades, notifying the Curriculum Chair of any observed deviations, or with questions regarding curriculum
- Work with Team Leads and teachers to ensure that only approved materials are being used in the classrooms.
- Monitor the use of Planbook.com and check coordination of lesson plans on Planbook.com with what is being taught within the classroom.

- Monitor previous and upcoming assessments in all classes.
- Work with teachers and Team Leads to collate classroom materials needs and priorities for input to the Business Manager and Finance Committee to inform future purchasing decisions.
- Develop and document a draft plan for math. This plan must be consistent with any policy guidance from the GC and shall be submitted to the Curriculum Committee for approval by 1 July prior to the start of a given school year. This plan should include what placement test will be given to students, when it will be given, how the results will be used, how many weeks of review will happen each year, and when students will be moved to their proper ability group. This plan will be communicated to teachers and Grammar School Team Leads to ensure placement tests are given and data is collected in a timely manner.

#### Oversee Homework

- Work with the subject-area lead teachers (history, English, math, science) to ensure that each class is assigning an appropriate amount of homework.
- At least twice a semester, work with the subject-area lead teachers to assess student's homework load, producing a report for delivery to the HA by the 1<sup>st</sup> of Oct, Dec, Feb, and Apr.

#### Homework oversight

- Work with the grammar school teachers to ensure that each Grade Level is assigning an appropriate amount of homework
- Work with the grammar school teachers to develop a written plan for assessing the amount of time actually being spent by students on homework.
- At least twice a semester, work with the grammar school Lead teachers to assess student's homework load, producing a report for delivery to the HA by the 1<sup>st</sup> of Oct, Dec, Feb, and Apr.

## Interventionist

Set up and monitor Lexia, Istation, and Esingapore accounts for both students and teachers.

Analyze data to monitor usage and effectiveness.

Use data to determine possible intervention needs.

Schedule students with IEPs for intervention to meet their required time.

Coordinate technology resources with student services and general education.

Provide checkout system for laptops, ipads, headphones, chargers, mouse control, cpens, projector, document camera, speakers, voice amplifiers, books, and written materials.

Manage the Special Education library materials and track usage and location of items in use.

Coordinate intervention resources with student services and general education. Resources include math manipulatives, reading materials, items for reading and math intervention, science materials, materials to support teachers with Riggs, writing instruction, math techniques, disability information, dyslexia colored overlays, and handwriting materials.

Provide 30 minutes of intervention for each grade level K-6 each day for students. These interventions can be in the classroom but are usually done in a small group in the intervention room. Intervention lessons are delivered based on needs identified by screeners like Lexia, EasyCBM, Istation, Esingapore placement tests, or IEP or SAT plans.

Monitor needs, provide instruction, collect data, and evaluate improvements for students.

Attend IEP/SAT/MLSS meetings as requested to provide data, insight, or to understand the needs of students.

## **MLSS/SAT Chair**

Monitor the grades for all students in all classes 7-12 at least once per progress report.  
Students with Ds or Fs are recorded, and their teachers are emailed to have them write MLSS plans or to give an update on the student and their performance.  
Attend parent teacher conference meetings at the request of teachers, students, or their families.  
Work with teachers to create individual MLSS plans for struggling students.  
Set up MLSS parent meetings when students are struggling in multiple classes.  
Monitor for possible retention risks.  
Collect attendance and grade data from the front office to see if attendance might be impacting grades.  
Email teachers with reminders to update MLSS plans or to offer assistance to create effective plans.  
Monitor MLSS plans and data collection by teachers.  
Provide baseline testing for students suspected of being behind.  
Create accounts, train students and teachers on Otter.ai and monitor effectiveness to support students.  
Get reports from k-3 and 4-6 MLSS/SAT chairs biweekly before the biweekly MLSS/SAT meeting. I also consult with the health office if there are student concerns or needs.  
Meet biweekly with administration to discuss student concerns and to address current student needs.  
Manage all aspects of SAT plans including teacher communication, baseline testing, SAT meeting invitations, writing of SAT plans, providing parents with prior written notice and formal invitations to SAT meetings.  
Make sure that all documents are prepared appropriately, and I make sure all signatures are gathered for the legal documentation. Copies of the plans are distributed to families, and teachers to make sure the student has the support needed to be successful.  
Maintain all MLSS/SAT documents in an organized and secured cabinet.  
Provide staff training during in-service days to help teachers to understand the importance of MLSS and SAT plans and how to do the various steps required.  
Meet with individual teachers regularly to help with finding the right interventions for students.  
Work as a student advocate and provide an opportunity for students to ask for help and connect them with resources that are available in our school and our community.  
Provide empathy and understanding which facilitates a sense of trust which creates opportunities to help students.  
Work with the front office to manage schedule changes that are needed for students including stadium changes for struggling students.  
Help with monitoring the needs for summer school classes and help support students and staff with needs during summer school.  
Monitor and teach classes for students in special situations.  
Provide monthly data reports for the Governing Council.  
Work with school and community members to address student and family needs and plan for the future.

## **504/Gifted/ELL Coordinator**

Develop program objectives and enrichment activities for small groups and individuals in the gifted program. Serve as a resource person in gifted education for all staff. Write IEPs and document student progress on a quarterly basis. Communicate with students, parents, regular classroom teachers, and administrators through conferences and other means to discuss student progress and interpret the gifted program. Write 504s, conduct 504 meetings, and maintain required 504 documentation. Verify

that sheltered instruction is being provided to EL students according to state requirements. Maintain an accurate list of current EL students based on ACCESS and WIDA scores. Provide EL support as necessary.

## **Student Services Educational Assistants**

- Provide assistance to students performing a variety of tasks relating to the physical and instructional needs of special education students in both the general education and special education setting.
- Assists in the implementation of instructional programs, including academic, self-help and behavior management as outlined in the student's IEP.
- Collect data for IEP goals.
- Have knowledge of the IEP goals and accommodations for the students they work with.
- Exercises good judgment and initiative when dealing with students, staff, and the public. (?)
- Is able to identify sensitive information and maintain confidentiality.
- Provide support and accommodations for special education students as outlined in their IEPs.
- Working with special education students may include lifting, feeding, changing and other services.
- Performs related duties as required or assigned.
- Must be able to be flexible and adjust to schedule changes.
- Be prompt. If meeting a parent/student for drop off be early.
- Follow all FTCCS dress codes, rules and regulations.

**Educational Assistants** (Note: The job descriptions for educational assistants will contain the same basic responsibilities but at a level set to assist the teacher in that classroom.) These job descriptions will be developed by the Head Administrator and the Teachers when they are hired.

**Custodians** (This will be a contract position)







**NEW MEXICO ASSOCIATION OF REALTORS® – 2023  
BUYER BROKER AGREEMENT**



**PART II – OTHER REQUIRED DISCLOSURES**  
*Broker shall update these and all other required disclosures as needed.*

1.  **TRANSACTION COORDINATOR (“TC”).** Broker(s) has engaged the services of a TC who will be assisting the broker in the processing of the real estate transaction. The TC services may include, but not be limited to, the following: gathering necessary information and paperwork for and from buyers and sellers, overseeing and organizing contractual deadlines, communicating and coordinating with lenders, title companies, inspectors, other brokers in the transaction and the parties to the contract to facilitate the closing of the real estate transaction, and assembling the final real estate transaction file for closing.  
Name of Transaction Coordinator: \_\_\_\_\_

**BROKER DUTIES OWED BY TC:** TCs who have no interaction with the Broker’s Customer or Client and/or other parties or brokers involved in the transaction, owe Broker Duties 1-5 in Section A on Cover Page I. TCs who work directly with the Broker’s Customer or Client and/or other parties or brokers in the transaction, owe Broker Duties 1-5 of Section A on Cover Page I and Broker Duties 5 and 7 of Section B on Cover Page I.

2.  **CONFLICT OF INTEREST/MATERIAL INTEREST.** Broker has a material interest or relationship of a business, personal, or family nature in the transaction relationship. Describe that material interest or relationship:  
I have a business relationship with Rachel Matthew Development (RMD). If you choose to contract with RMD, I may receive a fee from the developer.

**BUYER(S)**

Christy Kershner 3/17/23 8:00 am  
Buyer First Things First Classical Charter School Date Time Buyer Date Time

Check if applicable:

- Buyer is a New Mexico real estate Broker?  
 Buyer is a party to another Buyer-Broker Agreement?

Check if applicable:

- Buyer is a New Mexico real estate Broker?  
 Buyer is a party to another Buyer-Broker Agreement?

**BUYER'S BROKER**

Dove Property Advisors, LLC

Buyer's Brokerage Firm

Constance Dove Castilleja

Broker (Print Name)

Signature

Broker  is  is not a REALTOR®

3/14/23 1:30 pm  
Date Time



## NEW MEXICO ASSOCIATION OF REALTORS® – 2023 BUYER BROKER AGREEMENT

1. **BROKERAGE RELATIONSHIP.** The undersigned Brokerage and First Things First Classical Charter School ("Buyer") agree that Broker is providing services to Buyer as a Transaction Broker without creating an agency relationship. It is the parties' intention to minimize the likelihood that Buyer will be held liable for the acts and omissions of the Broker and to eliminate the possibility that Broker is held liable to Buyer under agency law. The term "Buyer" also includes Buyer as Tenant in the event this serves as a Tenant-Broker Agreement, as indicated in Paragraph 2.

2. **BUYER COMMITMENT.**  PURCHASE  LEASE. "Purchase" includes buying, exchanging, or otherwise creating a right to acquire any interest in property described in this Paragraph. If "Lease" is selected, Broker will serve as a Tenant Broker under same conditions as set forth in Paragraph 1. If Broker is serving as a Tenant Broker, the term "Purchase" also includes leasing or entering into an agreement or option to lease.

A.  **ALL INCLUSIVE COMMITMENT (COVERING ANY AND ALL PROPERTIES).** Buyer grants to the undersigned Brokerage the exclusive right to assist Buyer in locating and in the Purchase of real property generally described below, or any other real property which is acceptable to Buyer. **Buyer will not work with any other real estate broker or without broker to view, negotiate, or Purchase any type of property described in this Paragraph.**

i. **General Location:**

Rio Rancho, NM

ii. **Type:** Check all applicable

RESIDENTIAL

COMMERCIAL

VACANT LAND

FARM AND RANCH

OTHER Charter School Development

B.  **LIMITED COMMITMENT (SPECIFIC IDENTIFIED PROPERTIES).** Buyer grants to the undersigned Brokerage the right to assist Buyer exclusively, but only with respect to the Purchase of the Property described below. Describe property fully and completely below. Buyer will not work with any other real estate broker or without Broker to view, negotiate, or Purchase any of the Properties described in this Paragraph, but Buyer may work with any other real estate Broker or without Broker to locate, view, negotiate, or Purchase any property not described in this Paragraph.

i.

Address (Street, City, State, Zip Code)

Legal Description

or see metes and bounds description attached as Exhibit \_\_\_\_\_, \_\_\_\_\_ County, New Mexico.

ii.

Address (Street, City, State, Zip Code)

Legal Description

or see metes and bounds description attached as Exhibit \_\_\_\_\_, \_\_\_\_\_ County, New Mexico.

3. **TERM.** The term of this Agreement will begin on, March 21 2023 and terminate at 11:59 p.m. Mountain Time on, August 31 2024, or if a property is under contract or the Buyer is negotiating the Purchase of Property as defined in Paragraph 2 on the date the Agreement would otherwise terminate, the term will automatically be extended through closing or other final disposition of that property. The word "Term" will include all extensions.

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**NEW MEXICO ASSOCIATION OF REALTORS® – 2023  
BUYER BROKER AGREEMENT**



7. **COMPENSATION EARNED AND DUE.** Unless otherwise provided in Paragraph 6 - No. "A", Buyer owes Broker compensation upon the occurrence of any of the following:
- A. Buyer or any other person acting on behalf of Buyer enters into an agreement to Purchase or does Purchase any property subject to this Agreement during the term of this Agreement, whether or not Buyer sought the assistance of Broker. If any such transaction fails to close because of a default by Seller, compensation otherwise due will be waived; if because of a default by Buyer, compensation due under this Agreement will not be waived.
  - B. Within 180 days after termination of this Agreement, if Buyer or anyone acting on behalf of Buyer acquires any real property subject to this Agreement which Broker submitted to Buyer during the term of this Agreement. However, this provision will not apply if Buyer enters into another exclusive agreement with another licensed real estate Broker covering the same property or type of property covered by this Agreement.
8. **COMPENSATION FOR LEASE.** If Buyer enters into an agreement to lease property or does lease any property subject to this Agreement during the term of this Agreement, then Buyer agrees to compensate Broker  \$ \_\_\_\_\_ plus applicable NM Gross Receipts Tax or  6 % of lease rate for duration of lease and any extensions or options whether or not Buyer sought the assistance of Broker. If any such transaction fails to materialize due to default by Owner/Landlord, compensation otherwise due will be waived; if because of a default by Buyer/Tenant, compensation due under this Agreement will not be waived.
9. **VALUE ESTIMATES FOUND ON VARIOUS WEBSITES.** MLSs syndicate property listings to public-facing websites, such as Zillow, Trulia and Realtor.com. Some of these public-facing websites offer opinions of the value or projected sales price of the property. **BUYERS SHOULD BE AWARE THAT THESE ESTIMATES ARE OFTEN INACCURATE AND SHOULD NOT BE CONSIDERED THE ACTUAL VALUE OF THE PROPERTY IN QUESTION.**
10. **OTHER POTENTIAL BUYERS.** Buyer acknowledges that Broker may make known to other buyer clients or customers the same or similar properties as Buyer is seeking to acquire and Buyer consents to this activity of Broker.
11. **NON-DISCRIMINATION.**
- A. **RESIDENTIAL:** Buyer understands that federal housing laws, the New Mexico Human Rights Act, and the New Mexico Real Estate Commission Regulations prohibit discrimination in the sale, rental, appraisal, financing, or advertising of housing or other property on the basis of race, age, color, religion, sex, sexual orientation, gender identity, familial status, spousal affiliation, physical or mental handicap, national origin, or ancestry.
  - B. **COMMERCIAL:** Seller understands that the New Mexico Human Rights Act prohibits discrimination in the sale or lease of any real property on the basis of race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, physical or mental handicap or spousal affiliation.
12. **EXPERT ASSISTANCE.** Broker advises Buyer to obtain expert assistance regarding legal, tax, and accounting matters or matters relating to zoning, surveying, inspections, construction, hazardous materials, engineering, or other matters which are not within the expertise of Broker. Broker shall have no liability with respect to such matters.
13. **CONSENT TO THE ELECTRONIC TRANSMISSION OF DOCUMENTS AND TO THE USE OF ELECTRONIC SIGNATURES.** The parties  do  do not consent to conduct any business related to and/or required under this Agreement by electronic means, including, but not limited to the receipt of electronic records and the use of electronic signatures. Subject to applicable law, electronic signatures shall have the same legal validity and effect as original hand-written signatures. Nothing herein prohibits the parties from conducting business by non-electronic means. If a party has consented to receive records electronically and/or to the use of electronic signatures, that party may withdraw consent at any point in the transaction by delivering written notice to the other party.
14. **SERVICE PROVIDER RECOMMENDATIONS.** If Broker(s) recommends a builder, contractor, escrow company, title company, pest control service, appraiser, lender, property inspection company or property warranty company or any other person or entity to Buyer for any purpose, such recommendation shall be independently investigated and evaluated by Buyer, who hereby acknowledges that any decision to enter into any contractual arrangement with any such person or entity recommended by Broker shall be based solely upon such independent investigation and evaluation.
15. **MEDIATION.** If a dispute arises between the parties relating to this Agreement, the parties agree to submit the dispute to mediation. The parties will jointly appoint a mediator and will share equally the costs of the mediation. If a mediator cannot be agreed on or mediation is unsuccessful, the parties may enforce their rights and obligations under this Agreement in any manner provided by New Mexico law.





**NEW MEXICO ASSOCIATION OF REALTORS® – 2023  
BUYER BROKER AGREEMENT**



- 16. GOVERNING LAW AND VENUE.** This Agreement is to be construed in accordance with and governed by the internal laws of the State of New Mexico without giving effect to any choice of law rule that would cause the application of the laws of any jurisdiction other than the internal laws of the State of New Mexico to the rights and duties of the parties. Each party hereby irrevocably consents to the jurisdiction and venue of the state and federal courts located in the county in which the Brokerage is located in connection with any claim, action, suit, or proceeding relating to this Agreement and agrees that all suits or proceedings relating to this Agreement shall be brought only in such courts.
- 17. FOREIGN SELLERS.** The disposition of a U.S. Real Property interest by a Foreign Person is subject to the Foreign Investment in Real Property Tax Act of 1980 (FIRPTA) income tax withholding. FIRPTA applies if the Seller is a Foreign Person, Foreign Corporation or Partnership, or non-resident Alien, unless BOTH the purchase price \$300,000 or less AND Buyer intends to use the Property as Buyer's primary residence. Federal law requires that if Seller is a Foreign Person, then Buyer must withhold ten percent (10%) of the amount realized from the sale of the Property and remit it to the Internal Revenue Service (IRS) within twenty (20) days of Closing unless the Seller provides written confirmation from the IRS that Seller is not subject to withholding. Generally speaking, the "amount realized" is the sales/purchase price of the Real Estate. If Seller is Non-Foreign, the Seller must provide proof of Non-Foreign Status by fully executing the Affidavit of Non-Foreign Seller (NMAR Form 2303) and delivering it to either the Buyer or to a Qualified Substitute. Under FIRPTA, if Seller is a Foreign Person and Buyer fails to withhold taxes, the Buyer may be held liable for the tax, in addition to other fines and penalties and the Buyer's Broker may be fined up to the amount of this commission. (See NMAR Form 2304 - Information Sheet - FIRPTA).
- 18. FARMS AND RANCHES.** The Agricultural Foreign Investment Disclosure Act (AFIDA) requires disclosure of a transfer of interest in certain agricultural land (including farms and ranches) to or from a foreign person to the Agricultural Stabilization and Conservation Service within 90 days of the transaction, on a form provided by the ASCS. AFIDA does not apply to agricultural land if in the aggregate it is not more than 10 acres and if the gross annual receipts from sale of farm, ranch, farming or timber products do not exceed \$1000.00. A "foreign person" is certain foreign corporations or a person who is not a citizen of the U.S. or certain of its possessions, who is not a permanent resident and who is not paroled into the U.S. Buyer is  is not  a foreign person as defined in this paragraph.
- 19. ATTORNEY FEES.** If either party uses the services of an attorney to enforce the party's rights or the other's obligations under this Agreement, the damages will include attorneys' fees and costs. Time is of the essence of this Agreement.
- 20. ENTIRE AGREEMENT.** This Agreement contains the entire Agreement between the parties relating to the subject matter and supersedes any previous agreements, arrangements, undertakings or proposals, oral or written. This Agreement may be varied only by a document signed by both parties.
- 21. FORCE MAJEURE.** Neither party shall be liable for delay or failure to perform any obligation under this Agreement if the delay or failure is caused by any circumstance beyond their reasonable control, including but not limited to, acts of God, war, civil unrest or industrial action.
- 22. SEVERANCE.** If any provision of this Agreement is held invalid, illegal or unenforceable for any reason by any court of competent jurisdiction, such provision shall be severed and the remainder of the provisions hereof shall continue in full force and effect as if this Agreement had been agreed with the invalid illegal or unenforceable provision eliminated.
- 23. ADDITIONAL TERMS.**  
Buyer broker commissions are traditionally paid by the Seller or the Listing Broker. If Buyer agrees to pay commissions, they will not exceed \$60,000 to comply with public school procurement requirements.

*The New Mexico Association of REALTORS® and the local board or association of REALTORS® do not fix, control, recommend, suggest, or maintain compensation rates for services to be rendered by members, nor the division of Broker's compensation between Broker and cooperating Brokers in a transaction. The amount of compensation and the terms of this Agreement are not prescribed by law and are subject to negotiation.*

Agency Addendum is attached to this Agreement:  Yes  No



NEW MEXICO ASSOCIATION OF REALTORS® – 2023  
BUYER BROKER AGREEMENT



**⚠ ATTENTION BUYERS AND SELLERS: WIRE FRAUD ALERT ⚠**

- Criminals are hacking email accounts of real estate Brokers, title companies, settlement attorneys and others, resulting in fraudulent wire instructions being used to divert funds to the account of the criminal.
- The emails look legitimate, but they are not.
- Buyer and Seller are advised not to wire any funds without personally speaking with the intended recipient of the wire to confirm the routing number and the account number.
- Buyer and Seller should NOT send personal information such as social security numbers, bank account numbers and credit card numbers except through secured email or personal delivery to the intended recipient.

**BUYER(S)**

*[Handwritten Signature]*

Buyer Signature

First Things First Classical Charter School

Printed Name

3/17/23 8:00 am

Date

Time

Buyer Signature

Printed Name

Date

Time

**BUYER'S BROKER**

*[Handwritten Signature]*

Broker Signature

Constance Dove Castilleja

Printed Name

3/14/23 1:33 pm

Date

Time

Broker Signature

Printed Name

Date

Time

**thepowrr@hotmail.com**

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**From:** Mike Vigil II <mike@vigilgroup.net>  
**Sent:** Wednesday, September 21, 2022 12:16 PM  
**To:** Chris Kershner  
**Cc:** David Stoliker; David Mueller; Stacy Moses; Gloria Salazar; Tara Beam  
**Subject:** Engagement with First Things Classical

Good Afternoon,

As suggested in previous meetings, this email serves to initiate an engagement with the founding board members of First Things Classical to provide services necessary to assist in all things related to finance, budget and accounting with respect to the school's application to become authorized as a charter school under the Public Education Commission. This engagement is on an as needed basis and comes with no terms monetary or otherwise. The anticipation of The Vigil Group is to have a continued relationship with First Things Classical upon approval of the application.

Feel free to contact me with any questions or concerns. Thank you for your consideration.

Mike Vigil II, MBA, CGFM, SFO  
President



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(Direct) 505-938-7702  
(Cell) 505-977-5841  
(Main) 505-938-7700  
(Fax) 505-903-6428





Martica Casias | Executive Director  
Ryan Parks | Deputy Director

(505) 843-6272  
<https://www.nmpsfa.org/>

April 3, 2023

Chris Kershner, Founding Board President  
First Things Classical Charter School  
Via email (ckershner@ftccs.org)

Dear President Kershner:

The New Mexico Public School Facilities Authority (PSFA) has received and reviewed the Facilities Master Plan/Educational Specifications 2023-2028 (FMP/Ed Specs) for First Things Classical Charter School (FTCCS). The FMP/Ed Specs guide you in the planning and/or selection of a facility to ensure that it adequately accommodates your educational program and supports your method of instruction. Based upon our review, PSFA is pleased to announce that the FMP/Ed Specs meet our requirements for applicant charter schools and approves the plan. Your next step is to include your FMP/Ed Specs along with this letter in your charter school application to the New Mexico Public Education Commission (PEC).

In reviewing the FTCCS FMP/Ed Specs, PSFA understands:

- FTCCS seeks a location in Rio Rancho, New Mexico
- The school will initially serve students in grades K-6<sup>th</sup>, with grade level expansion occurring each year until the school serves K-12 students.
- Initially, the school will provide two classes per K-6<sup>th</sup> grade levels for an initial enrollment of 280 students.
- The school will eventually serve 520 students, which it hopes to reach in its seventh year of instruction.
- The school has initiated the search for a suitable facility and has entered into a Buyer Broker Agreement with Dove Property Advisor's, LLC to assist with the search.
- As part of its planning, the school has engaged the Vigil Group to assist with a five-year budget based on its proposed student enrollment.
- As part of the budgeting process, the school has examined a scenario where it only incorporates 50% of its enrollment goal.
- If approved, the school will lease its initial facility with the goal of being in a permanent facility by year 6.
- The FMP shows three potential buildings in Rio Rancho with benefits, constraints, and next steps to moving into the facilities outlined (page 11). The plan includes detailed description of these buildings as part of the exhibits.
- In addition to general education classrooms, the initial facility should be able to accommodate support space for Counseling, OT/PT, staff offices, and student health.
- Initially, the school will ask students to bring their lunches and does not anticipate on-site or delivered food services.

- The school is also considering a multipurpose space, special education rooms, technology, custodial, and restrooms (page 14).
- Beyond the five year planning period, the school will consider a kitchen/cafeteria, gym, media center, art studio, and/or theater. The school will explore these spaces once it expands to its full K-12 enrollment and obtains its permanent facility.
- The school will explore SB-9, SEG, and ERATE funding for maintenance, security, capital, and technology/broadband needs.

If you are a successful applicant, please let PSFA know so we can update our database. In addition, if you are successful, this FMP/Ed Specs becomes the school's master plan over the next five years. Please do not hesitate to reach out if you have any questions or desire additional information.

Sincerely,



John Valdez, AICP, Facilities Master Planner

C: David Mueller, Founding Board Member, First Things Classical Charter School  
David Stoliker, Founding Board Member, First Things Classical Charter School  
Amy Smith, Programs Analyst, PSFA  
Alyce Ramos, Programs Manager, PSFA  
Larry Tillotson, Maintenance and Operations Manager, PSFA

**First Things Classical Charter School**  
**Facilities Master Plan**  
**March 30, 2023**

I. **First Things Classical Charter School (FTCCS) Overview:**

The FTCCS will be located in the Rio Rancho area and offer a classical liberal arts education to students K-6 in its initial year. Expanding one grade each year until it serves K-12, FTCCS will be a state-authorized public charter school with student selection determined by lottery. Student education will include instruction in Latin, fine arts, and the classics. Initially, space will be leased for FTCCS until a permanent facility can be constructed. The following information is intended to show that we meet or exceed all PED requirements for FTCCS. (Note: The “*State-Chartered Charter School Facilities Master Plan/Educational Specifications Scope of Work Checklist*” was used in preparing this submittal.)

- a. **Identify year of initial charter, first year of operation (planning year)** - FTCCS submitted its Notice of Intent in January 2023 and will be submitting its application in June 2023 for school to start in the Fall of 2024.
- b. **Identify charter school enrollment cap per school’s charter** - FTCCS is planning on starting the school with grades K – 6 with two classes per grade and 20 students per class: and adding one grade each year for the first five years, as shown in the table below:

<u>Grade</u>	<u># Classes</u>	<u># Students/Class</u>
K	2	20
First	2	20
Second	2	20
Third	2	20
Fourth	2	20
Fifth	2	20
Sixth	2	20

Total enrollment in Year 1 is expected to be 280 students.

- c. Adding one grade each year for the first five years, FTCCS will ultimately serve 520 students when all grade levels are implemented in Year 7. The five-year grade expansion goals are:



<u>Year</u>	<u>Grades</u>
1	K-6
2	K-7
3	K-8
4	K-9
5	K-10

Each additional grade will have two classes per grade and twenty students per class. The total enrollment in Years 2 through 5 are:

- i. Year 2 – 320 (8 grades x 2 classes/grade x 20 students/class)
  - ii. Year 3 – 360 (9 grades x 20 students/class x 20 students/class)
  - iii. Year 4 – 400 (10 grades x 20 students/class x 20 students/class)
  - iv. Year 5 – 440 (11 grades x 20 students/class x 20 students/class)
  - v. Ultimate build out in Year 7 will be K-12 with 520 students.
  - vi. Each class will have one teacher and one teaching assistant resulting in a teacher to student ratio of 1:20.
  - vii. We are also looking at a possible 50% reduced student attendance should we not be able to initially attract all the students that we wish to have attend FTCCS. This would result in an initial student population of 140 students (1 class per grade with 20 students per class). If this occurs, it is still our desire to increase our student population in Years 2 through 5 so that our desired full student population shown above is realized.
- d. **Provide basic facility information** - FTCCS has just started a search for a school site. It is our intention to initially lease a facility for the first five (5) years of operation during which time we will be looking for a permanent location. We will be starting our search for a leased facility in April/May 2023 once the PSFA approves this initial submittal.
- i. FTCCS has entered into an exclusive Buyer Broker Agreement with Constance Dove (Dove Property Advisors, LLC) to assist in our search.
  - ii. All leased facilities will meet or exceed regulatory requirements so that we can demonstrate full compliance with public funding requirements.
  - iii. FTCCS has sought budgeting assistance from The Vigil Group, and they have developed an initial five-year budget for the student population shown above. The Vigil Group has also looked at a student population at 50% of the target so that we can demonstrate that we will be financially capable of operating at a reduced student population.
- e. **Planning Process** - Our Facilities Master Planning process was collaborative including discussions at monthly meetings of the Founding Board, public outreach events, discussions with the Vigil Group and Dove Property Advisors, meetings with elected public officials (e.g., Rio Rancho Mayor Hull) and other community leaders and attendance at the PED Training.

- i. We are currently working on an aggressive public outreach program so that the community is aware of FTCCS and to recruit students that desire a classical education to attend. We have developed brochures and social media platforms to promote FTCCS, and we will continue to work to expand both public and digital presence to our target community.
- ii. FTCCS intends to be located within the boundaries of the Rio Rancho School District which is shown on the map below:



Rio Rancho Public Schools ❖ 500 Laser Rd. NE ❖ Rio Rancho NM 87124 ❖ (505) 896-0667

## **II. Existing and Projected Conditions - Educational Program, Curriculum and Delivery Methods:**

- a.** First Things Classical Charter School (FTCCS) seeks to provide a classical liberal educational opportunity for students in Rio Rancho and the northwest Albuquerque metropolitan area. FTCCS seeks to train the minds and improve the hearts of young people through a rigorous American classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. We are emphatically not an institution of religious or political indoctrination. A classical liberal arts education invokes the key principles that undergird the school's mission, culture, and academic program.
- i.** Many things are beneficial, but not everything can be taught in K-12 education. Because time is limited, First Things will give priority to teaching the most essential knowledge and skills. The school's curriculum is content-rich, balanced, and strong across the four core disciplines of math, science, literature, and history. The fine arts and Latin are also key components of the curriculum.
  - ii.** Cultivating morality is among the primary aims of education. A decent and orderly learning environment precedes real learning. FTCCS will cultivate virtue throughout the curriculum and will maintain a high standard of behavior on campus.
  - iii.** Knowledge builds upon knowledge. FTCCS will teach the basic parts (grammar) of each subject first so that students can understand the way those basic parts relate to one another (logic). This will equip students to effectively express their own ideas about each subject (rhetoric). For example, students must first learn the elements in the periodic table, i.e. the grammar of chemistry, before they can understand mixtures, compounds, and reactions.
  - iv.** Public education inherently serves a civic purpose. FTCCS will have a strong civics curriculum that will equip students to understand America's first principles of government and contribute to their own community.
- b.** The term, "Classical" certainly invokes a particular tone. However, the purpose of FTCCS is to provide an educational opportunity that leans on the teaching of classical literature, art, and sciences, as well as on the history of the United States, and on an appreciation of the individual's responsibility as a citizen and place in improving the community and the country.
- c.** First Things Classical Charter School will provide a tuition-free public education that is of higher quality than most private schools will offer. "Tuition-free" and "public" undermine any pretext of elitism, and our aim is to make education truly rich, valuable, and lovely for anyone who wants it.

**d.** Educational Philosophy

**i.** Based on the premise that human beings are not merely cogs in a machine, but that they have the capacity to know, to think, to feel, and to act, we believe that this capacity is what makes civilized society, community, and government possible. It is, therefore, the responsibility of the society to shape each generation into informed, discerning, and responsible adult members. Schools play a substantial role in this education work, and the guidance native to good schools—in books, art, music, physical exercise, and social interaction—makes them uniquely suited to nurture children from a state of ignorance into being civilized and contributing men and women. Therefore, we invoke a form of education that includes traditional teaching methods that have been part of Western Civilization for over 2500 years.

**ii.** When we turn to the primary sources of the Western Canon, we find men and women aptly described as rational and moral beings. From man’s rationality and morality, we extrapolate a third faculty: man is social or political. Excellence in these three faculties—knowledge of the world, moral self-government, and civic virtue—provides the three legs of the stool upon which civilization and civilized people rest. The purpose of classical education is to lead students to excellence in these faculties, and a classical school serves as a bulwark to our civilized and free society. We look to founding this classical charter school with excellence in teaching and operations to the end that students in the public school domain may be educated in the liberal arts and sciences and receive instruction in the principles of moral character and civic virtue.

**iii.** The primary function, therefore, of FTCCS is the dissemination of knowledge. Self-government and civic virtue are essential complements to this function, but only occasionally as explicit parts of the curriculum. The dissemination of knowledge should be purposeful, and it should begin at an early age. Students do not merely need to learn “critical thinking skills” but also need to furnish their minds and imaginations with something to think about. The emphasis of our curriculum is upon the core disciplines of math, science, history, and language arts, followed by attention to music, art, and foreign languages. Each of these disciplines is taught with an emphasis on our own history and traditions as American citizens and inheritors of Western Civilization, with an acknowledgment of the many cultural traditions included in our diverse country.

**e.** We value education that:

**i.** Values knowledge for its own sake.

**ii.** Upholds the standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts.

**iii.** Demands moral virtue of its adherents.

- iv.** Prepares human beings to assume their places as responsible citizens in the political order.
- f.** The classical view of education holds that human beings are thinking creatures. Unlike other living beings, humans live by their intelligence. We want to know things. Specifically, we want to know what the things around us are and how they operate. We want to know who we are, where we come from, and what is expected of us. In short, we want to know the truth. Any plan of education, therefore, should take advantage of a young person's natural curiosity. Schemes that stall children in their learning because "they are not ready for it" or "it is not age-appropriate," or that use various gimmicks that sugar-coat learning as though children regard their books as they do their medicine, are not only unnecessary but counterproductive and insulting to the human mind.
- g.** In addition to requiring students to know certain things, a classical education also teaches young people to include certain standards in their judgment. To be "classical" means to uphold a standard of excellence. The classical works of Greece and Rome are not great simply because they are old. They are great because they employ harmonious language to depict remarkable human events and to explain the transcendent ideas of human existence. Each of the liberal arts has its own standard of correctness, logic, beauty, weightiness, and truth.
- h.** The study of a language offers perhaps the best example, especially since human beings live by communicating. Everyone can talk, and most people can read and write on a "functional" level. A classical education requires more than functional literacy, however. It teaches students from an early age the high standards of grammar, precision in word choice, and an eloquence that can emanate only from a love of the language. Throughout this education, the student will be exposed to the highest examples of eloquence attained by the greatest writers and speakers of the language. We teach grammar, certainly, but by using the great works, we also teach cultural literacy and beauty and introduce young people to the masters of the language so they themselves learn to employ the force and beauty of the spoken and written word, and in fact, to prefer it.
- i.** Education is a moral enterprise. Young people are put into moral situations constantly. "Should I tell Mom that I broke her favorite vase or pretend like nothing happened?" "Should I copy the answers of the person sitting next to me?" "Should I smoke the cigarette and drink the beer my friend just gave me?" "Should my boyfriend and I have sex since we love each other?" These are the timeless moral questions youth face today and have always faced. Anyone who thinks they are new should read the *Confessions* of St. Augustine. This patriarch of the church stole apples as a child and, as a teenager, impregnated a woman to whom he was not married. His knowledge of sin came from his own inner struggle. Schools can approach the moral lives of children as youth in three ways: they can try to ignore moral issues altogether, they can open up moral questions for students to explore in a "non-judgmental" and non-committal environment, or

they can teach classical views of self-command using traditional teaching methods.

- j.** FTCCS will present the honing of the conscience that all students have toward the highest and purest things in life. We will insist that students always be attentive and polite. We will inculcate core virtues at all levels of learning. When students become capable of discussing virtue, we will not present them with moral conundrums that seemingly have no right or wrong answers. Instead, we will confront them with the great stories of self-restraint and self-sacrifice found in literature and history. These narratives show that actions have consequences and that there is a clear difference between right and wrong. Just as we encourage students to emulate the intellectual virtues of writers and scientists, so we lead them to emulate the moral virtues of heroes and heroines. The history of classical education is quite simply a history of the conjunction of learning and morality.
- k.** Classical education has always been concerned with the political order. FTCCS seeks to support the idea that free citizens have a responsibility and privilege to vote to uphold and support the political society. The American Founders hoped that schools would teach young people how to preserve the constitutional republic they would inherit. The Founders knew that free government depends not on the decisions of a few politicians but on the wisdom and virtue of a free people. Political wisdom and virtue do not come easily. More than two centuries of American history has confirmed that this nation can be sustained only by citizens who understand, serve, and defend America’s founding principles. Similarly, it is imperative that students understand that an American is not a specific, definable race or ethnicity, but rather the amalgamation of ideals of freedom, responsibility, commitment to truth, knowledge and virtue, rights, and community. We will teach that true freedom promotes the pursuit of happiness through limited, balanced, federal, and accountable government protecting the rights and liberties of a vibrant and enterprising people. Such political knowledge can only be gained by a thorough study of American history and government: that study to consist principally in the reading of primary sources.
- l.** Contrary to popular opinion, classical education is far from arcane, irrelevant, dull, and unimaginative. Rather, the classical view understands that a human being without knowledge of the past, without reverence for his inheritance, and without a judgment formed by the standards of true greatness, is much like a man with amnesia. He does not know who he is or where he comes from. He does not know his rights or his duties. He knows neither his debts nor his debtors. Worse, he may easily become the pawn of the first person he runs into, so unfamiliar and mysterious will his surroundings seem to him. A true classical, liberal, civic education recognizes with Lincoln that if we know where we are, by knowing where we have been, we shall then know “whither we are tending.”
- m.** An increasing number of people today, even young people, demonstrate a longing for the good and the beautiful and the true. And such a longing is the first step on the road to true happiness.

**n.** School schedule: FTCCS will meet the state requirements of 1140 instructional hours per year. FTCCS will be open at least 8 a.m. to 3:30 p.m. 5 days/week and offer a minimum of 6 class periods/day

**III. Enrollment and Charter School Cap & Capacity and Utilization Analyses:**

- a. **Proposed Enrollment & Classroom Size:** FTCCS is planning on starting the school with grades K – 6 with two classes per grade and 20 students per class:

<u>Grade</u>	<u># Classes</u>	<u># Students/Class</u>	<u># Classrooms/Size (minimum)</u>
K	2	20	2 rooms @ 1000 sq ft/room
First	2	20	2 rooms @ 640 sq ft/room
Second	2	20	2 rooms @ 640 sq ft/room
Third	2	20	2 rooms @ 640 sq ft/room
Fourth	2	20	2 rooms @ 640 sq ft/room
Fifth	2	20	2 rooms @ 640 sq ft/room
Sixth	2	20	2 rooms @ 560 sq ft/room

Total enrollment in Year 1 is 280 students. Total classroom space will be 14 classrooms of 9520 total square feet. Additional space will be required for administration/staffing, special uses (e.g., counseling, health), hallways, bathrooms and so forth, which is anticipated to increase the size of the needed space to 15,000-20,000 square feet. It is our intention to work all these issues out with Dove Property Advisors once an initial approval is received from PSFA.

Adding one grade each year for the first five years, as shown in the table below, FTCCS will ultimately serve 520 students when all grade levels are completed in Year 7:

<u>Year</u>	<u>Grades</u>	<u>Additional Classrooms/Space Needed</u>
1	K-6	14 classrooms/9,529 SF
2	K-7	16 classrooms/10,640
3	K-8	18 classrooms/11,760 SF
4	K-9	20 classrooms/12,760
5	K-10	22 classrooms/13,760

Each additional grade will have two classes per grade and twenty students per class. The total enrollment in years 2 through 5 are:

1. Year 2 – 320 (8 grades x 2 classes/grade x 20 students/class)
2. Year 3 – 360 (9 grades x 20 students/class x 20 students/class)
3. Year 4 – 400 (10 grades x 20 students/class x 20 students/class)
4. Year 5 – 440 (11 grades x 20 students/class x 20 students/class)
5. Ultimate build out in Year 7 will be K-12 with 520 students.
6. Each additional year after Year 1 will require 2 additional classrooms. By Year 5, the total classroom space will be 13,760 square feet (minimum) and a total space requirement of 17,000-20,000 square feet assuming additional



space twice that of the classroom space to accommodate administration, restrooms and special uses identified above. In working with Dove Property Advisors, additional space for specialty classrooms such as fine arts, laboratory work, technology, physical education and so forth will be identified and included in the final application due in June of this year. Initially, we are not planning on providing food service. Students will bring their food and eat it in the classroom. Safety and security features will be key criteria of the selection process in choosing school locations both for leasing and for the permanent campus.

As stated above, we do have concerns about being able to initially attract all of the students that we anticipate, so we are also looking at a 50% reduction in our projection of the student population in the initial year. If this occurs, we will be enhancing our public outreach so that we can attract more students each year with the goal of being at the full projected student population by Year 5. The Vigil Group is looking at the budgets needed to support this approach. Use of leased space with the ability to grow the student population that we desire is a critical component of this approach so that we will only start looking at a permanent location once we have attained the student population that we seek.

**IV. Location/Building Search Overview**

- a. Our preferred school location is in Rio Rancho, New Mexico (i.e., urbanized area of Sandoval County). Please see Page 3 in Section I for a map of this area.
- b. As noted above, efforts have begun to search for a location in Rio Rancho. We are working with Dove Property Advisors to assist us in locating a site to lease for the initial five years of operation. Connie Dove has successfully located and renovated or built facilities for 27 educational organizations, most being charter schools.
- c. Once the school charter is approved, we will enter into a lease for an initial site. We expect to be in a permanent building by the beginning of Year 6, at the first renewal of our charter.

Potential Building	Location	Benefits	Constraints	Next Steps
601 Quantum Rd NE  See details in Exhibit 601	Rio Rancho	~Institutional Quality Facility ~Adequate Space for Charter Cap (28,000 SF) ~Central Location	~Cost of Build Out	~Tour with Board Facility Committee ~Owner open to use
561 Quantum Rd NE  See details in Exhibit 561	Rio Rancho	~~Institutional Quality Facility ~Central Location ~Likely Adequate for First 5 Years (12,624 SF)	~More Affordable Build Out	~Tour with Board Facility Committee ~Discuss with Listing Broker/Owner
2351 HP Parkway  See details in Exhibit 2351	Rio Rancho	~Institutional Quality Facility ~Remote Location ~Shared Use Facility	~May Not Be Willing to Have a Charter on the Property ~Owner Likely to Finance Build Out	~Discuss with Board ~Tour Facility if Owner is Open to Use

- d. Our search will include facilities/buildings that currently meet or can be remodeled/built-out to meet all building codes, Educational Occupancy and State Adequacy requirements.
- e. Facilities will be provided for specialty and support services such as Counseling, OT/PT, Staff Offices and Student Health, or these spaces will be provided by contract. No on-site food services are anticipated at this time. Students will be asked to bring their lunches and eat them in the classroom.

**V. Program of Spaces**

- a. Program of Spaces – Each classroom will meet minimum space requirements for each student and provide space for administrative support staff and specialty/support services.
- b. Alternative Methods - FTCCS will utilize remote learning capabilities when needed.

**VI. Capital Plan**

- a. FTCCS will pursue all available financial resources to provide the following:
  - i. Maintenance, Security and Capital needs – SB-9 Fund 31701 & 31703; Operational SEG Fund 1100.
  - ii. Technology/Broadband – Fund 11000 Operational SEG & ERATE (Federal USAC)
  - iii. FTCCS is planning on providing a laptop as required school materials for each student with IT support for both on-site and remote learning. FTCCS will seek both public and private funding to support this effort.

VII. **Master Plan Support Materials** will be developed as part of pursuing leased school facilities. Proposed additional space requirements currently under consideration are listed below. Remodeling will be included in the lease and both public and private funding will be sought to provide these facilities.

Additional Spaces	Year 1 – Estimate of Square Footage Required	Year 3 – Estimate of Square Footage Required	Year 5 – Estimate of Square Footage Required
Administrative Offices	600	600	600
Art Studio	N/A	N/A	N/A
Theater	N/A	N/A	N/A
Multipurpose Space	2000	2000	2000
Custodial Space	20	20	20
Technology Space	100	100	100
Teacher Workroom	200	200	200
Restrooms	400	400	400
Student Health Space	100	100	100
Special Education Classroom(s)	150	150	150
Gymnasium	N/A	N/A	N/A
Cafeteria	N/A	N/A	NA
Kitchen	N/A	N/A	N/A
Library	N/A	N/A	N/A
HS Classrooms	N/A	N/A	2000
Total	3570	3570	5570
Playground Area	400 outside	400 outside	400 outside

March 30, 2023

PSFA Facilities Master Planner

Public Education Department

Attention: Alyce Ramos

Dear Master Planner,

The First Things Classical Charter School Founding Board has reviewed and approved this initial Facilities Master Plan/Educational Specifications document for submittal to the Public Education Department.

Please contact me if you have any questions or desire additional information. I can be reached at (505)288-1726 or by E-mail at [ckershner@ftccs.org](mailto:ckershner@ftccs.org).

Sincerely,

A handwritten signature in cursive script that reads "Chris Kershner".

Chris Kershner

Founding Board President

First Things Classical Charter School

**2024-2025 STATE EQUALIZATION GUA**

**Charter Name**  
**School District Geo. Location**

<b>First Things Classical</b>
<b>Rio Rancho</b>

<b>Is this a Charter School? Please enter Y or N</b>	<b>Y</b>
<b>Is this for the 40th Day? Please enter Y or N.</b>	<b>N</b>

**Kindergarten Program**

ECE/KN (PK)

FDK (KF)

**Basic Program**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

**TOTAL MEMBERS**

**Staffing Cost Multiplier**

TCI Index 1.000

STAFFING C  
ADJUSTED BA

**Special Education**

	MEM
C & C-Gifted	29.00
D & D-Gifted	15.00
3 & 4 Yr. DD	#ERROR!
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	5.00
Adjusted Ancillary FTE	2.00

TOTAL SPECIA

**Elementary Fine Arts Program (separated data entry: 80/120 average data, projection for new program (parts))**

80/120 ave MEM	New FAEA Prog. MEM
#ERROR!	0.00

FINE AI

**Bilingual Program (separated data entry: 80/120 average data, projection for new program (parts))**

HOURS	80/120 ave MEM	FTE	New BMEP Prog. MEM	FTE
1				0.00
2				0.00
3				0.00
<b>Total Bilingual</b>	#ERROR!	#ERROR!	0.00	0.00

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

**Elementary P.E. Program (separated data entry: 80/120 average data, projection for new program (parts))**

Elem PE MEM	Funded Elem PE Prog. MEM
N/A	0.00

ELE

NOTE: FOR FY23, Elementary PE will be funded using the FY23 Grade K-6 80/120 average MEM and then comparing it to the approved FY08 PE program MEM and taking the

**National Board Certified Teachers**

FTE:
0.00

NATIONAL BOARD CERTIFI

**Size Adjustment Units (see PROGRAM/SIZE ADJUSTMENT UNITS)**

E

Geographic School District Location MEM	17,000.00
---	-----------

SCHOOL SIZE

DISTRICT SIZE <4,000

Charter Schools not i



**DISTRICT SIZE <200**  
**Charter Schools not eligible**

**Rural Population**

RURAL POPULATION FORMULA

(MEM) × (Rural Population Proportion) × (0.03) = UNITS

Chartered After 7/1/2018? **Y**

FY23 COST DIFFERENTIAL

0.12

ELIGIBLE

N

**RURAL**

**At-Risk Units**

MEM  
 #ERROR!

**Growth Units**

**GROWTH CALCULATION DATA**

2023-24 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	0.00
2024-25 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	280.00
2024-25 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	280.00
<b>Growth Data</b>	
<b>2024-25 Operating Budget Calculation</b>	0.000
<i>Op-Bud takes 23-24 40 Day compared to 24-25 Mem Proj. FTE</i>	
<b>40th Day Calculation</b>	0.000
<i>Takes Prior Year 40th-Day and compares to Current Year 40th-Day</i>	

**Charter Schools Student Activities**

(Districts Only)

MEM  
 #ERROR!

**CHARTER SCHOOLS STUDENT ACTIVITIES**  
 (Charters not eligible for funding)

**Home School Student Activities**

(Districts Only)

MEM  
 #ERROR!

**HOME SCHOOL STUDENT ACTIVITIES**  
 (Charters not eligible for Home School Student Activities)

**Home School Student Program Units**

(Districts Only)

# of Students # of Classes  
 #ERROR! #ERROR!

**HOME SCHOOL STUDENT PROGRAM UNITS**

**New District Adjustment**

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

District eligible?

NO

a. NEWLY CREATED SCHOOL DISTRICT

(MEM for current year) × .147 = UNITS

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

(MEM for prior year – MEM for current year) × .17 = UNIT

**SUBTOTAL**

<b>Save-Harmless Data</b>	
2024-2025 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	0.00

SA

**TOTAL SEG PROGRAM UNITS (PLU:**

**Extended Learning Time Program Units (including New Program Projections)**

80/120 ave MEM	New ELT Prog. MEM
#ERROR!	0.00

EXTENDED LEARNING T

**K-5 Plus Program Units (including New Program Projections)**

80/120 ave MEM	New K-5+ Prog. MEM
#ERROR!	0.00

K-5 PI

**GRAND TOTAL SEI**

**Non-categorical Revenue Credits:**

**CHARTER SCHOOL AI**

	100% payment
Tax Levy (41110, 41113, 41114)	\$ -
Federal Impact Aid (44103) (enter 100% operational)	\$ -
Federal Forest Reserve (44204)	\$ -

**Total Non-Cat Rev Credits**

**Less: 75% of Non-Categori**

**Other Credits/Adjustments:**

	100% payment
Energy Efficiency Renewable Bonds (100%)	#ERROR!

**Less: Other C**

**STATE EQUALIZATION GUARANTEE**

**RANTEE TOOL**

<b>Type</b>	<b>C</b>
<b>Charter Number</b>	<b>#REF!</b>

	<b>GRADE TOTAL</b>	<b>COST INDEX</b>	<b>PROGRAM UNITS</b>
	#ERROR! 40.00		
	40.00	1.200	48.000
	40.00	1.180	47.200
	40.00	1.180	47.200
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.045	41.800
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
ECE (PK & KF) FTE	#ERROR!	1.440	#ERROR!
TOTAL GRADES 1-12	#ERROR!		
<b>SUBTOTAL MEM</b>	#ERROR!		
	#ERROR!		
<b>TOTAL MEM</b>	#ERROR!		
Kindergarten Units			#ERROR!
Basic Program Units			#ERROR!
<b>HIP PROGRAM UNITS</b>			<b>#ERROR!</b>

		1.00		
COST MULTIPLIER (SCM)		1.000		
<b>SIC PROGRAM UNITS</b>			<b>#ERROR!</b>	
		<i>Factor</i>		<i>Units</i>
		1.00	29.000	
		2.00	30.000	
		2.00	#ERROR!	
		0.70	3.500	
Special Ed. Units			#ERROR!	
Ancillary FTE Units	25.00		50.000	
<b>EL EDUCATION UNITS</b>			<b>#ERROR!</b>	
		<i>Factor</i>		<i>Units</i>
<b>RTS PROGRAM UNITS</b>	TOTAL #ERROR!	0.050	#ERROR!	
		<i>Factor</i>		<i>Units</i>
<b>BILINGUAL UNITS</b>	TOTAL #ERROR!	0.500	#ERROR!	
		<i>Factor</i>		<i>Units</i>
<b>MENTARY P.E. UNITS</b>		0.060	<b>0.000</b>	
lesser MEM.				
		<i>Factor</i>		<i>Units</i>
<b>IED TEACHERS UNITS</b>		1.500	<b>0.000</b>	
		<i>Factor</i>		<i>Units</i>
	FY23 PHASE-OUT	0.00	#ERROR!	UNITS
lementary/Mid/Jr. High			#ERROR!	
Senior High			#ERROR!	
<b>ADJUSTMENT UNITS</b>			<b>#ERROR!</b>	
<b>ADJUSTMENT UNITS</b>			<b>#ERROR!</b>	
eligible for District Size			<b>#ERROR!</b>	

**ADJUSTMENT UNITS**  
eligible for District Size

**#ERROR!**  
**#ERROR!**

RURAL POPULATION PROPORTION  
**POPULATION UNITS** 0.000

*UNITS*  
**0.000**

**AT-RISK UNITS** *At-risk index*  
0.108

**#ERROR!** *Units*

**GROWTH UNITS** **0.000** *Units*

**NT ACTIVITIES UNITS** *Factor*  
**(or CS Student Activities)** 0.100 **#ERROR!** *Units*  
**#ERROR!**

**NT ACTIVITIES UNITS** *Factor*  
**(School Student Activities)** 0.100 **#ERROR!** *Units*  
**#ERROR!**

**MENT PROGRAM UNITS** *Factor*  
0.250 **0.000** *Units*

Mem *Factor* *Units*

	0.00	0.147	<b>0.000</b>
\$	0.00	0.170	<b>0.000</b>

**L PROGRAM UNITS** #ERROR!

*Units*

**IVE HARMLESS UNITS** #ERROR!

**S SAVE HARMLESS)** #ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>IME PROGRAM UNITS</b>	#ERROR!	0.110	#ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>LUS PROGRAM UNITS</b>	#ERROR!	0.300	#ERROR!

**G PROGRAM UNITS** #ERROR!

× Unit Value \$ 5,858.82

**PROGRAM COST** #ERROR!  
**ADMIN. WITHHOLDING** #ERROR!

Proportionality		
75.00%		\$0.00
75.00%		\$0.00
75.00%		\$0.00

**ical Revenue Credits** **\$0.00**

Proportionality		
90.00%		#ERROR!

**Total Other Credits** #ERROR!  
**redits/Adjustments** #ERROR!

**#ERROR!**



**2025-2026 STATE EQUALIZATION GUARANTEE**

**Charter Name**

**First Things Classical**

**School District Geo. Location**

**Rio Rancho**

**Is this a Charter School? Please enter Y or N**

**Y**

**Is this for the 40th Day? Please enter Y or N.**

**Y**

**Kindergarten Program**

ECE/KN (PK)

FDK (KF)

**Basic Program**

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

**TOTAL MEMBERS**

**Staffing Cost Multiplier**

TCI Index 1.010

STAFFING C  
ADJUSTED BA

**Special Education**

	MEM
C & C-Gifted	33.00
D & D-Gifted	17.00
3 & 4 Yr. DD	#ERROR!
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	6.00
Adjusted Ancillary FTE	2.30

TOTAL SPECIA

**Elementary Fine Arts Program (separated data entry: 80/120 average data, projection for new program (parts))**

80/120 ave MEM	New FAEA Prog. MEM
#ERROR!	0.00

FINE AI

**Bilingual Program (separated data entry: 80/120 average data, projection for new program (parts))**

HOURS	80/120 ave MEM	FTE	New BMEP Prog. MEM	FTE
1				0.00
2				0.00
3				0.00
<b>Total Bilingual</b>	#ERROR!	#ERROR!	0.00	0.00

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

**Elementary P.E. Program (separated data entry: 80/120 average data, projection for new program (parts))**

Elem PE MEM	Funded Elem PE Prog. MEM
N/A	0.00

ELE

NOTE: FOR FY23, Elementary PE will be funded using the FY23 Grade K-6 80/120 average MEM and then comparing it to the approved FY08 PE program MEM and taking the

**National Board Certified Teachers**

FTE:
0.00

NATIONAL BOARD CERTIFI

**Size Adjustment Units (see PROGRAM/SIZE ADJUSTMENT UNITS)**

E

Geographic School District Location MEM	17,000.00
---	-----------

SCHOOL SIZE

DISTRICT SIZE <4,000

Charter Schools not i

**DISTRICT SIZE <200**  
**Charter Schools not**

**Rural Population**

RURAL POPULATION FORMULA

(MEM) × (Rural Population Proportion) × (0.03) = UNITS

Chartered After 7/1/2018? Y

FY23 COST DIFFERENTIAL

0.12

ELIGIBLE

N

**RURAL**

**At-Risk Units**

MEM  
 #ERROR!

**Growth Units**

**GROWTH CALCULATION DATA**

2024-25 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	280.00
2025-26 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	320.00
2025-26 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	320.00
<b>Growth Data</b>	
<b>2025-26 Operating Budget Calculation</b>	75.200
Op-Bud takes 24-25 40 Day compared to 25-26 Mem Proj. FTE	
<b>40th Day Calculation</b>	82.960
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**Charter Schools Student Activities**

(Districts Only)

MEM

#ERROR!

**CHARTER SCHOOLS STUDEI**  
 (Charters not eligible for)

**Home School Student Activities**

(Districts Only)

MEM

#ERROR!

**HOME SCHOOL STUDEI**  
 (Charters not eligible for Home Sc

**Home School Student Program Units**

(Districts Only)

# of Students

# of Classes

#ERROR!

#ERROR!

**HOME SCHOOL STUDEI**

**New District Adjustment**

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

District eligible?

NO

a. NEWLY CREATED SCHOOL DISTRICT

(MEM for current year) × .147 = UNITS

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

(MEM for prior year – MEM for current year) × .17 = UNIT

**SUBTOTAL**

<b>Save-Harmless Data</b>	
2025-2026 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	0.00

SA

**TOTAL SEG PROGRAM UNITS (PLU:**

**Extended Learning Time Program Units (including New Program Projections)**

80/120 ave MEM	New ELT Prog. MEM
#ERROR!	0.00

EXTENDED LEARNING T

**K-5 Plus Program Units (including New Program Projections)**

80/120 ave MEM	New K-5+ Prog. MEM
#ERROR!	0.00

K-5 PI

**GRAND TOTAL SEI**

**Non-categorical Revenue Credits:**

**CHARTER SCHOOL AI**

	100% payment
Tax Levy (41110, 41113, 41114)	\$ -
Federal Impact Aid (44103) (enter 100% operational)	\$ -
Federal Forest Reserve (44204)	\$ -

**Total Non-Cat Rev Credits**

**Less: 75% of Non-Categori**

**Other Credits/Adjustments:**

	100% payment
Energy Efficiency Renewable Bonds (100%)	#ERROR!

**Less: Other C**

**STATE EQUALIZATION GUARANTEE**

**E TOOL**

<b>Type</b>	<b>C</b>
<b>Charter Number</b>	<b>#REF!</b>

	<b>GRADE TOTAL</b>	<b>COST INDEX</b>	<b>PROGRAM UNITS</b>
	#ERROR! 40.00		
	40.00	1.200	48.000
	40.00	1.180	47.200
	40.00	1.180	47.200
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.250	50.000
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
ECE (PK & KF) FTE	#ERROR!	1.440	#ERROR!
TOTAL GRADES 1-12	#ERROR!		
<b>SUBTOTAL MEM</b>	#ERROR!		
	#ERROR!		
<b>TOTAL MEM</b>	#ERROR!		
Kindergarten Units			#ERROR!
Basic Program Units			#ERROR!
<b>HIP PROGRAM UNITS</b>			<b>#ERROR!</b>

	1.00		
COST MULTIPLIER (SCM)	1.010		
<b>SIC PROGRAM UNITS</b>			<b>#ERROR!</b>
	<i>Factor</i>		<i>Units</i>
	1.00		33.000
	2.00		34.000
	2.00		<b>#ERROR!</b>
	0.70		4.200
Special Ed. Units			<b>#ERROR!</b>
Ancillary FTE Units	25.00		57.500
<b>EL EDUCATION UNITS</b>			<b>#ERROR!</b>

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>RTS PROGRAM UNITS</b>	<b>#ERROR!</b>	0.050	<b>#ERROR!</b>

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>BILINGUAL UNITS</b>	<b>#ERROR!</b>	0.500	<b>#ERROR!</b>

	<i>Factor</i>	<i>Units</i>
<b>MENTARY P.E. UNITS</b>	0.060	<b>0.000</b>
lesser MEM.		

	<i>Factor</i>	<i>Units</i>
<b>IED TEACHERS UNITS</b>	1.500	<b>0.000</b>

	FY23 PHASE-OUT	<i>UNITS</i>
lementary/Mid/Jr. High	0.00	<b>#ERROR!</b>
Senior High		<b>#ERROR!</b>
<b>ADJUSTMENT UNITS</b>		<b>#ERROR!</b>

<b>ADJUSTMENT UNITS</b>		<b>#ERROR!</b>
eligible for District Size		<b>#ERROR!</b>

**ADJUSTMENT UNITS**  
eligible for District Size

**#ERROR!**  
**#ERROR!**

RURAL POPULATION PROPORTION  
**POPULATION UNITS** 0.000

*UNITS*  
**0.000**

**AT-RISK UNITS** *At-risk index*  
0.108

*Units*  
**#ERROR!**

**GROWTH UNITS**

*Units*  
**82.960**

**NT ACTIVITIES UNITS** *Factor*  
**0.100** *Units*  
**(or CS Student Activities)**

**#ERROR!**  
**#ERROR!**

**NT ACTIVITIES UNITS** *Factor*  
**0.100** *Units*  
**(School Student Activities)**

**#ERROR!**  
**#ERROR!**

**ENT PROGRAM UNITS** *Factor*  
0.250

*Units*  
**0.000**

Mem *Factor*

*Units*



	0.00	0.147	<b>0.000</b>
\$	0.00	0.170	<b>0.000</b>

**L PROGRAM UNITS** #ERROR!

**IVE HARMLESS UNITS** #ERROR! *Units*

**S SAVE HARMLESS)** #ERROR!

**IME PROGRAM UNITS** TOTAL #ERROR! *Factor* 0.110 *Units* #ERROR!

**LUS PROGRAM UNITS** TOTAL #ERROR! *Factor* 0.300 *Units* #ERROR!

**G PROGRAM UNITS** #ERROR!

× Unit Value \$ 6,034.58

**PROGRAM COST** #ERROR!  
**DMIN. WITHHOLDING** #ERROR!

Proportionality  
75.00% \$0.00  
75.00% \$0.00  
75.00% \$0.00

**ical Revenue Credits** \$0.00

Proportionality  
90.00% #ERROR!

**Total Other Credits** #ERROR!  
**redits/Adjustments** #ERROR!

**#ERROR!**

**2026-2027 STATE EQUALIZATION GUARANTEE**

**Charter Name**

**First Things Classical**

**School District Geo. Location**

**Rio Rancho**

**Is this a Charter School? Please enter Y or N**

**Y**

**Is this for the 40th Day? Please enter Y or N.**

**Y**

**Kindergarten Program**

ECE/KN (PK)

FDK (KF)

**Basic Program**

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

**TOTAL MEMBERS**

**Staffing Cost Multiplier**

TCI Index 1.020

STAFFING C  
ADJUSTED BA

**Special Education**

	MEM
C & C-Gifted	37.00
D & D-Gifted	19.00
3 & 4 Yr. DD	#ERROR!
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	6.50
Adjusted Ancillary FTE	2.50

TOTAL SPECIA

**Elementary Fine Arts Program (separated data entry: 80/120 average data, projection for new program (parts))**

80/120 ave MEM	New FAEA Prog. MEM
#ERROR!	0.00

FINE AI

**Bilingual Program (separated data entry: 80/120 average data, projection for new program (parts))**

HOURS	80/120 ave MEM	FTE	New BMEP Prog. MEM	FTE
1				0.00
2				0.00
3				0.00
<b>Total Bilingual</b>	#ERROR!	#ERROR!	0.00	0.00

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

**Elementary P.E. Program (separated data entry: 80/120 average data, projection for new program (parts))**

Elem PE MEM	Funded Elem PE Prog. MEM
N/A	0.00

ELE

NOTE: FOR FY23, Elementary PE will be funded using the FY23 Grade K-6 80/120 average MEM and then comparing it to the approved FY08 PE program MEM and taking the

**National Board Certified Teachers**

FTE:
0.00

NATIONAL BOARD CERTIFI

**Size Adjustment Units (see PROGRAM/SIZE ADJUSTMENT UNITS)**

E

Geographic School District Location MEM	17,000.00
---	-----------

SCHOOL SIZE

DISTRICT SIZE <4,000

Charter Schools not i

**DISTRICT SIZE <200**  
**Charter Schools not**

**Rural Population**

RURAL POPULATION FORMULA

(MEM) × (Rural Population Proportion) × (0.03) = UNITS

Chartered After 7/1/2018? Y

FY23 COST DIFFERENTIAL

0.12

ELIGIBLE

N

RURAL

**At-Risk Units**

MEM  
 #ERROR!

**Growth Units**

**GROWTH CALCULATION DATA**

2025-26 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	320.00
2026-27 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	320.00
2026-27 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	360.00
<b>Growth Data</b>	
<b>2026-27 Operating Budget Calculation</b>	0.000
Op-Bud takes 25-26 40 Day compared to 26-27 Mem Proj. FTE	
<b>40th Day Calculation</b>	74.600
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**Charter Schools Student Activities**

(Districts Only)

MEM

#ERROR!

**CHARTER SCHOOLS STUDEI**  
 (Charters not eligible for)

**Home School Student Activities**

(Districts Only)

MEM

#ERROR!

**HOME SCHOOL STUDEI**  
 (Charters not eligible for Home Sc

**Home School Student Program Units**

(Districts Only)

# of Students

# of Classes

#ERROR!

#ERROR!

**HOME SCHOOL STUDEI**

**New District Adjustment**

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

District eligible?

NO

a. NEWLY CREATED SCHOOL DISTRICT

(MEM for current year) × .147 = UNITS

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

(MEM for prior year – MEM for current year) × .17 = UNIT

**SUBTOTAL**

<b>Save-Harmless Data</b>	
2026-2027 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	0.00

SA

**TOTAL SEG PROGRAM UNITS (PLU:**

**Extended Learning Time Program Units (including New Program Projections)**

80/120 ave MEM	New ELT Prog. MEM
#ERROR!	0.00

EXTENDED LEARNING T

**K-5 Plus Program Units (including New Program Projections)**

80/120 ave MEM	New K-5+ Prog. MEM
#ERROR!	0.00

K-5 PI

**GRAND TOTAL SEI**

**Non-categorical Revenue Credits:**

**CHARTER SCHOOL AI**

	100% payment
Tax Levy (41110, 41113, 41114)	\$ -
Federal Impact Aid (44103) (enter 100% operational)	\$ -
Federal Forest Reserve (44204)	\$ -

**Total Non-Cat Rev Credits**

**Less: 75% of Non-Categori**

**Other Credits/Adjustments:**

	100% payment
Energy Efficiency Renewable Bonds (100%)	#ERROR!

**Less: Other C**

**STATE EQUALIZATION GUARANTEE**

**E TOOL**

<b>Type</b>	<b>C</b>
<b>Charter Number</b>	<b>#REF!</b>

	<b>GRADE TOTAL</b>	<b>COST INDEX</b>	<b>PROGRAM UNITS</b>
	#ERROR! 40.00		
	40.00	1.200	48.000
	40.00	1.180	47.200
	40.00	1.180	47.200
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.250	50.000
	40.00	1.250	50.000
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
ECE (PK & KF) FTE	#ERROR!	1.440	#ERROR!
TOTAL GRADES 1-12	#ERROR!		
<b>SUBTOTAL MEM</b>	#ERROR!		
	#ERROR!		
<b>TOTAL MEM</b>	#ERROR!		
Kindergarten Units			#ERROR!
Basic Program Units			#ERROR!
<b>HIP PROGRAM UNITS</b>			<b>#ERROR!</b>



	1.00		
COST MULTIPLIER (SCM)	1.020		
<b>SIC PROGRAM UNITS</b>			<b>#ERROR!</b>

	<i>Factor</i>		<i>Units</i>
	1.00		37.000
	2.00		38.000
	2.00		<b>#ERROR!</b>
	0.70		4.550
Special Ed. Units			<b>#ERROR!</b>
Ancillary FTE Units	25.00		62.500
<b>EL EDUCATION UNITS</b>			<b>#ERROR!</b>

	<i>Factor</i>		<i>Units</i>
<b>RTS PROGRAM UNITS</b>	0.050		<b>#ERROR!</b>

	<i>Factor</i>		<i>Units</i>
<b>BILINGUAL UNITS</b>	0.500		<b>#ERROR!</b>

	<i>Factor</i>		<i>Units</i>
<b>MENTARY P.E. UNITS</b>	0.060		<b>0.000</b>
lesser MEM.			

	<i>Factor</i>		<i>Units</i>
<b>IED TEACHERS UNITS</b>	1.500		<b>0.000</b>

	FY23 PHASE-OUT		UNITS
lementary/Mid/Jr. High	0.00		<b>#ERROR!</b>
Senior High			<b>#ERROR!</b>
<b>ADJUSTMENT UNITS</b>			<b>#ERROR!</b>

<b>ADJUSTMENT UNITS</b>			<b>#ERROR!</b>
eligible for District Size			<b>#ERROR!</b>

**ADJUSTMENT UNITS**  
eligible for District Size

**#ERROR!**  
**#ERROR!**

RURAL POPULATION PROPORTION  
**POPULATION UNITS** 0.000

*UNITS*  
**0.000**

**AT-RISK UNITS** *At-risk index*  
0.108

*Units*  
**#ERROR!**

**GROWTH UNITS**

*Units*  
**74.600**

**NT ACTIVITIES UNITS** *Factor*  
**(or CS Student Activities)** 0.100

*Units*  
**#ERROR!**  
**#ERROR!**

**NT ACTIVITIES UNITS** *Factor*  
**(School Student Activities)** 0.100

*Units*  
**#ERROR!**  
**#ERROR!**

**ENT PROGRAM UNITS** *Factor*  
0.250

*Units*  
**0.000**

Mem *Factor*

*Units*

	0.00	0.147	<b>0.000</b>
\$	0.00	0.170	<b>0.000</b>

**L PROGRAM UNITS** #ERROR!

**IVE HARMLESS UNITS** #ERROR! *Units*

**S SAVE HARMLESS)** #ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>IME PROGRAM UNITS</b>	#ERROR!	0.110	#ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>LUS PROGRAM UNITS</b>	#ERROR!	0.300	#ERROR!

**G PROGRAM UNITS** #ERROR!

× Unit Value

\$ 6,215.62

**PROGRAM COST**  
**DMIN. WITHHOLDING**

#ERROR!  
#ERROR!

Proportionality

75.00%	\$0.00
75.00%	\$0.00
75.00%	\$0.00

**ical Revenue Credits**

**\$0.00**

Proportionality

90.00%	#ERROR!
--------	---------

**Total Other Credits**

#ERROR!

**redits/Adjustments**

#ERROR!

**#ERROR!**

**2027-2028 STATE EQUALIZATION GUARANTEE**

**Charter Name**

**First Things Classical**

**School District Geo. Location**

**Rio Rancho**

**Is this a Charter School? Please enter Y or N**

**Y**

**Is this for the 40th Day? Please enter Y or N.**

**Y**

**Kindergarten Program**

ECE/KN (PK)

FDK (KF)

**Basic Program**

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

**TOTAL MEMBERS**

**Staffing Cost Multiplier**

TCI Index 1.030

STAFFING C  
ADJUSTED BA

**Special Education**

	MEM
C & C-Gifted	42.00
D & D-Gifted	21.50
3 & 4 Yr. DD	#ERROR!
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	7.00
Adjusted Ancillary FTE	3.00

TOTAL SPECIA

**Elementary Fine Arts Program (separated data entry: 80/120 average data, projection for new program (parts))**

80/120 ave MEM	New FAEA Prog. MEM
#ERROR!	0.00

FINE AI

**Bilingual Program (separated data entry: 80/120 average data, projection for new program (parts))**

HOURS	80/120 ave MEM	FTE	New BMEP Prog. MEM	FTE
1				0.00
2				0.00
3				0.00
<b>Total Bilingual</b>	#ERROR!	#ERROR!	0.00	0.00

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

**Elementary P.E. Program (separated data entry: 80/120 average data, projection for new program (parts))**

Elem PE MEM	Funded Elem PE Prog. MEM
N/A	0.00

ELE

NOTE: FOR FY23, Elementary PE will be funded using the FY23 Grade K-6 80/120 average MEM and then comparing it to the approved FY08 PE program MEM and taking the

**National Board Certified Teachers**

FTE:
0.00

NATIONAL BOARD CERTIFI

**Size Adjustment Units (see PROGRAM/SIZE ADJUSTMENT UNITS)**

E

Geographic School District Location MEM	17,000.00
---	-----------

SCHOOL SIZE

DISTRICT SIZE <4,000

Charter Schools not i

**DISTRICT SIZE <200**  
**Charter Schools not**

**Rural Population**

RURAL POPULATION FORMULA

$(MEM) \times (Rural\ Population\ Proportion) \times (0.03) = UNITS$

Chartered After 7/1/2018? **Y**

FY23 COST DIFFERENTIAL

0.12

ELIGIBLE

N

**RURAL**

**At-Risk Units**

MEM  
 #ERROR!

**Growth Units**

**GROWTH CALCULATION DATA**

2026-27 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	360.00
2027-28 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	360.00
2027-28 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	400.00
<b>Growth Data</b>	
<b>2027-28 Operating Budget Calculation</b>	0.000
Op-Bud takes 26-27 40 Day compared to 27-28 Mem Proj. FTE	
<b>40th Day Calculation</b>	74.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**Charter Schools Student Activities**

(Districts Only)

MEM

#ERROR!

**CHARTER SCHOOLS STUDEI**  
 (Charters not eligible for)

**Home School Student Activities**

(Districts Only)

MEM

#ERROR!

**HOME SCHOOL STUDEI**  
 (Charters not eligible for Home Sc

**Home School Student Program Units**

(Districts Only)

# of Students

# of Classes

#ERROR!

#ERROR!

**HOME SCHOOL STUDEI**

**New District Adjustment**

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

District eligible?

NO

a. NEWLY CREATED SCHOOL DISTRICT

(MEM for current year) × .147 = UNITS

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

(MEM for prior year – MEM for current year) × .17 = UNIT

**SUBTOTAL**

<b>Save-Harmless Data</b>	
2027-2028 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	0.00

SA

**TOTAL SEG PROGRAM UNITS (PLU:**

**Extended Learning Time Program Units (including New Program Projections)**

80/120 ave MEM	New ELT Prog. MEM
#ERROR!	0.00

EXTENDED LEARNING T

**K-5 Plus Program Units (including New Program Projections)**

80/120 ave MEM	New K-5+ Prog. MEM
#ERROR!	0.00

K-5 PI

**GRAND TOTAL SEI**

**Non-categorical Revenue Credits:**

**CHARTER SCHOOL AI**

	100% payment
Tax Levy (41110, 41113, 41114)	\$ -
Federal Impact Aid (44103) (enter 100% operational)	\$ -
Federal Forest Reserve (44204)	\$ -

**Total Non-Cat Rev Credits**

**Less: 75% of Non-Categori**

**Other Credits/Adjustments:**

	100% payment
Energy Efficiency Renewable Bonds (100%)	#ERROR!

**Less: Other C**



**STATE EQUALIZATION GUARANTEE**

**E TOOL**

<b>Type</b>	<b>C</b>
<b>Charter Number</b>	<b>#REF!</b>

	<b>GRADE TOTAL</b>	<b>COST INDEX</b>	<b>PROGRAM UNITS</b>
	#ERROR! 40.00		
	40.00	1.200	48.000
	40.00	1.180	47.200
	40.00	1.180	47.200
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.250	50.000
	40.00	1.250	50.000
	40.00	1.250	50.000
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
ECE (PK & KF) FTE	#ERROR!	1.440	#ERROR!
TOTAL GRADES 1-12	#ERROR!		
<b>SUBTOTAL MEM</b>	#ERROR!		
	#ERROR!		
<b>TOTAL MEM</b>	#ERROR!		
Kindergarten Units			#ERROR!
Basic Program Units			#ERROR!
<b>HIP PROGRAM UNITS</b>			<b>#ERROR!</b>

	1.00		
COST MULTIPLIER (SCM)	1.030		
<b>SIC PROGRAM UNITS</b>			<b>#ERROR!</b>
	<i>Factor</i>		<i>Units</i>
	1.00		42.000
	2.00		43.000
	2.00		<b>#ERROR!</b>
	0.70		4.900
Special Ed. Units			<b>#ERROR!</b>
Ancillary FTE Units	25.00		75.000
<b>EL EDUCATION UNITS</b>			<b>#ERROR!</b>

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>RTS PROGRAM UNITS</b>	<b>#ERROR!</b>	0.050	<b>#ERROR!</b>

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>BILINGUAL UNITS</b>	<b>#ERROR!</b>	0.500	<b>#ERROR!</b>

	<i>Factor</i>	<i>Units</i>
<b>MENTARY P.E. UNITS</b>	0.060	<b>0.000</b>
lesser MEM.		

	<i>Factor</i>	<i>Units</i>
<b>IED TEACHERS UNITS</b>	1.500	<b>0.000</b>

	FY23 PHASE-OUT	<i>UNITS</i>
lementary/Mid/Jr. High	0.00	<b>#ERROR!</b>
Senior High		<b>#ERROR!</b>
<b>ADJUSTMENT UNITS</b>		<b>#ERROR!</b>

<b>ADJUSTMENT UNITS</b>		<b>#ERROR!</b>
eligible for District Size		<b>#ERROR!</b>

**ADJUSTMENT UNITS**  
eligible for District Size

**#ERROR!**  
**#ERROR!**

RURAL POPULATION PROPORTION  
**POPULATION UNITS** 0.000

*UNITS*  
**0.000**

**AT-RISK UNITS** *At-risk index*  
0.108

*Units*  
**#ERROR!**

**GROWTH UNITS**

*Units*  
**74.000**

**NT ACTIVITIES UNITS** *Factor*  
**0.100** *Units*  
**(or CS Student Activities)**

**#ERROR!**  
**#ERROR!**

**NT ACTIVITIES UNITS** *Factor*  
**0.100** *Units*  
**(School Student Activities)**

**#ERROR!**  
**#ERROR!**

**ENT PROGRAM UNITS** *Factor*  
0.250

*Units*  
**0.000**

Mem *Factor*

*Units*

	0.00	0.147	<b>0.000</b>
\$	0.00	0.170	<b>0.000</b>

**L PROGRAM UNITS** #ERROR!

**IVE HARMLESS UNITS** #ERROR! *Units*

**S SAVE HARMLESS)** #ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>IME PROGRAM UNITS</b>	#ERROR!	0.110	#ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>LUS PROGRAM UNITS</b>	#ERROR!	0.300	#ERROR!

**G PROGRAM UNITS** #ERROR!

× Unit Value \$ 6,402.09

**PROGRAM COST** #ERROR!  
**DMIN. WITHHOLDING** #ERROR!

Proportionality		
75.00%		\$0.00
75.00%		\$0.00
75.00%		\$0.00

**ical Revenue Credits** \$0.00

Proportionality		
90.00%		#ERROR!

**Total Other Credits** #ERROR!  
**redits/Adjustments** #ERROR!

**#ERROR!**

**2028-2029 STATE EQUALIZATION GUARANTEE**

**Charter Name**

**First Things Classical**

**School District Geo. Location**

**Rio Rancho**

**Is this a Charter School? Please enter Y or N**

**Y**

**Is this for the 40th Day? Please enter Y or N.**

**Y**

**Kindergarten Program**

ECE/KN (PK)

FDK (KF)

**Basic Program**

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

**TOTAL MEMBERS**

**Staffing Cost Multiplier**

TCI Index 1.040

0.1162790698

STAFFING C  
ADJUSTED BA

**Special Education**

	MEM
C & C-Gifted	47.00
D & D-Gifted	24.00
3 & 4 Yr. DD	#ERROR!
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	8.00
Adjusted Ancillary FTE	3.50

TOTAL SPECIA

**Elementary Fine Arts Program (separated data entry: 80/120 average data, projection for new program (parts))**

80/120 ave MEM	New FAEA Prog. MEM
#ERROR!	0.00

FINE AI

**Bilingual Program (separated data entry: 80/120 average data, projection for new program (parts))**

HOURS	80/120 ave MEM	FTE	New BMEP Prog. MEM	FTE
1				0.00
2				0.00
3				0.00
<b>Total Bilingual</b>	#ERROR!	#ERROR!	0.00	0.00

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

**Elementary P.E. Program (separated data entry: 80/120 average data, projection for new program (parts))**

Elem PE MEM	Funded Elem PE Prog. MEM
N/A	0.00

ELE

NOTE: FOR FY23, Elementary PE will be funded using the FY23 Grade K-6 80/120 average MEM and then comparing it to the approved FY08 PE program MEM and taking the

**National Board Certified Teachers**

FTE:
0.00

NATIONAL BOARD CERTIFI

**Size Adjustment Units (see PROGRAM/SIZE ADJUSTMENT UNITS)**

E

Geographic School District Location MEM	17,000.00
---	-----------

SCHOOL SIZE

DISTRICT SIZE <4,000

Charter Schools not i



**DISTRICT SIZE <200**  
**Charter Schools not**

**Rural Population**

RURAL POPULATION FORMULA

(MEM) × (Rural Population Proportion) × (0.03) = UNITS

Chartered After 7/1/2018? Y

FY23 COST DIFFERENTIAL

0.12

ELIGIBLE

N

**RURAL**

**At-Risk Units**

MEM  
 #ERROR!

**Growth Units**

**GROWTH CALCULATION DATA**

2027-28 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	400.00
2028-29 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	400.00
2028-29 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	440.00
<b>Growth Data</b>	
<b>2028-29 Operating Budget Calculation</b>	0.000
Op-Bud takes 27-28 40 Day compared to 28-29 Mem Proj. FTE	
<b>40th Day Calculation</b>	73.400
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**Charter Schools Student Activities**

(Districts Only)

MEM

#ERROR!

**CHARTER SCHOOLS STUDEI**  
 (Charters not eligible for

**Home School Student Activities**

(Districts Only)

MEM

#ERROR!

**HOME SCHOOL STUDEI**  
 (Charters not eligible for Home Sc

**Home School Student Program Units**

(Districts Only)

# of Students

# of Classes

#ERROR!

#ERROR!

**HOME SCHOOL STUDEI**

**New District Adjustment**

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

District eligible?

NO

a. NEWLY CREATED SCHOOL DISTRICT

(MEM for current year) × .147 = UNITS

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

(MEM for prior year – MEM for current year) × .17 = UNIT

**SUBTOTAL**

<b>Save-Harmless Data</b>	
2028-2029 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	0.00

SA

**TOTAL SEG PROGRAM UNITS (PLU)**

**Extended Learning Time Program Units (including New Program Projections)**

80/120 ave MEM	New ELT Prog. MEM
#ERROR!	0.00

EXTENDED LEARNING TIME

**K-5 Plus Program Units (including New Program Projections)**

80/120 ave MEM	New K-5+ Prog. MEM
#ERROR!	0.00

K-5 PLUS

**GRAND TOTAL SEG PROGRAM UNITS**

**Non-categorical Revenue Credits:**

**CHARTER SCHOOL AID**

	100% payment
Tax Levy (41110, 41113, 41114)	\$ -
Federal Impact Aid (44103) (enter 100% operational)	\$ -
Federal Forest Reserve (44204)	\$ -

**Total Non-Cat Rev Credits**

**Less: 75% of Non-Categorical Credits**

**Other Credits/Adjustments:**

	100% payment
Energy Efficiency Renewable Bonds (100%)	#ERROR!

**Less: Other Credits**

**STATE EQUALIZATION GUARANTEE**

**E TOOL**

<b>Type</b>	<b>C</b>
<b>Charter Number</b>	<b>#REF!</b>

	<b>GRADE TOTAL</b>	<b>COST INDEX</b>	<b>PROGRAM UNITS</b>
	#ERROR! 40.00		
	40.00	1.200	48.000
	40.00	1.180	47.200
	40.00	1.180	47.200
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.045	41.800
	40.00	1.250	50.000
	40.00	1.250	50.000
	40.00	1.250	50.000
	40.00	1.250	50.000
	#ERROR!	1.250	#ERROR!
	#ERROR!	1.250	#ERROR!
ECE (PK & KF) FTE	#ERROR!	1.440	#ERROR!
TOTAL GRADES 1-12	#ERROR!		
<b>SUBTOTAL MEM</b>	#ERROR!		
	#ERROR!		
<b>TOTAL MEM</b>	#ERROR!		
Kindergarten Units			#ERROR!
Basic Program Units			#ERROR!
<b>HIP PROGRAM UNITS</b>			<b>#ERROR!</b>

	1.00		
COST MULTIPLIER (SCM)	1.040		
<b>SIC PROGRAM UNITS</b>			<b>#ERROR!</b>
	<i>Factor</i>		<i>Units</i>
	1.00		47.000
	2.00		48.000
	2.00		<b>#ERROR!</b>
	0.70		5.600
Special Ed. Units			<b>#ERROR!</b>
Ancillary FTE Units	25.00		87.500
<b>EL EDUCATION UNITS</b>			<b>#ERROR!</b>

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>RTS PROGRAM UNITS</b>	<b>#ERROR!</b>	0.050	<b>#ERROR!</b>

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>BILINGUAL UNITS</b>	<b>#ERROR!</b>	0.500	<b>#ERROR!</b>

	<i>Factor</i>	<i>Units</i>
<b>MENTARY P.E. UNITS</b>	0.060	<b>0.000</b>
lesser MEM.		

	<i>Factor</i>	<i>Units</i>
<b>IED TEACHERS UNITS</b>	1.500	<b>0.000</b>

	FY23 PHASE-OUT	<i>UNITS</i>
lementary/Mid/Jr. High	0.00	<b>#ERROR!</b>
Senior High		<b>#ERROR!</b>
<b>ADJUSTMENT UNITS</b>		<b>#ERROR!</b>

<b>ADJUSTMENT UNITS</b>		<b>#ERROR!</b>
eligible for District Size		<b>#ERROR!</b>

**ADJUSTMENT UNITS**  
eligible for District Size

**#ERROR!**  
**#ERROR!**

RURAL POPULATION PROPORTION  
**POPULATION UNITS** 0.000

*UNITS*  
**0.000**

**AT-RISK UNITS** *At-risk index*  
0.108

*Units*  
**#ERROR!**

**GROWTH UNITS**

*Units*  
**73.400**

**NT ACTIVITIES UNITS** *Factor*  
**(or CS Student Activities)** 0.100

*Units*  
**#ERROR!**  
**#ERROR!**

**NT ACTIVITIES UNITS** *Factor*  
**(School Student Activities)** 0.100

*Units*  
**#ERROR!**  
**#ERROR!**

**ENT PROGRAM UNITS** *Factor*  
0.250

*Units*  
**0.000**

Mem *Factor*

*Units*

	0.00	0.147	<b>0.000</b>
\$	0.00	0.170	<b>0.000</b>

**L PROGRAM UNITS** #ERROR!

**IVE HARMLESS UNITS** #ERROR! *Units*

**S SAVE HARMLESS)** #ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>IME PROGRAM UNITS</b>	#ERROR!	0.110	#ERROR!

	TOTAL	<i>Factor</i>	<i>Units</i>
<b>LUS PROGRAM UNITS</b>	#ERROR!	0.300	#ERROR!

**G PROGRAM UNITS** #ERROR!

× Unit Value

\$ 6,594.15

**PROGRAM COST** #ERROR!  
**DMIN. WITHHOLDING** #ERROR!

Proportionality		
75.00%		\$0.00
75.00%		\$0.00
75.00%		\$0.00

**ical Revenue Credits** \$0.00

Proportionality		
90.00%		#ERROR!

**Total Other Credits** #ERROR!  
**redits/Adjustments** #ERROR!

**#ERROR!**



New Mexico Public Education Department

version 2.8

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	Implementation Year (YEAR 0)	PROJECTED AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)	
<b>FUND 11000 - Operational Revenue</b>										
<b>11000 REVENUE</b>										
Function-0000 - Revenue										
<b>Cash Assets</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
11000	0000	11111	Unrestricted Cash		\$ -	\$ 41,746.03	\$ 266,343.07	\$ 252,776.00	\$ 185,032.35	
11000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Revenue From Local Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
11000	0000	41310	Tuition from Foreign Nationals		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41331	Tuition From School Districts outside the State		\$ -	\$ -	\$ -	\$ -	\$ -	
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		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Revenue From State Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
11000	0000	43101	State Equalization Guarantee		\$ 2,687,893.03	\$ 3,698,392.04	\$ 4,199,578.93	\$ 4,842,071.98	\$ 5,528,055.83	
11000	0000	43202	State Flow-through Grants		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	43212	Indirect Costs (State Flow-through Grants)		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	43213	Indirect Costs (State Direct Grants)		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	43215	Inter-Governmental Contract Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Revenue From Federal Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
11000	0000	44103	Impact Aid, Public Law 103-382		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Other Items</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
11000	0000	46100	Access Board (e-Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>11000</b>	<b>TOTAL REVENUES: OPERATIONAL FUND</b>				<b>\$ 2,687,893.03</b>	<b>\$ 3,740,138.07</b>	<b>\$ 4,465,922.00</b>	<b>\$ 5,094,847.98</b>	<b>\$ 5,713,088.18</b>	
<b>FUND 13000-Transportation</b>										
<b>13000 REVENUE</b>										
Function-0000 - Revenue										
<b>Cash Assets</b>						<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
13000	0000	11112	Restricted Cash			\$ -	\$ -	\$ -	\$ -	
<b>Revenue From State Sources</b>						<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
13000	0000	43206	Transportation Distribution			\$ -	\$ -	\$ -	\$ -	
<b>13000</b>	<b>TOTAL REVENUES: TRANSPORTATION FUND</b>					<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>FUND 14000-Instructional Materials</b>										
<b>14000 REVENUE</b>										
Function-0000 - Revenue										
<b>Cash Assets</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
14000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Revenue From State Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
14000	0000	43211	Instructional Materials - 50% Supplementary Allocation		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>14000</b>	<b>TOTAL REVENUES: INSTRUCTIONAL MATERIALS FUND</b>				<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>10000</b>	<b>TOTAL: GENERAL FUND REVENUES</b>				<b>\$ -</b>	<b>\$ 2,687,893.03</b>	<b>\$ 3,740,138.07</b>	<b>\$ 4,465,922.00</b>	<b>\$ 5,094,847.98</b>	<b>\$ 5,713,088.18</b>
<b>FUND 21000-Food Services</b>										
<b>21000 REVENUE</b>										
Function-0000 - Revenue										
<b>Cash Assets</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
21000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Revenue From Local Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
21000	0000	41603	Fees Adults/Food Services		\$ -	\$ -	\$ -	\$ -	\$ -	
21000	0000	41604	Fees Students/Food Services		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Revenue From Federal Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>	
21000	0000	44500	Restricted Grants Federal Flow-through		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>21000</b>	<b>TOTAL REVENUES: FOOD SERVICES</b>				<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>FUND 24101 - FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA</b>										
<b>24101 REVENUE</b>										
Function 0000 - Revenue										
24101	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>24101</b>	<b>TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA</b>				<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>FUND 24106 - FEDERAL FLOW-THROUGH GRANTS - ENTITLEMENT IDEA-B</b>										

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24106 REVENUE				Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
Function 0000 - Revenue								
24106	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -
24106	TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - ENTITLEMENT IDEA-B			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 24109 - FEDERAL FLOW-THROUGH GRANTS - PRESCHOOL IDEA-B</b>								
24109 REVENUE								
Function 0000 - Revenue								
24109	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -
24109	TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - PRESCHOOL IDEA-B			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 24146 - FEDERAL FLOW-THROUGH GRANTS - CHARTER SCHOOL PROGRAM</b>								
24146 REVENUE								
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4
24146	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -
24146	TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 24153 - FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE ACQUISITION</b>								
24153 REVENUE								
Function 0000 - Revenue								
24153	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -
24153	TOTAL REVENUES:			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 24154 - FEDERAL FLOW-THROUGH GRANTS - TEACHER/PRINCIPAL TRAINING AND RECRUITING</b>								
24154 REVENUE								
Function 0000 - Revenue								
24154	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -
24154	TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 24174 - FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECONDARY CURRENT</b>								
24174 REVENUE								
Function 0000 - Revenue								
24174	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -
24174	TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECC			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 26XXX* - LOCAL GRANTS</b>								
26xxx REVENUE								
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4
26xxx*	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41921	Instruction - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41922	Instructional Support - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41923	Administration - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -
26XXX	TOTAL REVENUES: LOCAL GRANTS			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 26XXX* - LOCAL GRANTS</b>								
26xxx REVENUE								
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4
26xxx*	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41921	Instruction - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41922	Instructional Support - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41923	Administration - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -
26XXX	TOTAL REVENUES: LOCAL GRANTS			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 27114 - STATE FLOW-THROUGH GRANTS - READS TO LEAD</b>								
27114 REVENUE								
Function 0000 - Revenue								
27114	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -
27114	0000	43202	State Flow-Through Grants	\$ -	\$ -	\$ -	\$ -	\$ -
27114	TOTAL REVENUES:			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 27141 - STATE FLOW-THROUGH GRANTS - TRUANCY/DROPOUT PREVENTION</b>								
27141 REVENUE								
Function 0000 - Revenue								
27141	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -
27141	0000	43202	State Flow-Through Grants	\$ -	\$ -	\$ -	\$ -	\$ -
27141	TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - READS TO LEAD			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 27149 - STATE FLOW-THROUGH GRANTS - PREK</b>								
27149 REVENUE								
Function 0000 - Revenue								
27149	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -
27149	0000	43202	State Flow-Through Grants	\$ -	\$ -	\$ -	\$ -	\$ -

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Uniform Chart of Accounts (UCOA)**

27149		<b>TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - PREK</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 27166 - STATE FLOW-THROUGH GRANTS - K-3+</b>									
<b>27166 REVENUE</b>									
<b>Function 0000 - Revenue</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
27166	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27166	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27166		<b>TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - K-3+</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUNDS 27188 - STATE FLOW-THROUGH GRANTS - 4RFUTURE</b>									
<b>27188 REVENUE</b>									
<b>Function 0000 - Revenue</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
27188	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27188	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27188		<b>TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - 4RFUTURE</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>20000 TOTAL REVENUES: SPECIAL REVENUE FUNDS \$ - \$ - \$ - \$ - \$ -</b>									
<b>FUND 31200-Public School Capital Outlay</b>									
<b>31200 REVENUE</b>									
<b>Function-0000 - Revenue</b>									
<b>Revenue From State Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
31200	0000	43209	PSCOC Awards		\$ -	\$ -	\$ -	\$ -	\$ -
31200		<b>TOTAL REVENUES: Public School Capital Outlay</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 31600-Capital Improvemets HB-33</b>									
<b>31600 REVENUE</b>									
<b>Function-0000 - Revenue</b>									
<b>Cash Assets</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
31600	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Revenue From Local Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
31600	0000	41110	Ad Valorem Taxes School District		\$ -	\$ -	\$ -	\$ -	\$ -
31600		<b>TOTAL REVENUES: Capital Improvemets HB-33</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 31700-Capital Improvements SB-9 (State Match)</b>									
<b>31700 REVENUE</b>									
<b>Function-0000 - Revenue</b>									
<b>Revenue From State Sources</b>					<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
31700	0000	43202	State Flow-through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
31700	0000	43204	Prior Year Balances		\$ -	\$ -	\$ -	\$ -	\$ -
31700		<b>TOTAL REVENUES: Capital Improvements SB-9 (State Match)</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>FUND 31701-Capital Improvements SB-9 (Local)</b>									
<b>31701 REVENUE</b>									
<b>Function-0000 - Revenue</b>									
<b>Cash Assets</b>									
31701	0000	11111	Unrestricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Revenue From Local Sources</b>									
31701	0000	41110	Ad Valorem Taxes School District		\$ -	\$ -	\$ -	\$ -	\$ -
31701		<b>TOTAL REVENUES: Capital Improvements SB-9 (Local)</b>			\$ -	\$ -	\$ -	\$ -	\$ -
<b>30000 TOTAL REVENUES: CAPITAL PROJECTS FUNDS \$ - \$ - \$ - \$ - \$ -</b>									
<b>TOTAL REVENUE</b>					\$ 2,687,893.03	\$ 3,740,138.07	\$ 4,465,922.00	\$ 5,094,847.98	\$ 5,713,088.18

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 0)	FTE	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
<b>10000 - GENERAL FUND EXPENDITURES</b>																
<b>11000 OPERATIONAL FUND EXPENDITURES</b>																
<b>Function-1000 - Instruction</b>																
<b>Personnel Services - Compensation</b>																
11000	1000	51100	1411	Salaries Expense: Teachers-Grades 1-12			\$660,000.00	12	\$793,100.00	14.00	\$933,592.00	16.00	\$1,081,800.00	18.00	\$1,238,060.00	20.00
11000	1000	51100	1412	Salaries Expense: Teachers- Special Education			\$55,000.00	1	\$84,975.00	1.50	\$116,699.00	2.00	\$150,250.00	2.50	\$185,709.00	3.00
11000	1000	51100	1413	Salaries Expense: Teachers-Early Childhood Ed			\$110,000.00	1	\$113,300.00	2.00	\$116,699.00	2.00	\$120,200.00	2.00	\$123,806.00	2.00
11000	1000	51100	1415	Salaries Expense: Teachers-Vocational and Technical												
11000	1000	51100	1416	Salaries Expense: Teachers-Other Instruction												
11000	1000	51100	1422	Salaries Expense: Teachers Special Education - Gifted												
11000	1000	51100	1610	Salaries Expense: Substitutes Professional Development												
11000	1000	51100	1611	Salaries Expense: Substitutes-Sick Leave												
11000	1000	51100	1612	Salaries Expense: Substitutes-Other Leave												
11000	1000	51100	1618	Salaries Expense: Athletics Salaries												
11000	1000	51100	1624	Salaries Expense: Activities Salary												
11000	1000	51100	1711	Salaries Expense: Instructional Assistants-Grades 1-12			\$420,000.00	12	\$504,700.00	14.00	\$594,104.00	16.00	\$688,418.00	18.00	\$787,856.00	20.00
11000	1000	51100	1712	Salaries Expense: Instructional Assistants-Special Education			\$35,000.00	1	\$54,075.00	1.50	\$74,263.00	2.00	\$95,614.00	2.50	\$118,178.00	3.00
11000	1000	51100	1713	Salaries Expense: Instructional Assistants-Early Childhood Education			\$70,000.00	2	\$72,100.00	2.00	\$74,263.00	2.00	\$76,491.00	2.00	\$78,786.00	2.00
11000	1000	51200	1711	Overtime Expense: Instructional Assistants-Grades 1-12												
11000	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12												
11000	1000	51300	1412	Additional Compensation: Teachers- Special Education			\$5,000.00		\$5,000.00		\$5,000.00					
11000	1000	51300	1415	Additional Compensation: Teachers-Vocational and Technical												
11000	1000	51300	1416	Additional Compensation: Teachers-Other Instruction												
11000	1000	51300	1618	Additional Compensation: Athletics Salaries												
11000	1000	51300	1621	Additional Compensation: Summer School/After School												
11000	1000	51300	1624	Additional Compensation: Activities Salary												
11000	1000	51300	1711	Additional Compensation: Instructional Assistants-Grades 1-12												
				Total: Personnel Services Compensation			\$1,355,000.00	29.00	\$1,627,250.00	35.00	\$1,914,620.00	40.00	\$2,212,773.00	45.00	\$2,532,395.00	50.00
<b>Personnel Services - Employee Benefits</b>																
11000	1000	52111	0000	Educational Retirement			\$245,933.00		\$294,438.00		\$346,596.00		\$401,618.00		\$459,630.00	
11000	1000	52112	0000	ERA - Retiree Health			\$27,100.00		\$32,445.00		\$38,192.00		\$44,255.00		\$50,648.00	
11000	1000	52210	0000	FICA Payments			\$84,010.00		\$100,580.00		\$118,396.00		\$137,192.00		\$157,008.00	
11000	1000	52220	0000	Medicare Payments			\$19,648.00		\$23,523.00		\$27,689.00		\$32,085.00		\$36,720.00	
11000	1000	52311	0000	Health and Medical Premiums			\$112,320.00		\$144,612.00		\$198,600.00		\$235,242.00		\$263,369.00	
11000	1000	52312	0000	Life			\$1,894.00		\$2,209.00		\$2,525.00		\$3,240.00		\$3,600.00	
11000	1000	52313	0000	Dental			\$4,320.00		\$5,562.00		\$7,638.00		\$9,048.00		\$10,130.00	
11000	1000	52314	0000	Vision			\$864.00		\$1,112.00		\$1,528.00		\$1,810.00		\$2,026.00	
11000	1000	52315	0000	Disability			\$2,500.00		\$3,219.00		\$4,766.00		\$8,326.00		\$16,730.00	
11000	1000	52500	0000	Unemployment Compensation			\$3,000.00		\$3,500.00		\$4,000.00		\$5,400.00		\$6,000.00	
11000	1000	52710	0000	Workers Compensation Premium			\$176.00		\$200.00		\$200.00		\$214.00		\$250.00	
11000	1000	52720	0000	Workers Compensation Employer's Fee			\$100.00		\$122.00		\$168.00		\$200.00		\$210.00	
				Total: Personnel Services Employee Benefits			\$501,865.00		\$611,522.00		\$750,298.00		\$878,630.00		\$1,006,321.00	
<b>Purchased Professional and Technical Services</b>																
11000	1000	53330	0000	Professional Development			\$10,000.00		\$12,500.00		\$14,375.00		\$16,963.00		\$19,507.00	
11000	1000	53414	0000	Other Professional Services			\$10,000.00		\$12,500.00		\$14,375.00		\$16,963.00		\$19,507.00	
11000	1000	53711	0000	Other Charges			\$2,500.00		\$3,125.00		\$3,594.00		\$4,241.00		\$4,877.00	
11000	1000	53760	0000	Tuition for Concurrent Enrollment												
				Total: Purchased Professional and Tech Services			\$22,500.00		\$28,125.00		\$32,344.00		\$38,167.00		\$43,891.00	
<b>Purchased Property Services</b>																
11000	1000	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
11000	1000	54610	0000	Rental - Land and Buildings												
11000	1000	54620	0000	Rental - Equipment and Vehicles												
11000	1000	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
<b>Other Purchased Services</b>																
11000	1000	55813	0000	Employee Travel - Non-Teachers												
11000	1000	55817	0000	Student Travel			\$5,000.00		\$6,250.00		\$7,188.00		\$8,481.00		\$9,753.00	
11000	1000	55818	0000	Other Travel - Non-Employees												
11000	1000	55819	0000	Employee Travel - Teachers												
11000	1000	55913	0000	Contracts - Interagency/REC												
11000	1000	55914	0000	Contracts - Interagency												
11000	1000	55915	0000	Other Contract Services			\$5,000.00		\$6,250.00		\$7,188.00		\$8,481.00		\$9,753.00	
				Total: Other Purchased Services			\$10,000.00		\$12,500.00		\$14,376.00		\$16,962.00		\$19,506.00	
<b>Supplies</b>																
11000	1000	56112	0000	Other Textbooks			\$20,000.00		\$28,560.00		\$32,300.00		\$36,550.00		\$40,800.00	
11000	1000	56113	0000	Software			\$5,000.00		\$6,250.00		\$7,188.00		\$8,481.00		\$9,753.00	







11000	2300	51100	1511	Salaries Expense: Data Processing												
11000	2300	51100	1800	Salaries Expense: Board Members												
11000	2300	51300	1111	Additional Compensation: Superintendent												
				Total: Personnel Services - Compensation			\$125,000.00	1.00	\$128,750.00	1.00	\$133,900.00	1.00	\$140,595.00	1.00	\$149,031.00	1.00
				Personnel Services - Employee Benefits												
11000	2300	52111	0000	Educational Retirement			\$22,688.00		\$23,368.00		\$24,303.00		\$25,518.00		\$27,049.00	
11000	2300	52112	0000	ERA - Retiree Health			\$2,500.00		\$2,575.00		\$2,678.00		\$2,812.00		\$2,981.00	
11000	2300	52210	0000	FICA Payments			\$7,750.00		\$7,983.00		\$8,302.00		\$8,717.00		\$9,240.00	
11000	2300	52220	0000	Medicare Payments			\$1,813.00		\$1,867.00		\$1,942.00		\$2,039.00		\$2,161.00	
11000	2300	52311	0000	Health and Medical Premiums			\$9,360.00		\$9,828.00		\$10,319.00		\$10,835.00		\$11,377.00	
11000	2300	52312	0000	Life			\$63.00		\$66.00		\$70.00		\$73.00		\$77.00	
11000	2300	52313	0000	Dental			\$360.00		\$378.00		\$397.00		\$417.00		\$438.00	
11000	2300	52314	0000	Vision			\$72.00		\$76.00		\$79.00		\$83.00		\$88.00	
11000	2300	52315	0000	Disability			\$500.00		\$525.00		\$551.00		\$579.00		\$608.00	
11000	2300	52500	0000	Unemployment Compensation			\$100.00		\$105.00		\$110.00		\$116.00		\$122.00	
11000	2300	52710	0000	Workers Compensation Premium			\$6.00		\$6.00		\$6.00		\$6.00		\$6.00	
11000	2300	52720	0000	Workers Compensation Employer's Fee			\$3.00		\$3.00		\$3.00		\$3.00		\$3.00	
11000	2300	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits			\$45,215.00		\$46,780.00		\$48,760.00		\$51,198.00		\$54,150.00	
				Purchased Professional and Technical Services												
11000	2300	53330	0000	Professional Development			\$2,500.00		\$2,875.00		\$3,306.00		\$3,901.00		\$4,604.00	
11000	2300	53411	0000	Auditing			\$20,000.00		\$23,000.00		\$24,000.00		\$26,000.00		\$28,000.00	
11000	2300	53412	0000	Bond/Board Elections												
11000	2300	53413	0000	Legal			\$10,000.00		\$20,000.00		\$23,000.00		\$27,140.00		\$30,000.00	
11000	2300	53414	0000	Other Services												
11000	2300	53711	0000	Other Charges			\$1,500.00		\$1,725.00		\$1,984.00		\$2,341.00		\$2,762.00	
11000	2300	53713	0000	Indirect Costs Program Administration												
				Total: Purchased Professional and Tech Services			\$34,000.00		\$47,600.00		\$52,290.00		\$59,382.00		\$65,366.00	
				Purchased Property Services												
11000	2300	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
11000	2300	54610	0000	Rental - Land and Buildings												
11000	2300	54620	0000	Rental - Equipment and Vehicles												
11000	2300	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services												
11000	2300	55400	0000	Advertising			\$5,000.00		\$5,750.00		\$6,613.00		\$7,803.00		\$8,500.00	
11000	2300	55811	0000	Board Travel												
11000	2300	55812	0000	Board Training							\$5,000.00		\$5,900.00		\$6,962.00	
11000	2300	55813	0000	Employee Travel - Non-Teachers												
11000	2300	55815	0000	Bus Driver Institute Training												
11000	2300	55816	0000	Bus Driver In-Service Training												
11000	2300	55818	0000	Other Travel - Non-Employees												
11000	2300	55913	0000	Contracts - Interagency/REC												
11000	2300	55914	0000	Contracts - Interagency												
11000	2300	55915	0000	Other Contract Services												
				Total: Other Purchased Services			\$5,000.00		\$5,750.00		\$11,613.00		\$13,703.00		\$15,462.00	
				Supplies												
11000	2300	56113	0000	Software												
11000	2300	56115	0000	Board Expenses						\$500.00		\$590.00		\$696.00		
11000	2300	56118	0000	General Supplies and Materials			\$500.00		\$575.00		\$661.00		\$780.00		\$921.00	
				Total: Supplies			\$500.00		\$575.00		\$1,161.00		\$1,370.00		\$1,617.00	
				Property												
11000	2300	57331	0000	Fixed Assets (more than \$5,000)												
11000	2300	56119	0000	Supply Assets (\$5,000 or less)			\$1,000.00		\$1,150.00		\$1,323.00		\$1,561.00		\$1,841.00	
				Total: Property			\$1,000.00		\$1,150.00		\$1,323.00		\$1,561.00		\$1,841.00	
<b>11000</b>	<b>2300</b>			<b>TOTAL: GENERAL ADMINISTRATION</b>			<b>\$210,715.00</b>	<b>1.00</b>	<b>\$230,605.00</b>	<b>1.00</b>	<b>\$249,047.00</b>	<b>1.00</b>	<b>\$267,809.00</b>	<b>1.00</b>	<b>\$287,467.00</b>	<b>1.00</b>
				Function-2400 - School Administration												
				Personnel Services - Compensation												
11000	2400	51100	1112	Salaries Expense: Principal					\$85,000.00	0.90	\$88,400.00	0.90	\$103,133.33	1.00	\$108,290.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants			\$20,800.00	1.00	\$21,424.00	1.00	\$22,281.00	1.00	\$23,395.05	1.00	\$24,564.80	1.00
11000	2400	51100	1511	Salaries Expense: Data Processing												
11000	2400	51300	1112	Additional Compensation												
				Total: Personnel Services - Compensation			\$20,800.00	1.00	\$106,424.00	1.90	\$110,681.00	1.90	\$126,528.38	2.00	\$132,854.80	2.00
				Personnel Services - Employee Benefits												
11000	2400	52111	0000	Educational Retirement			\$3,775.00		\$19,316.00		\$20,089.00		\$22,964.90		\$24,113.15	
11000	2400	52112	0000	ERA - Retiree Health			\$416.00		\$2,128.00		\$2,214.00		\$2,530.57		\$2,657.10	
11000	2400	52210	0000	FICA Payments			\$1,290.00		\$6,598.00		\$6,862.00		\$7,844.76		\$8,237.00	
11000	2400	52220	0000	Medicare Payments			\$302.00		\$1,543.00		\$1,605.00		\$1,834.66		\$1,926.39	

11000	2400	52311	0000	Health and Medical Premiums			\$11,700.00		\$24,570.00		\$25,799.00		\$40,633.00		\$56,743.00	
11000	2400	52312	0000	Life			\$63.00		\$133.00		\$139.00		\$219.00		\$306.00	
11000	2400	52313	0000	Dental			\$450.00		\$945.00		\$992.00		\$1,563.00		\$2,182.00	
11000	2400	52314	0000	Vision			\$90.00		\$189.00		\$198.00		\$313.00		\$436.00	
11000	2400	52315	0000	Disability			\$500.00		\$1,050.00		\$1,103.00		\$1,736.00		\$2,425.00	
11000	2400	52500	0000	Unemployment Compensation			\$100.00		\$210.00		\$221.00		\$347.00		\$485.00	
11000	2400	52710	0000	Workers Compensation Premium			\$6.00		\$10.00		\$10.00		\$15.00		\$20.00	
11000	2400	52720	0000	Workers Compensation Employer's Fee			\$3.00		\$8.00		\$8.00		\$12.00		\$16.00	
11000	2400	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits			\$18,695.00		\$56,700.00		\$59,240.00		\$80,012.89		\$99,546.64	
				Purchased Professional and Technical Services												
11000	2400	53330	0000	Professional Development					\$3,000.00		\$3,450.00		\$4,071.00		\$4,804.00	
11000	2400	53414	0000	Other Services					\$3,000.00		\$3,450.00		\$4,071.00		\$4,804.00	
11000	2400	53711	0000	Other Charges			\$500.00		\$575.00		\$661.00		\$780.00		\$921.00	
				Total: Purchased Professional and Tech Services			\$500.00		\$6,575.00		\$7,561.00		\$8,922.00		\$10,529.00	
				Purchased Property Services												
11000	2400	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
11000	2400	54610	0000	Rental - Land and Buildings												
11000	2400	54620	0000	Rental - Equipment and Vehicles												
11000	2400	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services												
11000	2400	55813	0000	Employee Travel - Non-Teachers												
11000	2400	55913	0000	Contracts - Interagency/REC												
11000	2400	55914	0000	Contracts - Interagency												
11000	2400	55915	0000	Other Contract Services												
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies												
11000	2400	56113	0000	Software			\$5,000.00		\$5,750.00		\$6,613.00		\$7,803.00		\$9,207.00	
11000	2400	56118	0000	General Supplies and Materials			\$5,000.00		\$5,750.00		\$6,613.00		\$7,803.00		\$9,207.00	
				Total: Supplies			\$10,000.00		\$11,500.00		\$13,226.00		\$15,606.00		\$18,414.00	
				Property												
11000	2400	57331	0000	Fixed Assets (more than \$5,000)												
11000	2400	56119	0000	Supply Assets (\$5,000 or less)			\$1,500.00		\$1,725.00		\$1,984.00		\$2,341.00		\$2,762.00	
				Total: Property			\$1,500.00		\$1,725.00		\$1,984.00		\$2,341.00		\$2,762.00	
<b>11000</b>	<b>2400</b>			<b>TOTAL: SCHOOL ADMINISTRATION</b>			<b>\$51,495.00</b>	<b>1.00</b>	<b>\$182,924.00</b>	<b>1.90</b>	<b>\$192,692.00</b>	<b>1.90</b>	<b>\$233,410.27</b>	<b>2.00</b>	<b>\$264,106.44</b>	<b>2.00</b>
				Function-2500 - Central Services												
				Personnel Services - Compensation												
11000	2500	51100	1113	Salaries Expense: Administrative Associates												
11000	2500	51100	1114	Salaries Expense: Administrative Assistants												
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager												
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants												
11000	2500	51100	1220	Salaries Expense: Business Office Support							\$21,000.00	0.50	\$22,050.00	0.50	\$46,746.00	1.00
11000	2500	51100	1511	Salaries Expense: Data Processing							\$35,000.00	0.50	\$54,600.00	0.75	\$76,440.00	1.00
				Total: Personnel Services - Compensation			\$0.00	0.00	\$35,000.00	0.50	\$75,600.00	1.25	\$98,490.00	1.50	\$127,772.00	2.00
				Personnel Services - Employee Benefits												
11000	2500	52111	0000	Educational Retirement					\$6,352.50		\$13,721.00		\$17,875.94		\$23,191.00	
11000	2500	52112	0000	ERA - Retiree Health					\$700.00		\$1,512.00		\$1,969.80		\$2,555.00	
11000	2500	52210	0000	FICA Payments					\$2,170.00		\$4,687.00		\$6,106.38		\$7,922.00	
11000	2500	52220	0000	Medicare Payments					\$507.50		\$1,096.00		\$1,428.11		\$1,853.00	
11000	2500	52311	0000	Health and Medical Premiums					\$9,828.00		\$20,639.00		\$21,671.00		\$25,940.00	
11000	2500	52312	0000	Life					\$66.00		\$139.00		\$146.00		\$175.00	
11000	2500	52313	0000	Dental					\$378.00		\$794.00		\$833.00		\$998.00	
11000	2500	52314	0000	Vision					\$76.00		\$159.00		\$167.00		\$200.00	
11000	2500	52315	0000	Disability					\$525.00		\$1,103.00		\$1,158.00		\$1,386.00	
11000	2500	52500	0000	Unemployment Compensation					\$105.00		\$110.00		\$116.00		\$139.00	
11000	2500	52710	0000	Workers Compensation Premium					\$6.00		\$10.00		\$10.00		\$10.00	
11000	2500	52720	0000	Workers Compensation Employer's Fee					\$3.00		\$8.00		\$8.00		\$8.00	
11000	2500	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits			\$0.00		\$20,717.00		\$43,978.00		\$51,489.22		\$64,377.00	
				Purchased Professional and Technical Services												
11000	2500	53330	0000	Professional Development					\$2,000.00		\$2,300.00		\$2,714.00		\$3,203.00	
11000	2500	53414	0000	Other Services			\$80,000.00		\$85,000.00		\$95,000.00		\$105,000.00		\$125,000.00	
11000	2500	53711	0000	Other Charges			\$1,500.00		\$1,725.00		\$1,984.00		\$2,341.00		\$2,762.00	
				Total: Purchased Professional and Tech Services			\$81,500.00		\$88,725.00		\$99,284.00		\$110,055.00		\$130,965.00	
				Purchased Property Services												
11000	2500	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
11000	2500	54610	0000	Rental - Land and Buildings												
11000	2500	54620	0000	Rental - Equipment and Vehicles												
11000	2500	54630	0000	Rental - Computers and Related Equipment			\$6,000.00		\$6,900.00		\$7,935.00		\$9,363.00		\$11,049.00	



				Total: Purchased Property Services			\$6,000.00		\$6,900.00		\$7,935.00		\$9,363.00		\$11,049.00	
				Other Purchased Services												
11000	2500	55400	0000	Advertising			\$5,000.00		\$5,750.00		\$6,613.00		\$7,803.00		\$9,207.00	
11000	2500	55813	0000	Employee Travel - Non-Teachers												
11000	2500	55913	0000	Contracts - Interagency/REC												
11000	2500	55914	0000	Contracts - Interagency												
11000	2500	55915	0000	Other Contract Services												
				Total: Other Purchased Services			\$5,000.00		\$5,750.00		\$6,613.00		\$7,803.00		\$9,207.00	
				Supplies												
11000	2500	56113	0000	Software												
11000	2500	56118	0000	General Supplies and Materials			\$3,000.00		\$3,450.00		\$3,968.00		\$4,682.00		\$5,524.00	
				Total: Supplies			\$3,000.00		\$3,450.00		\$3,968.00		\$4,682.00		\$5,524.00	
				Property												
11000	2500	57331	0000	Fixed Assets (more than \$5,000)												
11000	2500	56119	0000	Supply Assets (\$5,000 or less)			\$1,500.00		\$1,725.00		\$1,984.00		\$2,341.00		\$2,762.00	
				Total: Property			\$1,500.00		\$1,725.00		\$1,984.00		\$2,341.00		\$2,762.00	
<b>11000</b>	<b>2500</b>			<b>TOTAL: CENTRAL SERVICES</b>			<b>\$97,000.00</b>	<b>0.00</b>	<b>\$162,267.00</b>	<b>0.50</b>	<b>\$239,362.00</b>	<b>1.25</b>	<b>\$284,223.22</b>	<b>1.50</b>	<b>\$351,656.00</b>	<b>2.00</b>
				Function-2600 - Operation and Maintenance of Plant												
				Personnel Services - Compensation												
11000	2600	51100	1113	Salaries Expense: Administrative Associates												
11000	2600	51100	1114	Salaries Expense: Administrative Assistants												
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants												
11000	2600	51100	1219	Salaries Expense: Duty Personnel												
11000	2600	51100	1614	Salaries Expense: Maintenance									\$31,500.00	0.50	\$33,075.00	0.50
11000	2600	51100	1615	Salaries Expense: Custodial					\$30,000.00	1.00	\$31,500.00	1.00	\$33,075.00	1.00	\$35,060.00	1.00
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards												
				Total: Personnel Services - Compensation			\$0.00	0.00	\$30,000.00	1.00	\$31,500.00	1.00	\$64,575.00	1.50	\$68,135.00	1.50
				Personnel Services - Employee Benefits												
11000	2600	52111	0000	Educational Retirement					\$5,445.00		\$5,717.25		\$11,720.36		\$12,366.50	
11000	2600	52112	0000	ERA - Retiree Health					\$600.00		\$630.00		\$1,291.50		\$1,362.70	
11000	2600	52210	0000	FICA Payments					\$1,860.00		\$1,953.00		\$4,003.65		\$4,224.37	
11000	2600	52220	0000	Medicare Payments					\$435.00		\$456.75		\$936.34		\$987.96	
11000	2600	52311	0000	Health and Medical Premiums					\$9,828.00		\$20,639.00		\$21,671.00		\$34,131.00	
11000	2600	52312	0000	Life					\$73.00		\$152.00		\$160.00		\$252.00	
11000	2600	52313	0000	Dental					\$414.00		\$869.00		\$913.00		\$1,438.00	
11000	2600	52314	0000	Vision					\$83.00		\$174.00		\$183.00		\$288.00	
11000	2600	52315	0000	Disability					\$525.00		\$1,103.00		\$1,158.00		\$1,823.00	
11000	2600	52500	0000	Unemployment Compensation					\$105.00		\$110.00		\$116.00		\$182.00	
11000	2600	52710	0000	Workers Compensation Premium					\$6.00		\$10.00		\$10.00		\$15.00	
11000	2600	52720	0000	Workers Compensation Employer's Fee					\$3.00		\$8.00		\$8.00		\$12.00	
11000	2600	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits			\$0.00		\$19,377.00		\$31,822.00		\$42,170.85		\$57,082.53	
				Purchased Professional and Technical Services												
11000	2600	53330	0000	Professional Development												
11000	2600	53711	0000	Other Charges			\$3,000.00		\$3,450.00		\$3,968.00		\$4,682.00		\$5,524.00	
				Total: Purchased Professional and Tech Services			\$3,000.00		\$3,450.00		\$3,968.00		\$4,682.00		\$5,524.00	
				Purchased Property Services												
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment							\$5,000.00		\$5,900.00		\$6,962.00	
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds							\$5,000.00		\$5,900.00		\$6,962.00	
11000	2600	54313	0000	Maintenance & Repair - Vehicles												
11000	2600	54411	0000	Electricity			\$25,000.00		\$28,750.00		\$33,063.00		\$39,014.00		\$42,500.00	
11000	2600	54412	0000	Natural Gas (Buildings)			\$10,000.00		\$11,500.00		\$13,225.00		\$15,606.00		\$16,500.00	
11000	2600	54413	0000	Propane/Butane (Buildings)												
11000	2600	54414	0000	Other Energy (Buildings)												
11000	2600	54415	0000	Water/Sewage			\$10,000.00		\$11,500.00		\$13,225.00		\$15,606.00		\$16,500.00	
11000	2600	54416	0000	Communication Services			\$20,000.00		\$23,000.00		\$26,450.00		\$31,211.00		\$33,000.00	
11000	2600	54610	0000	Rental - Land and Buildings			\$120,000.00		\$132,000.00		\$145,200.00		\$152,460.00		\$155,000.00	
11000	2600	54620	0000	Rental - Equipment and Vehicles												
11000	2600	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services			\$185,000.00		\$206,750.00		\$241,163.00		\$265,697.00		\$277,424.00	
				Other Purchased Services												
11000	2600	55200	0000	Property/Liability Insurance			\$35,000.00		\$100,000.00		\$115,000.00		\$135,700.00		\$140,000.00	
11000	2600	55813	0000	Employee Travel - Non-Teachers												
11000	2600	55913	0000	Contracts - Interagency/REC												
11000	2600	55914	0000	Contracts - Interagency												
11000	2600	55915	0000	Other Contract Services			\$25,000.00		\$28,750.00		\$33,063.00		\$35,000.00		\$36,000.00	
				Total: Other Purchased Services			\$60,000.00		\$128,750.00		\$148,063.00		\$170,700.00		\$176,000.00	
				Supplies												
11000	2600	56113	0000	Software												
11000	2600	56118	0000	General Supplies and Materials			\$5,000.00		\$10,000.00		\$11,500.00		\$13,570.00		\$14,000.00	













24101	2200	52314	0000	Vision															
24101	2200	52315	0000	Disability															
24101	2200	52500	0000	Unemployment Compensation															
24101	2200	52710	0000	Workers Compensation Premium															
24101	2200	52720	0000	Workers Compensation Employer's Fee															
24101	2200	52912	0000	Employee Assistance Programs															
				Total: Personnel Services - Employee Benefits					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
				Purchased Professional and Technical Services															
24101	2200	53330	0000	Professional Development															
24101	2200	53414	0000	Other Professional Services															
24101	2200	53711	0000	Other Charges															
				Total: Purchased Professional and Tech Services					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
				Other Purchased Services															
24101	2200	55813	0000	Employee Travel - Non-Teachers															
24101	2200	55818	0000	Other Travel - Non-Employees															
24101	2200	55913	0000	Contracts - Interagency/REC															
24101	2200	55914	0000	Contracts - Interagency															
24101	2200	55915	0000	Other Contract Services															
				Total: Other Purchased Services					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
				Supplies															
24101	2200	56113	0000	Software															
24101	2200	56114	0000	Library And Audio-Visual															
24101	2200	56118	0000	General Supplies and Materials															
				Total: Supplies					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
				Property															
24101	2200	57331	0000	Fixed Assets (more than \$5,000)															
24101	2200	57332	0000	Supply Assets (\$5,000 or less)															
				Total: Property					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
Function-2400 - School Administration																			
Personnel Services - Compensation																			
24101	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist															
				Total: Personnel Services - Compensation					\$0.00	0.00	\$0.00	0.00		\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
Personnel Services - Employee Benefits																			
24101	2400	52111	0000	Educational Retirement															
24101	2400	52112	0000	ERA - Retiree Health															
24101	2400	52210	0000	FICA Payments															
24101	2400	52220	0000	Medicare Payments															
24101	2400	52311	0000	Health and Medical Premiums															
24101	2400	52312	0000	Life															
24101	2400	52313	0000	Dental															
24101	2400	52314	0000	Vision															
24101	2400	52315	0000	Disability															
24101	2400	52500	0000	Unemployment Compensation															
24101	2400	52710	0000	Workers Compensation Premium															
24101	2400	52720	0000	Workers Compensation Employer's Fee															
24101	2400	52912	0000	Employee Assistance Programs															
				Total: Personnel Services - Employee Benefits					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
Purchased Professional and Technical Services																			
24101	2400	53330	0000	Professional Development															
24101	2400	53414	0000	Other Services															
24101	2400	53711	0000	Other Charges															
				Total: Purchased Professional and Tech Services					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
Other Purchased Services																			
24101	2400	55813	0000	Employee Travel - Non-Teachers															
24101	2400	55913	0000	Contracts - Interagency/REC															
24101	2400	55914	0000	Contracts - Interagency															
24101	2400	55915	0000	Other Contract Services															
				Total: Other Purchased Services					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
Supplies																			
24101	2400	56113	0000	Software															
24101	2400	56118	0000	General Supplies and Materials															
				Total: Supplies					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	
Property																			
24101	2400	57331	0000	Fixed Assets (more than \$5,000)															
24101	2400	57332	0000	Supply Assets (\$5,000 or less)															
				Total: Property					\$0.00		\$0.00			\$0.00		\$0.00		\$0.00	



















Personnel Services - Employee Benefits														
26XXX	1000	52111	0000	Educational Retirement										
26XXX	1000	52112	0000	ERA - Retiree Health										
26XXX	1000	52210	0000	FICA Payments										
26XXX	1000	52220	0000	Medicare Payments										
26XXX	1000	52311	0000	Health and Medical Premiums										
26XXX	1000	52312	0000	Life										
26XXX	1000	52313	0000	Dental										
26XXX	1000	52314	0000	Vision										
26XXX	1000	52315	0000	Disability										
26XXX	1000	52500	0000	Unemployment Compensation										
26XXX	1000	52710	0000	Workers Compensation Premium										
26XXX	1000	52720	0000	Workers Compensation Employer's Fee										
				Total: Personnel Services Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Purchased Professional and Technical Services														
26XXX	1000	53330	0000	Professional Development										
26XXX	1000	53414	0000	Other Professional Services										
26XXX	1000	53711	0000	Other Charges										
26XXX	1000	53760	0000	Tuition for Concurrent Enrollment										
				Total: Purchased Professional and Tech Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Other Purchased Services														
26XXX	1000	55817	0000	Student Travel										
				Total: Other Purchased Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Supplies														
26XXX	1000	56109	0000	Instructional Materials On-Line Digital Subscriptions										
26XXX	1000	56112	0000	Other Textbooks										
26XXX	1000	56113	0000	Software										
26XXX	1000	56114	0000	Library and Audio Visual										
				Total: Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Property														
26XXX	1000	57331	0000	Fixed Assets (more than \$5,000)										
26XXX	1000	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Function-2100 - Support Services - Students														
Personnel Services - Compensation														
26XXX	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
26XXX	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers										
26XXX	2100	51100	1215	Salaries Expense: Registered Nurse										
26XXX	2100	51100	1218	Salaries Expense: School/Student Support										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
Personnel Services - Employee Benefits														
26XXX	2100	52111	0000	Educational Retirement										
26XXX	2100	52112	0000	ERA - Retiree Health										
26XXX	2100	52210	0000	FICA Payments										
26XXX	2100	52220	0000	Medicare Payments										
26XXX	2100	52311	0000	Health and Medical Premiums										
26XXX	2100	52312	0000	Life										
26XXX	2100	52313	0000	Dental										
26XXX	2100	52314	0000	Vision										
26XXX	2100	52315	0000	Disability										
26XXX	2100	52316	0000	Other Insurance										
26XXX	2100	52500	0000	Unemployment Compensation										
26XXX	2100	52710	0000	Workers Compensation Premium										
26XXX	2100	52720	0000	Workers Compensation Employer's Fee										
26XXX	2100	52912	0000	Employee Assistance Programs										
26XXX	2100	52913	0000	Workers Compensation Employee Fees										
				Total: Personnel Services - Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Supplies														
26XXX	2100	56113	0000	Software										
26XXX	2100	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Property														
26XXX	2100	57331	0000	Fixed Assets (more than \$5,000)										
26XXX	2100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Function-2200 - Support Services - Instruction														
Personnel Services - Compensation														





Personnel Services - Compensation													
26XXX	3300	51100	1619	Salaries Expense: Adult Education									
26XXX	3300	51100	1620	Salaries Expense: Recreation									
26XXX	3300	51100	1621	Salaries Expense: Summer School/After School									
26XXX	3300	51100	1622	Salaries Expense: Bus Drivers									
26XXX	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 Services - Employee Benefits													
26XXX	3300	52111	0000	Educational Retirement									
26XXX	3300	52112	0000	ERA - Retiree Health									
26XXX	3300	52210	0000	FICA Payments									
26XXX	3300	52220	0000	Medicare Payments									
26XXX	3300	52311	0000	Health and Medical Premiums									
26XXX	3300	52312	0000	Life									
26XXX	3300	52313	0000	Dental									
26XXX	3300	52314	0000	Vision									
26XXX	3300	52315	0000	Disability									
26XXX	3300	52500	0000	Unemployment Compensation									
26XXX	3300	52710	0000	Workers Compensation Premium									
26XXX	3300	52720	0000	Workers Compensation Employer's Fee									
26XXX	3300	52912	0000	Employee Assistance Programs									
Total: Personnel Services - Employee Benefits					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Purchased Professional and Technical Services													
26XXX	3300	53711	0000	Other Charges									
Total: Purchased Professional and Tech Services					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Other Purchased Services													
26XXX	3300	55915	0000	Other Contract Services									
Total: Other Purchased Services					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Supplies													
26XXX	3300	56118	0000	General Supplies and Materials									
Total: Supplies					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Property													
26XXX	3300	57331	0000	Fixed Assets (more than \$5,000)									
26XXX	3300	57332	0000	Supply Assets (\$5,000 or less)									
Total: Property					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

Function-1000 - Instruction													
Personnel Services - Compensation													
26XXX	1000	51100	1411	Salaries Expense: Teachers-Grades 1-12									
26XXX	1000	51100	1412	Salaries Expense: Teachers- Special Education									
26XXX	1000	51100	1413	Salaries Expense: Teachers-Early Childhood Ed									
26XXX	1000	51100	1415	Salaries Expense: Teachers-Vocational and Technical									
26XXX	1000	51100	1416	Salaries Expense: Teachers-Other Instruction									
26XXX	1000	51100	1422	Salaries Expense: Teachers Special Education - Gifted									
26XXX	1000	51100	1610	Salaries Expense: Substitutes Professional Development									
26XXX	1000	51100	1618	Salaries Expense: Athletics Salaries									
26XXX	1000	51100	1624	Salaries Expense: Activities Salary									
26XXX	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12									
26XXX	1000	51300	1412	Additional Compensation: Teachers- Special Education									
26XXX	1000	51300	1415	Additional Compensation: Teachers-Vocational and Technical									
26XXX	1000	51300	1416	Additional Compensation: Teachers-Other Instruction									
Total: Personnel Services Compensation					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Personnel Services - Employee Benefits													
26XXX	1000	52111	0000	Educational Retirement									
26XXX	1000	52112	0000	ERA - Retiree Health									
26XXX	1000	52210	0000	FICA Payments									
26XXX	1000	52220	0000	Medicare Payments									
26XXX	1000	52311	0000	Health and Medical Premiums									
26XXX	1000	52312	0000	Life									
26XXX	1000	52313	0000	Dental									
26XXX	1000	52314	0000	Vision									
26XXX	1000	52315	0000	Disability									
26XXX	1000	52500	0000	Unemployment Compensation									
26XXX	1000	52710	0000	Workers Compensation Premium									
26XXX	1000	52720	0000	Workers Compensation Employer's Fee									
Total: Personnel Services Employee Benefits					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Purchased Professional and Technical Services													





















These Policies and Procedures emulate the Policies and Procedures graciously shared by Hózhó Academy.

# First Things Classical Charter School

## Policies and Procedures

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## Inspection of Public Records

First Things Classical Charter School ("First Things") follows procedures contained in the New Mexico Inspection of Public Records Act (NMSA 1978, Chapter 14, Article 2) and the New Mexico Attorney General's published compliance guide.

### Record Request Guidelines

- Requestors should be specific in describing the records requested.
- Requests for justifications of actions are not proper requests under the law.
- Requests must include the requestor's full name, phone number, and the mailing address where the requested documents will be sent.

### How to Submit a Request for Public Records

Write your request in a letter, an email, or a memo. Include the following information:

- Your full name
- Your phone number
- The mailing address where the First Things Custodian of Records will send the requested documents.
- A specific description of the records

requested. Deliver your request by mail or in person

to:

First Things Custodian of Public Records  
5725 Guadalupe Trail NW  
Albuquerque 87107-5425

or by email to [ckershner@ftccs.org](mailto:ckershner@ftccs.org).

### What to Expect

Upon receipt of written or electronic Inspection of Public Records request, the First Things Custodian of Records will respond in writing within three calendar days to acknowledge receipt of that request.

After determining if the requested records exist, and are subject to inspection, copies of the records will be made available for review at the First Things Administrative Offices once established, or, until that time, at the 5725 Guadalupe Trail NW, Albuquerque NM 87107-5425. Arrangements can be made to have the requests mailed if necessary.

**First Things charges 50 cents per page for copies of records, and we can invoice you when you receive the copies.**

## Conflicts of Interest

### Definitions

For purposes of this procedural directive, “contract” means an agreement or transaction with First Things Classical Charter School (“First Things”) for the rendition of services, including professional services. Including, but not limited to,

- The furnishing of any material, supplies or equipment
- The construction, alteration or repair of any public building or public work
- The acquisition, sale or lease of any land or building
- A licensing agreement
- A loan or loan guarantee
- The purchase of financial securities or instruments

For purposes of this procedural directive, “employment” means rendering of services for compensation in the form of salary as an employee.

For purposes of this procedural directive, “immediate family member” means a spouse, child, brother, sister, mother or father.

For purposes of this procedural directive, “financial interest” means an ownership interest in a business or any employment or prospective employment for which negotiations have already begun.

For purposes of this procedural directive, “substantial interest” means ownership interest of a business that is greater than twenty percent (20%).

For purposes of this procedural directive, “anything of value” means any money, property, service, loan or promise, but does not include food and refreshments with a value of less than one hundred dollars (\$100) consumed in a day.

For purposes of this procedural directive, “First Things Personnel” means the First Things Classical Charter School (“First Things”) Governing Council, Head Administrator, and all employees.

### General Provisions

All First Things personnel shall comply with provisions in the New Mexico Governmental Conduct Act. These provisions include standards for ethical behavior and controls financial conflicts of interests for the Governing Council, Head Administrator, and employees.

All First Things personnel shall be responsible for knowing and understanding the provisions in the New Mexico Governmental Conduct Act. This procedural directive outlines the requirements in the Act and, but shall not be a substitute for understanding the statute as written.

### Ethical Conduct

First Things personnel shall treat their position as a public trust and shall use the powers and resources of their position to advance the public interest and not obtain personal benefits or pursue private interests. First Things personnel shall conduct themselves in a manner that justifies the confidence placed in them by the people, at all times maintaining the integrity and discharging ethically the high responsibilities of public service.

First Things personnel shall comply with standards of conduct as outlined in appropriate New Mexico Statutes and Rules, and First Things policies, procedures and handbooks.

### Political Activities

First Things personnel shall not request or receive from nor offer a legislator, public official or public employee any money, thing of value or promise thereof that is conditioned upon or given in exchange for promised performance of their duties as a First Things employee.

First Things personnel shall not directly or indirectly coerce or attempt to coerce another First Things employee to pay, lend or contribute anything of value to a party, committee, organization, agency or person for a political purpose.

First Things shall not discriminate based on any political activity an employee has participated in as a private citizen. First Things shall not interfere with the private political activities of employees if they are acting as a private citizen. However, First Things reserves the right to control political activities while using First Things resources or while acting as an employee.

### Confidential Information

First Things personnel shall not disclose confidential information acquired by virtue of their position with First Things for their own or another's private gain.

### Employment other than with First Things

First Things personnel shall disclose any employment held outside of First Things.

### Financial Interests

First Things personnel shall disclose all financial interests and shall be aware that substantial interests may affect purchasing and contract agreements with First Things. First Things personnel shall abstain from participation in any decision involving businesses or real property for which they hold a financial or substantial interest.

First Things personnel shall not require or request that subordinate employees, or students, purchase any good specifically and/or solely from a business for which they or their immediate family member has a financial or substantial interest.

### Gifts

First Things personnel shall not request, receive or accept gifts or loans over one hundred dollars (\$100) for themselves or others that may influence or appear to influence them in the discharge of their duties as employees.

Employees who have authority over the invest of public money or issuance of bonds, the revenue for which is used for public projects, shall not knowingly accept anything of value from a business that contracts with First Things to provide financial services.

For more information regarding gifts, grants and donations, please refer to the appropriate Governing Council policies and administrative procedural directives.

### Annual Training and Review

All First Things personnel shall review the provisions of the Government Conduct Act annually. The Head Administrator shall be responsible for review with staff members at schools.



First Things personnel shall be required to complete an annual Ethics and Conflict of Interest training and form, and shall update this form as necessary if financial interest, substantial interest or employment information changes prior to annual review.

All Ethics and Conflict of Interest disclosure information shall be kept with the First Things Administrative Offices.

#### Confidentiality of Disclosure Information

To the extent allowable by law, the First Things community shall keep disclosure information confidential. However, disclosure information may be subject to an inspection of public records request pursuant to the Inspection of Public Records Act.

#### Corrective Action

First Things personnel who knowingly violate provisions in the Governmental Conduct Act and in this procedural directive may be subject to disciplinary action, including dismissal, demotion, or suspension.

First Things personnel who knowingly violate provisions of the Governmental Conduct Act may also be subject to criminal and/or civil action in a court of law.

## Anti-nepotism

### General Provisions

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

The Governing Council may waive this policy for family members of the Head Administrator.

### Procedures

For purposes of this directive, “nepotism” means a First Things Classical Charter School Governing Council member, the Head Administrator, or supervisor hiring any of their family members.

For purposes of this directive, “family member” means a person who is a spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, ward, brother, brother-in-law, sister or sister-in-law of the First Things Classical Charter School employee. Family members shall also include any individual residing in the employee’s household at the time of hire.

For purposes of this directive, “supervisor” means the person having responsibility for daily supervision and/or for evaluating the job performance of an employee.

### Hiring Practices

First Things Classical Charter School shall not initially employ or approve the initial employment in any capacity of a person who is a family member of a Governing Council member, the Head Administrator, or the individual responsible for the hiring of that family member.

Supervisors shall be excluded from all hiring, employment and assignment decisions regarding their family members. Applications for employment with First Things Classical Charter School shall include an area for applicants to disclose any family members and their relation who currently work for First Things.

### Supervision

First Things Classical Charter School employees shall not be the supervisor of any family member. First Things Classical Charter School employees shall not be assigned in any position under the supervision of a family member.

### Violations

Employees of First Things Classical Charter School shall immediately report any observation of a violation of this procedural directive to the Head Administrator or Governing Council as appropriate

If employees of First Things Classical Charter School wish to remain anonymous, they may use whistle blower procedures to report any observation of a violation of this procedural directive.

## Background Checks and Fingerprinting

### General Provisions

First Things Classical Charter School conducts background checks on all prospective employees (applicants who are offered employment), contractors, contractor's employees, and volunteers who might have unsupervised access to students.

### Employees

First Things Classical Charter School shall conduct background checks, based upon fingerprint identification, of all prospective employees.

Employees shall, as a condition of employment and at the expense of the employee, submit to and clear a background check every five years after their initial hire date.

### Contractors

First Things Classical Charter School shall conduct background checks, based upon fingerprint identification, of all contractors and contractor employees who may have unsupervised access to students. Background check clearance of contractors, subcontractors and contractor employees, agents and assignees who may have unsupervised access to students shall be valid for five years at which time a contractor and the contractor's employees shall, at the contractor or contractor's employees' expense, submit to and clear a new background check.

### Volunteers

First Things Classical Charter School shall conduct background checks, based upon fingerprint identification or other personal identifying information, of all volunteers who may have unsupervised access to students. Background check clearance of volunteers who may have unsupervised access to students shall be valid for five years at which time the volunteer shall, at the volunteer's expense, submit to and clear a new background check.

### Reporting

Additionally, the Head Administrator, or his/her designee, shall develop procedural directives which outline requirements for employees to self-report, to a designated administrator any known arrest, charge and/or conviction of criminal offense.

## Family Educational Rights and Privacy Act (FERPA)

First Things Classical Charter School ("First Things") shall maintain full compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), which is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by First Things. First Things is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. **First Things charges 50 cents per page for copies of records, and we can invoice you when you receive the copies.**

Parents or eligible students have the right to request that First Things correct records which they believe to be inaccurate or misleading. If First Things decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if First Things still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, First Things must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows First Things to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

First Things may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, First Things will inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

First Things will notify parents and eligible students annually of their rights under FERPA.

## Complaint and Grievance Policy

Formal Complaints must be brought in writing.

Complaints with teachers and staff should be brought to that staff member and then to the immediate supervisor (Head Administrator), if the concern was not able to be addressed at the lower level.

Complaints involving the Head Administrator must be filed formally through a written complaint to the President and will be addressed at the next Governing Council regular meeting.

To facilitate the Complaint process, forms are available online and in the First Things administrative offices, but the use of these forms is not mandatory. The responsible party for resolving the complaint will complete a follow-up section of the form to document appropriate resolution to complaints and problems.

Complaints should be addressed within a month, though a shorter time frame may be necessary based on the nature of the complaint. Family and community surveys will include questions related to the complaint process to assess whether concerns are being addressed adequately and in a timely fashion.

### How to File:

Complete, date, sign, and submit the complaint form or letter to the First Things Classical Charter School ("First Things") Administrative Offices, once established, or, until that time, at 5725 Guadalupe Trail NW, Albuquerque NM 87107-5425.

### Filing a Complaint:

- All complaints must be in writing, signed, and dated. Provide your name, current address, telephone number, and email.
- The complaint form should explain the basis of your allegations.
- Provide approximate date(s) - (month, day, year) of the alleged act(s) or wrong doing on the complaint form. Complaint must be filed within 180 days of the most recent event.
- Provide the name(s) of the individual(s) who allegedly have committed the wrong doing including location and job position.
- Identify the location where the alleged act(s) of wrong occurred.
- Provide specific written details of what occurred that you believe to be prohibited conduct or wrong doing. It is important that you be as specific as possible to assist us in determining what issue(s) must be investigated.
- Provide any documentation you may have to support your belief of the prohibited conduct or wrong doing.
- Provide any other information you feel may support your allegation(s), e.g., name, addresses, and phone numbers of witnesses, and other individuals who may have knowledge of the alleged prohibited conduct or wrong doing.
- When the complaint form is completed, mail or deliver your form to the address above.

## Privacy

First Things will respect the privacy of the complainant, the respondent and witnesses, as much as possible, consistent with our legal obligations. No individual can be retaliated against or coerced for being a witness, providing information related to an investigation or participating in any manner in the resolution or in the process leading to the resolution of a complaint. Retaliation against any student or employee seeking assistance, filing a complaint, or participating in the investigative process is reason for a subsequent retaliation complaint. Retaliatory conduct may also be referred to the administration for appropriate action.

## Investigation Process

When First Things conducts an investigation, it may consist of interviews of the complainant, respondent(s) and any witnesses who may have knowledge of the wrong doing. Additionally, other method(s) or documents may be used by the investigator.

Complaints should be filed within 180 days of any wrong doing.

## Investigation Timeline

An investigation will generally be completed within thirty (30) business days. In some cases, the investigation may take longer. However, First Things will make every reasonable effort to complete investigations within appropriate timelines.

## After the Investigation

At the conclusion of the First Things investigation, the complainant and respondent will receive written notification of the outcome.

At the conclusion of a completed internal investigation conducted, First Things will inform the appropriate administrators of the determination. First Things will inform the appropriate administrator if the evidence supports the allegations.

When the investigation is concluded by First Things, the complainant and respondent will have ten (10) working days from the date of the notification letter to submit an appeal in writing to the Head Administrator. The Head Administrator will have fifteen (15) working days from the date of the receipt of the appeal to inform the complainant or respondent of the decision in writing, or to refer the matter to the Governing Council.

## Whistleblower Complaints

### Definitions

For purposes of this procedural directive, “whistleblower” means a person who reveals any suspected wrongdoings or malpractices that are taking place within an organization via the service the Governing Council provides.

For purposes of this procedural directive, “whistleblower complaint” means the information, complaint or concern received from a whistleblower.

For purpose of this procedural directive, “inquiry” means a search for knowledge and understanding about a matter.

For purposes of this procedural directive, “investigation” means a formal, systematic, detailed examination into a matter.

For purposes of this procedural directive, “audit” means the formal examination of an individual’s or department’s accounting records, financial situation or compliance with some other set of standards.

For purposes of this procedural directive, “program evaluation” means a systematic inquiry into the efficiency and effectiveness of accomplishing stated objectives; ethical issues; adherence to applicable federal and state law and regulation; responsible and appropriate use of resources, including funds, property and personnel; adequate operating and administrative processes, practices and internal management controls of specific projects and/or services administered by the district.

### Responsibility of First Things Classical Charter School for Criminal, Unethical or Concerning Activity

First Things Classical Charter School (“First Things”) shall maintain an anonymous whistleblower service through which any individual may issue a complaint or concern regarding the First Things community. These concerns may include any suspected unethical activity observed by the individual. Whistleblower complaints shall be directed to the Head Administrator for appropriate investigation or delegation.

First Things employees shall notify the Head Administrator, or, in the case of observed wrongdoing by the Head Administrator, the President of the Governing Council, within one (1) business day of knowledge of any suspected unlawful action, including theft of district property, of which employees are aware. The Head Administrator shall investigate any and all suspected unlawful actions reported by First Things community employees, and refer such matters as appropriate to the Rio Rancho Police Department.

### Whistleblower Complaints

The Head Administrator or his/her designee, or, in the case of a complaint involving alleged wrongdoing by the Head Administrator, the President of the Governing Council, shall resolve each whistleblower complaint to the best of his/her ability. Appropriate action will be taken to protect the anonymity of the individual(s) filing the complaint, to protect the school from claims of retaliation, to avoid conflicts of interest and/or due to state statute or regulation.

First Things shall track the number and other appropriate information regarding whistleblower complaints for reporting to the Governing Council.

~~Complaints Involving the Head Administrator~~  
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If the nature of the whistleblower complaint is about the Head Administrator of First Things, the President of the Governing Council shall designate an appropriate department/individual of his/her choice to complete an inquiry into the concern.

**Complaints Involving the Governing Council**

If the nature of the whistleblower complaint is about a member of the Governing Council, the Head Administrator shall refer it to appropriate state and local officials, which may include the State Public Educations Department, State Auditor or the Attorney General.

**Criminal Complaints**

If the nature of the whistleblower complaint is suspected criminal activity, felony or misdemeanor, of an employee, student or activity, the Chief of the Rio Rancho Police Department, or his/her designee, shall complete an inquiry into the concern. Criminal activity may include, but is not limited to, substance abuse at the work place, threats, physical violence, and theft, falsification of information and destruction of property. The Chief of the Rio Rancho Police Department, or his/her designee, will forward the information, resolution and any necessary recommendations to the Head Administrator and/or Governing Council for appropriate follow-up.



## Volunteers

First Things Classical Charter School (“First Things”) is very proud of its commitment to quality education and welcomes the personal interest and desire of community members to help in its efforts. We value family and community engagement in school activities and believe that volunteer involvement can have a positive impact on a child’s education. The goals of the school volunteer program are to:

- Increase family engagement in education;
- Provide assistance to classroom teachers and other educators; and
- Improve communication between the schools and the communities they serve.

### Background Clearance

While encouraging parent participation, we must also consider the safety of every child by requiring a background check from volunteers prior to any volunteer activity at First Things.

The background check will be conducted based on information obtained within the online application and takes 3-5 business days to process. Clearance decisions make take longer for those in which any instance is revealed on the background check.

Background checks are valid for 5 years.



