



**2009**

**NEW MEXICO  
CHARTER SCHOOL APPLICATION**

**For**

**SOUTH VALLEY PREPARATORY SCHOOL**

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## II. APPLICATION COVER SHEET/ABSTRACT

### ***School Information:***

Name of Proposed Charter School: South Valley Preparatory School

School Address (if known): TBD

School Location (City/Town): Albuquerque, New Mexico

School District within which the school will be located: Albuquerque Public Schools

### ***Contact Information:***

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### ***Partner Organizations (if applicable):***

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***Enrollment Information:***

Grade span at full enrollment: 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grades

Total number of students at full enrollment: 156

Complete the chart, indicating phase-in grades if applicable.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	Core team I - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	78
Second Year	2011-12	Core team I - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Core Team II - 6 <sup>th</sup>	104
Third Year	2012-13	Core team I - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Core Team II - 6 <sup>th</sup> & 7 <sup>th</sup>	130
Fourth Year	2013-14	Core team I - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Core Team II - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	156
Fifth Year	2014-15	Core team I - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Core Team II - 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	156

### **Abstract of Proposed Charter School:**

South Valley Preparatory School proposes to serve students in grades 6, 7 and 8 in the South Valley of Albuquerque, New Mexico. The mission of South Valley Preparatory School is to provide a small, safe learning community so that students in the South Valley can engage in a rigorous and relevant academic curriculum. We believe it is here, within a unique family framework; where individual student's strengths can be cultivated while expanding academic horizons and fostering active citizenship. South Valley Prep will serve the unique and predominant non-immigrant and immigrant Hispanics population that permeates the entire South Valley. Our intention is to serve students in the South Valley.

South Valley Prep is built upon the principle of small learning communities. We believe that a small learning community is foundational in addressing the complex needs of the unique students in the South Valley. A small learning community where students remain with the same core team of teachers for all three grades would support the implementation of best practices and strategies that have been proven successful in the South Valley in the middle school academy at Kit Carson. Just recently, the local school district closed the three middle school academies in the South Valley. This has left a noticeable void in school choice for families in the South Valley. In fact, there is now only one choice for parents seeking an alternative setting for their children, and, that charter school is facing corrective action. The existence of South Valley Preparatory School would increase the educational opportunities available to this growing section of the city. Furthermore, a small learning community will allow us to provide our students with the following:

- A safe environment where students are able to engage in academic study with minimal distraction from common outside challenges
- Instruction by the same family of teachers for each core subject. Each subject taught by the same teacher for three years
- A rigorous curriculum that is aligned to the New Mexico state standards
- Explicit reading instruction using a researched-based framework in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.
- Multiple assessment opportunities that allows both students and their teachers time to reflect on learning and teaching
- An integrated curriculum that lends itself to addressing language development issues of both the bilingual and latent bilingual student across the curriculum
- Authentic relationships between staff and students that are developed and maintained through looping, core teacher teaming and family advisory groups.
- An increased sense of belonging to their community through participation in service learning

South Valley Prep intends to address the community's need for a quality middle school throughout the South Valley in two different ways. The first is to use the original core team of teachers, the founders, to mentor all other core teams that phase in. Secondly, we intentionally preserve the small learning environment by eventually moving one of core team from the first five years farther south into the South Valley that will serve students that would traditionally feed into Harrison and Polk Middle Schools. South Valley Prep will provide a choice for parents whose children traditionally feed into the South Valley's large, failing public middle schools. Our goal is to motivate students to learn and be actively engaged in their school and in the larger community regardless of personal circumstance. This foundation supports consistent academic support in core academic areas and personal growth for students that traditionally are the most at-risk for failing.

### III. STATEMENTS OF ASSURANCES

STATE OF NEW MEXICO )  
 )  
COUNTY OF )

I, \_\_\_\_\_, after being duly sworn, state as follows:

1. My name is \_\_\_\_\_ and I reside in \_\_\_\_\_.
2. I am the authorized representative of the governing body, or applicant group, for \_\_\_\_\_ (*name of school*) to be located at \_\_\_\_\_, I certify that, if awarded a charter:

1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.

11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.
14. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
15. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
16. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
17. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
18. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
19. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
20. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
21. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
22. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.



I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that I am the authorized representative of the applicant group, or the governing body, of this charter school.

\_\_\_\_\_  
[Signature] \_\_\_\_\_ Date  
\_\_\_\_\_, representative of the applicant group, or governing body  
member, of the proposed \_\_\_\_\_ Charter School.

Subscribed and sworn to before me, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

[Notary Seal:]

\_\_\_\_\_  
[signature of Notary]

\_\_\_\_\_  
[typed name of Notary]

NOTARY PUBLIC

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

#### **IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED**

##### **MISSION**

The mission of South Valley Preparatory School is to provide a small, safe learning community so that students in the South Valley can engage in a rigorous and relevant academic curriculum. It is here, within a unique family framework; where individual student's strengths can be cultivated while expanding academic horizons and fostering active citizenship.

The accomplishment of the South Valley Preparatory School's mission can be seen as two fold. The small and safe learning community will allow our students to focus on academics as well as the opportunity to develop as a community member that makes a positive impact upon the South Valley. The students at South Valley Preparatory School will be assessed academically in each of the core academic skill areas by a combination of ongoing authentic assessments, school-wide short cycle assessments and standardized tests. The school will participate in the New Mexico Standards Based Assessment (NMSBA) program. (*See Section E*). In addition to academics, the students are required to engage with their own community through both Family Advisory and Service Learning. We recognize that we must continually improve and refine student outcomes and expectations so that they reflect the mission of the school as well as state and local standards.

##### **STATEMENT OF NEED**

Albuquerque's South Valley needs a safe, small middle school that can focus its attention and efforts towards building the academic success of the non-immigrant Hispanic student as well as the traditional immigrant Hispanic student. Currently, the three traditional middle schools in the South Valley have not met Adequate Yearly Progress and are in various stages of restructuring or corrective action. The middle schools have large student populations, impacting each school's ability to provide adequate supervision while promoting safety and civic responsibility. The low socio-economic status of the close to 90% of the students currently attending South Valley middle schools, increased exposure to gangs, gang violence, substance abuse and lack of resources in the home that support formal outside learning experiences only exacerbate the problem. Authentic learning opportunities in the form of service learning are limited or non-existent. The traditional middle school finds its resources taxed by class sizes that are too large to focus on the diverse needs of the non-immigrant Hispanic student; not to mention the resources necessary to ensure the academic success of the traditional immigrant Hispanic student. South Valley schools do not currently have access to a research-based program that would allow each teacher to quickly and effectively identify the learning gaps in math and reading, target those gaps and immediately begin to address those gaps on a daily basis. As a result, it is no surprise that the English dominant, non-immigrant Hispanic student continues to under perform in the areas of reading and mathematics not only at the national level, but at the

state and district level as well. As compared to their immigrant peers, they are performing only slightly above or at a level equal to their immigrant counterparts.

While the non-immigrant Hispanic student is often English dominant, they are latent bilinguals (children whose family members speak the archaic form of Spanish brought to New Mexico by the Spaniards). South Valley schools have been and continue to be fertile breeding grounds in the search for the “magic bullet” that will address complex educational issues at the center of the seemingly inexplicable failure of the non-immigrant Hispanic student in this area. The English language development of the non-immigrant student is impacted by their latent bilingualism and, as such, need exposure to rigorous, consistent, research-based instruction in the area of reading for the entire three years of their middle school experience. Non-immigrant Hispanic students and their immigrant counterparts require consistent, daily, research-based intervention to identify individual learning gaps. Time and opportunity to adequately address those needs through daily practice that tracks each student’s progress and helps teachers to direct their teaching based on data can help to motivate and drive instruction in the classroom. Frequent and authentic communication concerning each child’s progress towards meeting the standards for each core area of the curriculum is ineffective and comes in the form of an automated phone call or end of the nine weeks report. A “family” of four teachers (ex. one teacher who delivers the Social Studies curriculum for all grades, 6 through 8, etc...) to deliver instruction in the core areas over the three years is needed so that the teacher of each core area can build authentic, supportive and appropriate personal relationships with each student over the three year period. A strong, dedicated focus on providing authentic learning opportunities that fosters and supports meaningful community involvement to upholding the deep Hispanic tradition centered on maintaining social responsibility to the neighborhood and its people. This is particularly important because a significant number of children living in the South Valley are impacted by the ever-changing structure of the family. It is not uncommon for children to experience situations in which families are separated, reunited or blended no less than a handful of times in their lives. Equally as disruptive is the high rate of mobility that comes as a result of the changing structure of the family. Students in the South Valley tend to “migrate” from one school to another within the community. The causes of the changes in family structure are well documented. Factors contributing to this include substance and physical abuse, gang involvement, incarceration of parent(s) and divorce. Inevitably what results is a situation in which parents are unable to provide the level of academic support that is needed to foster academic success. At South Valley Prep, parent involvement will be a key component in helping the school to achieve its mission. According to the article *Enhancing Charter Schools through Parent Involvement* by Nancy O’Bryan, “Dedicated parents and teachers provide the human capital to make things happen for the school. Having parents and teachers who are determined to keep motivation high and ensure plans are implemented is essential. This is not limited to a single well-intentioned individual; collaboration and ongoing communication between parents and teachers is required to create a sense of community. In some cases, teachers support parent involvement by attending events and acknowledging the importance of parental involvement.” The regularly scheduled “Family” meetings with students will serve three purposes, to allow students a format for addressing the key struggles that they face academically, time for collaboration with teachers and peers to develop strategies that can assist them in accessing resources for completing academic tasks, and to allow the teacher insights into how to support the family away from school by providing the family with resources and opportunities to

engage the child in a manner that will be personally satisfying for both the child and the parent. In addition an important aspect of this charter will be its ability to schedule events and opportunities for interaction through a variety of events between the school, the community and the student at times that are most beneficial to the families. All in all, this approach will only serve to model positive “family” interaction, thus strengthening every stakeholder’s commitment to the academic, social and emotional success of the school.

Both the non-immigrant Hispanic student and the immigrant Hispanic student present challenges related specifically to language development. No where is this most evident than in the performance results of the short cycle assessments and standards-based assessments given by the Albuquerque school district and the state of New Mexico. According to the 1996 article *America’s New Fault Line: Hispanic American Education*, “At age 13, Hispanic students were, on average, 2 years behind in math and reading.” Nationally, the *Pew Hispanic Center* reported that in 2005, 71% of Hispanic, ELL learners failed to meet basic proficiency in reading and math. In 2008, the New Mexico Public Education Department data points to an average of 53% of Hispanic, low-income students being proficient in reading for 8<sup>th</sup> grade (13 years old), only 24% of the same student population was proficient in math; 43% of ELL learners were proficient in math at 8<sup>th</sup> grade; only 15% of all ELL learners in 8<sup>th</sup> grade were proficient in reading. The average 8<sup>th</sup> grade student at all three South Valley middle schools in the 8<sup>th</sup> grade collectively had an average of 42% of Hispanic, low-socio economic and ELL learner achieving proficiency in reading, while only 16% of the same population achieved proficiency in mathematics. Large, middle school settings are inadequate for addressing the individual needs of the aforementioned students. Also evident over the past decade, is the constant change in the curriculum employed by each school and in some cases, by each teacher at any given school. This has resulted in only a minimal closing of the educational gap between minorities and their counterparts. Fidelity to one, single research-based program where “best practices” are clearly identified and developed; where goals are worked at over a long period of time have impacted student performance. Because middle school teachers are often limited to a single year in which to interact with a student or group of students in the same curriculum area, there is little time to tap into the strong communal aspect that is so prevalent in the Hispanic community. Social interaction is a key factor in providing formal learning opportunities that are natural and essential to both the non-immigrant Hispanic student and the immigrant Hispanic student. Clearly, what must happen as an extension of improving student language proficiency is a component in which parents are afforded the same opportunity through ESL, reading and math courses. It will be important to network and access those courses through the local branch of the community college or other social and church organizations. It will be incumbent upon South Valley Preparatory School to assist parents in creating a strong and effective parent team that can work collaboratively with the school and the community to build capacity. This being said, the greatest attribute that a school can work to develop is a sense of belonging. It is generally accepted that all families in the South Valley, not just non-immigrant and immigrant Hispanic families, hold dearly to the belief that it is their primary job to focus on nurturing the child, ensuring that the homework is done to the best of their ability and in ensuring the good behavior of the child. By establishing clear goals about parent involvement and how those goals can be achieved in a collaborative manner, the school is viewed as a safe, warm, accepting and positive place to gather.

If students are allowed access to a small learning community, they would have access to focused, research-based instruction in reading for three years. Reading across the curriculum is a key component in addressing the diverse language challenges presented by these two distinct types of learners (i.e. the non-immigrant Hispanic student and the traditional immigrant Hispanic student). A small learning community would allow students to have access to instruction by the same family of teachers for each core subject. Each subject taught by the same teacher for three years. This would result in stronger and more authentic personal relationships between the student and the teacher, the teacher and the parent. Authentic personal relationships would contribute to increased parent involvement in the educational process; increased communication between parents/teachers/students about progress towards academic goals and meeting standards. Such involvement would result in a more timely response to interventions and parents who are aware of the standards and expectations at each grade level. Teachers and students would be able to make decisions about educational progress that it is data driven and leads toward continuous improvement. Research has proven that minority, low income students who attend schools in a small and focused learning environment experience greater opportunities to interact with their peers and the teacher through cooperative learning, pair learning and one-to-one learning with the teacher. They also experience a daily routine that is focused and free of distractions. Their routine will rotate; therefore, students are experiencing subject matters at different times of the day. Smaller learning communities allow the teachers to closely supervise students during key transition times; thus, increasing the amount of time spent on instruction versus time lost to inefficient transitions.

Flexibility and multiple occasions for parents to participate in school activities will assist in establishing an open and inviting atmosphere for all stakeholders. Students and parents would be able to build on the system of social networking to access resources to assist in furthering academic success of the child, as well as accessing resources that would assist in the success of the family.

South Valley Preparatory School would strive to resolve the problem of low academic performance among non-immigrant Hispanic students and traditional immigrant Hispanic students by:

1. Providing a small learning environment that expands and builds on the successes of *Kit Carson Middle School Academy*. (This academy was closed by Albuquerque Public Schools in May of 2009)
2. Seeking to serve the members of the entire South Valley area.
3. As the only Academy that experienced success at the middle school level, several best practices and key strategies in the areas of reading, social studies, science, and mathematics have been developed and tested over a period of seven years and would be transferred to the new setting.

4. The teaching staff and potential stakeholders would already have experience with these best practices; thus, it would take less time to establish familiarity with some of the key processes of the school.
5. The family advisory would give teachers an advantage that is currently unavailable in the traditional middle school because it would create a forum for productive discussions on issues that are relevant to the students and their needs.
6. The fact that a student would receive instruction in a core subject from the same teacher for three years will be advantageous to the teacher, student and parent, producing a unique environment where the teacher would be well acquainted with the academic and social needs of the student. The comfort level of the parents as welcomed participants in the educational process will increase as they develop an interactive rapport with the school.
7. Success Maker is a computer program designed to identify the appropriate math and reading level for each student. It will be used to identify learning gaps for individual students as well as for groups of students on a daily basis.
8. Short cycle and standards-based assessments would be used to guide the staff at South Valley Preparatory in gauging progress toward the stated goals of the charter.
9. Student report cards would not only consist of standards-based indicators (Standards-Based Report Cards), but would include a narrative by the core teachers to address each student's individual strengths and opportunities for continuous improvement.
10. Formal art instruction is an integral part of the curriculum at South Valley Preparatory because research indicates that formal instruction in art yields positive results in reading, verbal communication, written communication, mathematics, social studies and science.
11. Service learning and the authentic, real-life application of being an active participant in community based projects that positively impact people will only serve to strengthen the values of community support and social networking that are at the core of the Hispanic community in the South Valley.
12. Proponents of service learning suggest that community involvement over an extended period of time helps students develop the ability to seek out positive solutions to their problems. They are better able to communicate their own needs and desire to find the resources to help themselves. All stakeholders become more empathetic and tolerant, thus, fostering an attitude of hope and resourcefulness that, over time, can help to turn the tide of apathy in the South Valley.

## V. EDUCATIONAL PLAN

### A. CURRICULUM FRAMEWORK

#### 1. Philosophy and Approach to Instruction

South Valley Preparatory School (South Valley Prep or SVPS) is built upon the philosophy that all students can learn. We firmly believe that over time, South Valley Preparatory School will provide the community with a proficient community of learners that will be prepared to enter successful high school programs like South Valley Academy, Atrisco Heritage and Rio Grande High School. It is exactly the unexplained “failure” to achieve proficiency among the non-immigrant Hispanic student as well as the traditional immigrant Hispanic student that is the driving force behind the establishment of this school. We believe that all middle school students, including both the non-immigrant Hispanic and immigrant Hispanic, can develop a greater capacity to reach proficiency in reading, math, social studies and science through learning communities that are small, nurturing and safe and that offer a rigorous and relevant curriculum. The Hispanic community in Albuquerque’s South Valley maintains a rich and vital connection to its Spanish roots through a vibrant system in which traditions and values are maintained through language (i.e. the archaic form of Spanish spoken and maintained by non-immigrant Hispanic families) and oral communication. As latent bilinguals, non-immigrant Hispanic students and immigrant Hispanic students benefit most in a system where oral communication is valued as a natural and important formal learning opportunity. In deed, the impact the low socio economic status has on all children in the South Valley is evident across all ethnic groups. While the South Valley is largely Hispanic there are small, but growing African-American, Anglo and Native American populations who face the same type of pervasive issues with language development. They are equally as prone to face the same challenges as their Hispanic counterparts and their needs, whether academic or social, are universal. As current middle school teachers serving students in the South Valley we have first hand experience of the academic success that comes from implementing the integrated approach of looping our middle school students within a small learning community. As a result, our philosophical and instructional foundation is built upon structures, strategies, and practices that we know to have the greatest impact on the academic success and personal growth for our unique student population (i.e. the non-immigrant Hispanic student and the immigrant Hispanic student).

#### At South Valley Preparatory School:

- We will develop a small and safe learning community that sustains and maintains a sense of belonging for each student.
- As students’ sense of belonging increases so will the students’ desire to engage in academic study.
- The curriculum will be rigorous, relevant and aligned with *NM State Standards* and will include a fine arts component.
- Students will loop with the same core team of teachers from 6<sup>th</sup> through 8<sup>th</sup> grade. This will allow the core teachers to build upon and integrate content instruction for the same students each year while establishing and maintaining authentic relationships.

- Authentic personal relationships will be maintained through normal homeroom assignment, looping and through the assignment of each student to a family advisory group.
- The Family Advisor will act as an adult advocate so they are able to address any academic, social and/or emotional needs of the students.
- The small learning environment, looping and family assignments will narrow the focus of teacher collaboration and teaming to increase cross content integration, thereby increasing the teacher's ability to identify opportunities for academic improvement.
- Both teachers and students will have multiple opportunities to integrate technology through teacher instruction and student projects.
- Students will receive explicit reading instruction based upon homogeneous grouping in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.
- Teachers focus on vocabulary development and sentence structure. A carefully prescribed method for providing a proficient oral or written response will also be used. Time for group discussion and the use of cooperative learning will help each student to build capacity as a proficient reader across the curriculum.
- The use of Success Maker, a computer program for reading and math, will be used on a daily basis to identify skill gaps and provide individualized practice based on individual student needs. Success Maker offers the teacher the opportunity to obtain reports that quickly identifies down to the skill, each student's skill gaps.
- The staff and students will use continuous improvement strategies such as Plan, Do, Study, Act (PDSA) to allow for constant reflection of both instruction and learning.
- Teacher professional development will be focused on how we can better meet the needs of every student.
- Community and family outreach will be required through a service learning component at each grade level.

We believe that these specific strategies make a solid foundation for a successful middle school environment. We know that students that have the opportunity to learn in a small, safe and nurturing environment have a better chance to succeed academically and personally.

### **Currently in the South Valley:**

All of the traditional middle schools in the South Valley, both public and charter, have failed to make Adequate Yearly Progress (AYP). These schools are either in Restructuring or in Corrective action. This has been the state of these schools for more than a decade. We believe that the size and structure of the traditional middle school in the South Valley provides an unsafe and unauthentic learning environment for students. Student enrollment at these schools varies between 350 and nearly 800 students with the majority of the schools being larger versus smaller. Teachers in the traditional setting generally have no more than one year of instructional interaction with a student and most are required to instruct up to 150 students per year, leaving little doubt that this type of student/teacher ratio impedes the teachers' ability to provide instruction that meets the needs of individual students. Further impacting the ability of the teacher to maximize instructional time to meet the needs of the student in a large, traditional middle school is the amount of time that it requires to effectively manage the exchange of classes with such large populations. In their book *The Power of Innovative Scheduling*, Robert Lynn Canady and Michael D. Rettig point out, "Many disciplinary referrals result from scheduled



transitions, when large numbers of students spill into hallways, lunchrooms, and commons areas, or congregate in locker rooms and bathrooms. If students are not sent to the office directly, the problems often carry over into the classroom, where teachers must deal with them before beginning instruction.” Without an effective management plan for transitions and commitment by educators to be a physical presence in facilitating those transitions, significant amounts of instructional time will continue to be lost. In a small learning community, the close proximity of the classrooms, the presence of the teachers during transitions, and the limited number of exchanges that take place during the day combine to limit lost instructional time. Building in time to “extend” instruction is another means of garnering more instructional time. Students at South Valley Preparatory School will have classes in the five core areas of reading, math, social studies, language arts (mainly writing, grammar and additional reading comprehension) and science on a daily basis. Vertical planning and collaboration by the team on a weekly basis is important for aligning those skills that must be developed in a logical manner so as to facilitate the application and enrichment of those skills at other levels. When students are able to clearly see how one concept and skill set is related to another (whether it be the continued development of a concept/skill set or its connection to other concepts related to the other core areas) the comfort level rises, there is less time needed for review at the beginning of each academic year, and, in effect, the teacher and student benefit from increased instructional time. Valuable and genuine partnerships between the teacher, student and parent will develop at South Valley Preparatory School because students will be instructed by a team of four teachers in the core academic subjects over a period of three years. Again, the atmosphere in the school would be welcoming and familiar to all, so that, collaboratively, realistic and attainable academic goals can be developed in manner in which all stakeholders have reason to remain motivated and working in partnership to achieve those goals. In the traditional middle school effective and authentic partnerships between the teacher and student do not have time to develop; thus limiting each teacher’s ability to develop a long term academic plan that can address each student’s needs in a more appropriate manner. Within that context, it is also difficult for the parent to become a knowledgeable participant in the academic process.

Additionally, it is not uncommon for students in the South Valley to have increased exposure to outside challenges such as gang violence, substance abuse and verbal abuse. Traditional middle schools lack the sufficient resources it would take to provide adequate supervision; this increases the likelihood for these outside challenges to occur on school grounds. The outside challenges that the students in the South Valley face on a daily basis create distractions that continue to disrupt their education. To compound the problem, most of these same students face additional obstacles such as poverty and low mastery of the English language. Statistics from the Albuquerque Public Schools District show that approximately 89 % of the students attending South Valley middle schools come from low-socioeconomic households and approximately 30% are identified as English Language Learners (ELL). In addition to true ELL students, in the South Valley you will find a particular student population that we recognize as invisible ELL students. The invisible ELL student, typically the non-immigrant Hispanic, is English dominant, yet has the language proficiency equal to or less than students that are learning English as a second language (ESL students). This lack of English language proficiency has been a proven preventative to academic success for both our immigrant and non-immigrant students.

Although the study of language acquisition and language proficiency has focused primarily on the learners of English as second language, our experience leads us to believe that the lack of English language proficiency, both social and academic, has become a pandemic among non-immigrant Hispanics. This holds true particularly in the South Valley where it is creating a vast barrier to academic success. We also know, from our past successes that the implementation of specific strategies and structures such as curriculum integration and looping students with a core team of teachers in a small learning community provides a greater opportunity for teachers to support these types of learners. This is not to say that only these strategies and structures will be implemented. The intention and desire of South Valley Preparatory School is to further develop and implement those strategies and methods that are on the cutting edge of the educational process. Thus a commitment to incorporate service learning, student-parent opportunities for service learning, and an overwhelming desire to connect students, parents, teachers and the community to one another through technology and the various means of communicating in the 21<sup>st</sup> century is one example of how we will expand, create and continue to identify and apply those strategies that are most effective in educating the children of the South Valley. Students and parents must be able to see how the education that their children will receive at South Valley Prep will extend to high school, college and translate into real world experience. We live and work in a global society, innovations in the classroom will grow and expand into instructional practices that will be able to change and mutate more effectively to meet the changing needs of this global community. This is evidenced by the expectations that we had as teachers in the area of technology and presentations. Once upon a time, PowerPoint presentations were the “new and the now”. Blogging, podcasts, and wikispaces are examples of the media students have been exposed to and are expected to use in terms of how they communicate knowledge and proficiency. That is not to say that an old fashioned book report or webquest don’t still have their place. To remain stagnant in developing the curricula and the educational strategies at SVPS would be in direct contradiction of the mission of the school. We agree with both Dave Stutman and Mike Coombes, ***“Complacency is the enemy of both creativity and progress.”***

Along with increasing deficiencies in language, students in the South Valley enter middle school with increasing deficiencies in core academic areas. According to the 1996 article ***America’s New Fault Line: Hispanic American Education***, “At age 13, Hispanic students were, on average, 2 years behind in math and reading.” Nationally, the ***Pew Hispanic Center*** reported that in 2005, 71% of Hispanic, ELL learners failed to meet basic proficiency in reading and math. In 2008, an average of 53% of Hispanic, low-income students were proficient in reading at the state level for 8th grade (13 years old), only 24% of the same student population was proficient in math; only 43% of ELL learners were proficient in math at 8th grade; only 15% of all ELL learners in 8th grade were proficient in reading. As teachers of these non-immigrant Hispanic students we are finding that students are entering middle school considerably below grade level in reading and math. Approximately two-thirds of our incoming 6th graders are at least two years behind in reading, supporting the national trend as it relates to Hispanic learners. Out of the two-thirds of students entering 6th grade at the former Kit Carson Middle School Academy, about half are students whose primary language is English yet they continue show a deficiency in English language acquisition. The other half is composed of true English language learners that enter three or more years behind in reading. Research shows that it takes between six and eight years of academic study in English for students to achieve cognitive academic language proficiency. However, even after this amount of time, South Valley students in

traditional academic settings continue to lag behind their peers in the city and in the state. In one of the South Valley traditional feeder middle schools there is no direct instruction in reading or in responding to reading. Instead, reading is addressed through a period of silent sustained reading (SSR) or Literature Circles where low performing readers are paired with high performing readers. Students are asked to respond to questions regarding reading with limited or no interaction or discussion. In other words, there is no direct or explicit instruction in reading. We know that middle school students benefit greatly from explicit reading instruction. Reading instruction that is done in homogeneous grouping has proven successful for the teachers in the small learning community such as the one at Kit Carson Middle School Academy. While the groups are homogeneous, best practices developed over the past seven years allow teachers to assist students in developing those skills that allow them to meet academic standards at their appropriate grade level. We strongly believe that three consecutive years of explicit reading instruction, versus silent reading in the traditional middle school, is one of the critical strategies that provides our students with the essential skills for academic success.

As Hispanic students in the traditional South Valley middle schools continue to score well below the district and state in both reading and math as measured by the New Mexico Standards Based Assessment, Hispanic South Valley middle school students in well structured small learning communities, such as the one in which we have implemented in the past, are outscoring the district and the state in the same content areas. The data in the table below was retrieved from the New Mexico Public Education Department website, [www.ped.state.nm.us](http://www.ped.state.nm.us), New Mexico Standards Based Assessment Statistics and Data, 2007-2008 Data, Proficiencies School by Grade 2007-2008 Data report.

**New Mexico Standards-Based Assessment (NMSBA) Results  
Reading and Math for South Valley Middle Schools**

School Name	Total enrollment in Middle School Grades for 2007-2008	% of 8 <sup>th</sup> Grade HISPANICS Proficient in Math	% of 8 <sup>th</sup> Grade HISPANICS Proficient in Reading
<b>TRADITIONAL</b>			
Ernie Pyle MS	624	20 %	34%
Harrison MS	795	19%	44%
Polk MS	372	9%	28%
APS		29%	59%
State of New Mexico		24%	53%
<b>SMALL LEARNING COMMUNITIES</b>	Total enrollment in Middle School Grades for 2007-2008	% of 8 <sup>th</sup> Grade HISPANICS Proficient in Math	% of 8 <sup>th</sup> Grade HISPANICS Proficient in Reading
<b>Kit Carson MSA</b>	<b>78</b>	<b>50%</b>	<b>83%</b>
Pajarito MSA	69	12%	65%
Barcelona MSA	60	22%	61%

According to the data above, we are sending nearly 2,000 South Valley middle school 8<sup>th</sup> graders that are failing in math and nearly 1,000 that are unable to read at the 8<sup>th</sup> grade level on to high school. Basically, we are setting them up for failure. As this trend continues, we believe that the unique population of middle school students found in the South Valley is at high risk for failure and drop-out. Despite recent efforts, the local district has been unable to address the issue of the failing South Valley public middle schools and their feeder high school even after years of restructuring. Failing middle schools and drop-out is now a crisis in the South Valley. This crisis increases the need for a school that directly addresses the unique needs of the community.

### **Meeting the Need**

We recognize that a small learning community will have one of the largest positive impacts on the needs of middle school students in the South Valley. A small environment provides for the development and maintenance of authentic relationships between staff and students as well as providing for adequate supervision that leads to a safer environment. The intent is to provide an environment in which common outside challenges are minimized and the focus of the relationships with students revolves around academic study and personal growth. In the research review of 103 documents that showed a relationship between school size and some aspect(s) of schooling that was published in May of 1996 by the Northwest Regional Educational Laboratory titled *School Size, School Climate and Student Performance*, The author Kathleen Cotton found that, “research has repeatedly found small schools to be superior to large schools...This holds true for both elementary and secondary students of all ability levels and in all kinds of settings.” In Cotton’s review she found school size has an effect on academic achievement, student attitudes, social behavior, attendance, drop-out, belongingness, self-concept and interpersonal relations. In each case, the effects on each were positive in small school settings. Cotton writes that the general finding from research that has been done on small school size supports positive impacts on student learning. In particular, “the effects of small schools on the achievement of ethnic minority students and students of low socioeconomic status are the most positive of all.” The majority of the students in traditional South Valley middle schools fit this profile. Thus it is more evidence that supports the need for small learning communities in the South Valley. Cotton also states that, “research on student attitudes overwhelmingly favors small schools over large ones...As with achievement, the research indicates that the attitudes of low-SES and minority students are especially sensitive to school size and benefit greatly from attending small schools.”

Small learning communities afford multiple opportunities for educators to address the needs of the unique population of students found in the South Valley. The lack of language proficiency requires academic settings that promote active student participation. There are several strategies and structures that encourage active participation among students. The first of these, promoting a sense of belonging, is a direct result of small learning communities. In an article titled *Schools as Communities*, authors Mark Royal and Robert Rossi (1997) state that a, “Sense of community in schools may promote a variety of positive outcomes for students. Students in these schools showed more interest in academics and greater achievement gains.” A student’s sense of belonging is central to our philosophy. South Valley Prep fosters this through looping, where students are familiar with the staff, structure and expectations of the school. It is supported through the Family Advisory group where students are provided a safe environment to interact with their peers to address personal concerns that may be preventing them from fully

participating in academic study. In a summary of research published in 2009 by SEDL titled ***Rural Students at Risk in Arkansas, Louisiana, New Mexico, Oklahoma and Texas: Policy and Program Implications for Rural At-Risk Students***, the study finds that, “One of the most important strategies for helping students who are at risk may be to assist them to achieve a sense of belonging in school...that requires social bonding with others students, teachers, and/or school staff.” It also concludes, “because of the potential for being more personal, small schools are more likely to achieve the kind of school climate that facilitates school membership and engagement.” Again, as founders we believe this is a critical component of a successful middle school environment. If students in a small learning community have a strong sense of belonging they are able to fully engage in a rigorous and relevant curriculum. A rigorous curriculum must take into consideration all learners. As at-risk students are usually placed in academic settings that have lower expectation, we believe that the at-risk student in the South Valley excels in learning environments with high expectations. The same research study regarding at-risk students found that the overall consensus of educators including Guthrie, Levin and Slavin believe that, “students who are below grade level in achievement need accelerated programs. Providing students opportunities to learn from each other (through cooperative learning strategies, peer tutoring, etc.) also enhances student learning.” It also finds that, “Skilled use of computers and software as learning aids are other ways to facilitate significant, accelerated academic gains in students typically classified as at-risk.” This research supports the success we have experienced in implementing consistent cooperative learning standards, the integration of technology in both teacher instruction and student projects across the curriculum and putting into practice a comprehensive service learning program that encourages personal links between the student and the community. All three strategies provide a framework for us to teach students the tools they need to succeed personally and academically.

Academic success is heavily dependent on a student’s ability to read, understand what they have read, and respond to reading through the application of skills such analysis, synthesis and reasoning. It is the non-immigrant Hispanic and immigrant Hispanic students’ need for consistent, rigorous research-based instruction in reading that has resulted in a successful framework that addresses the skills our students need to be successful. The framework was originally developed by the teachers at Kit Carson Middle School Academy. The process begins with students being assessed and then grouped based on their reading level according to the Analytical Reading Inventory (ARI). The core team of teachers then provides direct instruction in reading to one of the four groups. At the end of each nine week period the students are reassessed using the ARI and then regrouped according to the results. The core team rotates the reading groups so that each teacher has the experience of providing instruction at each level and the students do not remain with the same teacher all year long. Below is a table that illustrates the reading placement framework that we may follow to ensure that the students at South Valley Prep receive the most effective reading instruction,

<b>Reading Placement Framework</b>	
	<ol style="list-style-type: none"> <li>1. All students will be assessed using the Analytical Reading Inventory (ARI) or a similar reading assessment.</li> <li>2. Students are placed into one of four homogeneous reading groups by the core team of teachers.</li> <li>3. Students receive direct instruction for 8 weeks.</li> <li>4. In the ninth week of school, students are re-assessed using the ARI or other similar reading assessment.</li> <li>5. Students are re-grouped according to the results.</li> <li>6. Each reading group rotates through the core team of teachers. <ul style="list-style-type: none"> <li>• Each teacher will teach a different reading group/level each nine weeks. For example, teacher A might teach levels 4 through 5 during the first nine weeks, level 6 the second nine weeks, level 7 the third nine weeks and levels 8 through 10 the last nine weeks.</li> <li>• Similarly, each core teacher will focus on a specific genre(s); for example, teacher B may focus on short stories, William Shakespeare and Poetry for an entire nine week period. However, the reading material would be modified to meet the needs of the readers at each level.</li> </ul> </li> </ol>

In the past as teachers in a small learning community setting, we have been able to use this framework to more effectively identify the needs of the non-Hispanic immigrant and immigrant Hispanic student by focusing a trained eye on the problem. This same process will be used at South Valley Prep. It is a process that is critical to the success of our students and is a focus of what we do. It is this system that helps the core team meet the needs of our students when they are required to read in core content classes. The intentional direct instruction in reading that is a central component to our day and naturally fosters increased opportunities for a, “higher level of substantive conversation” among our students. (Newman, Fred M. and Wehlage, Gary G. *Five Standards of Authentic Instruction*, Educational Leadership, April 1993, Volume 50, Number 7, Authentic Learning Pages 8-12). During the reading block, the core team of teachers engages the students in conversations that require them to analyze, synthesize, compare, contrast, explain their own thought processes, reasoning and theories as well as respond to the thought processes, reasoning and theories. Although this framework is referenced in reading instruction it is a common strategy that is used in all content areas. By intentionally structuring our academic setting to support a team of teachers that plan common themes that are integrated across the curriculum and by implementing the same cooperative learning standards and strategies in every classroom, we provide a daily venue for a high level of substantive academic conversations where students use cognitive academic language in multiple settings. In addition, through family advisory group meetings and service learning projects students will be engaged in social interaction and communication which provides a venue to improve and perfect our basic interpersonal communication skills. According to Newman and Wehlage, a higher level of substantive conversations is defined by three key elements, “1. There is considerable interaction about the ideas of a topic including higher order thinking skills. 2. Sharing of ideas is evident...where participants explain themselves or ask questions in complete sentences and when they respond directly to comments of previous speakers. 3. The dialogue builds coherently on participants’ ideas to promote improved collective understanding of a theme or topic.” These three key elements are highly effective strategies that can be fully supported and easily

implemented through curriculum integration where topics and ideas are represented across core content areas.

The same can be said for academic performance in mathematics. One of the key issues facing both the non-immigrant Hispanic and the immigrant Hispanic when it comes to mathematics is the language issue. In the article, *Teachers' Attributions of Language Proficiency, Mathematics Achievement, and School Context Measures: An Exploratory Study*, Eduardo Mosqueda and Kip Téllez propose the following, “the sophisticated mathematics-specific discourse and the complexity of the rigorous mathematics content itself demands a high degree of English proficiency. According to prior research, ELL’s have done well in rigorous mathematics courses when native language support was provided for them during instruction.” In this case, the native language support that must be provided is multi-faceted. The non-immigrant Hispanic student must receive support and interventions that support English language development and address the latent bilingualism that lies beneath. The immigrant Hispanic student’s needs are straightforward, support the native language while developing the second language. With all these factors present in the classroom, it is incumbent upon the teacher to recognize these factors and implement an approach which utilizes small group settings and cooperative learning strategies to strengthen and build upon each student’s ability to problem solve and think critically. At South Valley Preparatory School, RACED (Restate, Answer, Calculate/Cite, Explain and Demonstrate an alternate approach) will be used as a systematic approach to communicating about mathematics. It has yielded positive results in the past at similar small learning communities. *Connected Mathematics Program 2* provides students with daily exposure to mathematical investigations that encourage students to discuss, exchange strategies and take risks in proving their theories and ideas about math. It is the teacher’s job to facilitate the discussions through modeling and guided instruction that is heavily focused on vocabulary and the understanding and use of that vocabulary throughout the lesson. Students are afforded the opportunity to connect their ideas with traditional algorithms through these investigations. Tying all of these elements together is complex, but, as teachers at Kit Carson Middle School Academy, allowing students time to “blog” about mathematics has become an invaluable tool in providing additional language or mathematics support. Blogging is a tool that allows the teacher to respond in “real time” to individual student needs. As with the reading program, Success Maker is used to quickly identify learning gaps and support the student with daily practice on those skills in which they are deficient. The teacher uses the daily reports to design individual or group needs within the classroom and address them. Critical to all of this is the idea that students will receive instruction in mathematics from the same teacher for 6th, 7th and 8th grade.

The advantages of this approach have already been discussed, but, it is a key element in the educational and philosophical approach that will be used at South Valley Preparatory School. What has not been addressed to this point is the importance of the sequential development of skills. It is clear that all Hispanic students and students from low socio economic environments lag behind in terms of closing the achievement gap in mathematics because of a lack of fundamentals in mathematics. While language impacts whether a student from the aforementioned group of learners is able to effectively grasp those essential fundamentals, also of importance is the manner and approach taken to develop those fundamental mathematical relationships. *In Foundations for Success: The Final Report of the National Mathematics*

**Advisory Panel**, the group discusses at length the importance of achieving proficiency and automaticity with the following concepts or skill sets mentioned in the table below. The table below provides a curricular framework where skills are scaffolded to create a clear and sequential pathway to math proficiency.

**Table 2: Benchmarks for the Critical Foundations**

**Fluency With Whole Numbers**

- 1) By the end of Grade 3, students should be proficient with the addition and subtraction of whole numbers.
- 2) By the end of Grade 5, students should be proficient with multiplication and division of whole numbers.

**Fluency With Fractions**

- 1) By the end of Grade 4, students should be able to identify and represent fractions and decimals, and compare them on a number line or with other common representations of fractions and decimals.
- 2) By the end of Grade 5, students should be proficient with comparing fractions and decimals and common percent, and with the addition and subtraction of fractions and decimals.
- 3) By the end of Grade 6, students should be proficient with multiplication and division of fractions and decimals.
- 4) By the end of Grade 6, students should be proficient with all operations involving positive and negative integers.
- 5) By the end of Grade 7, students should be proficient with all operations involving positive and negative fractions.
- 6) By the end of Grade 7, students should be able to solve problems involving percent, ratio, and rate and extend this work to proportionality.

**Geometry and Measurement**

- 1) By the end of Grade 5, students should be able to solve problems involving perimeter and area of triangles and all quadrilaterals having at least one pair of parallel sides (i.e., trapezoids).
- 2) By the end of Grade 6, students should be able to analyze the properties of two-dimensional shapes and solve problems involving perimeter and area, and analyze the properties of three dimensional shapes and solve problems involving surface area and volume.
- 3) By the end of Grade 7, students should be familiar with the relationship between similar triangles and the concept of the slope of a line.

Furthermore, it is striking that on page 20 of the report that the group recommends that this table of benchmarks be used to “guide classroom curricula, mathematics instruction, etc...” In accordance with what we already know about student performance in mathematics in the South Valley, a greater concern is the number of 8<sup>th</sup> grade students taking Algebra I during their 8<sup>th</sup> grade year is further proof of the widening achievement gap amongst Hispanics and students from low socio economic backgrounds. The *advisory panel* goes on to recommend the following, “A focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics, should become the norm in elementary and middle school



mathematics curricula. Any approach that continually revisits topics year after year without closure is to be avoided.” Because South Valley Prep students will be instructed in mathematics by the same teacher for 3 consecutive years, the performance of our former 8<sup>th</sup> grade students suggests some evidence that this recommendation is attainable over time. In a small learning environment, such as the one being proposed by South Valley Prep, the teacher’s knowledge about individual and grade level progression toward state and national benchmarks would translate into less time spent on review and more time working toward “closure” in topics. Item analysis provided by the local school district on student performance on the NMSBA suggests that students from the South Valley do not enter school at a level on par with their peers from other parts of the city. Their mathematical understanding is not as well developed and it requires additional interventions even at the intermediate and middle school levels to address these gaps in mathematical fundamentals. South Valley Prep would use the research based computer program *Success Maker* to aide in identifying gaps in the fundamentals so that they could be more effectively addressed in the classroom. Finally, the *advisory panel* recommends that all 8<sup>th</sup> grade students take *Algebra I* in 8<sup>th</sup> grade. Given time and opportunity for teacher professional development in the area of math curriculum, data taken from the NMSBA, data generated from student performance in class, and progress toward achieving proficiency with key mathematical fundamentals, we envision that all SVPS 7<sup>th</sup> grade students will effortlessly transition into Algebra I in the 8<sup>th</sup> grade.

Curriculum content integration is most visible at South Valley Prep in the area of fine arts. Our fine arts component allows our students to encounter and deliberate ideas and content introduced in core classes using the right side of the brain. It is in Art that considerable interaction between students regarding ideas occurs. We believe that the development of the right side of the brain adds to the development of the whole child. Art is an integral part of South Valley Prep’s curriculum that personalizes learning and personalizes the learning environment.

In conclusion, there are several important threads that permeate through the educational and philosophical approach to learning at South Valley Preparatory School, they are:

- The inherent belief that all children can learn.
- Turning the tide of academic failure in South Valley middle schools using a proven framework previously used by the teachers at Kit Carson Middle School Academy.
- Provide students with a small, nurturing and safe learning environment, free of the distractions currently present in the traditional middle schools in the South Valley.
- Students will receive instruction in the core areas of reading, mathematics, science, and social studies from a family of teachers (looping) in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade.
- Supporting the non-immigrant Hispanic student in acquiring and developing their native language (English and underlying Spanish) through research-based reading and mathematics programs.
- Supporting the traditional immigrant Hispanic student in acquiring and developing the second language (English) through research-based reading and mathematics programs.
- Reading is addressed across the curriculum and is the basis for building language capacity for all students in the core areas of reading, language arts, mathematics, social studies and science.

- Small learning communities are critical to the academic and personal success of both the non-immigrant Hispanic student and traditional immigrant Hispanic student.
- Developing and maintaining authentic personal relationships between the teacher and student as a means of validating the importance of oral communication in a cooperative learning setting.
- Developing and supporting authentic personal relationships between the school and parents as a means of assisting families in becoming knowledgeable about academic expectations and acquiring resources that will support the student in the home.
- Students who are actively involved in service learning attain and develop a positive self image, value their role in the community, validate the strong sense of responsibility to family that is inherent in the South Valley community, facilitate in helping families to find resources that will promote the success of the student and the success of the family.
- Develop relationships with local high schools and South Valley Academy, increasing over time the number of proficient, high achieving students entering 9<sup>th</sup> grade. Thus, turning the tide of academic apathy in the South Valley.

## **2. Description of the Curriculum**

The curriculum for the following core courses have been selected or developed and will be used at South Valley Preparatory School in all three grade levels. In addition to course descriptions we have included a curriculum map sample for these core content classes.

- Math - Connected Math 2
- Science- Science Explorer by Prentice Hall
- Social Studies – Series by Prentice Hall and History of New Mexico
- Balanced Literacy using the Success for All instructional framework for Reading. Materials include a variety of text including novel sets, non-fiction and poetry

The curriculum for the following content courses has yet to be completed. Course descriptions for these content classes have been included as well as a curriculum map format with general content and standard information. Both the Art and Health curriculum will be developed as the year progresses. South Valley Preparatory School would like to provide professional development for teachers that will support the core teachers in providing quality instruction in these content areas.

- Art
- Health
- Service Learning

## 6<sup>th</sup> Grade Math: Curriculum – *Connected Mathematics 2*

**Course Description:** The content in the 6<sup>th</sup> grade math program is directly aligned with *New Mexico State Standards for Mathematics*. The content of this grade level is fundamental to and the basis of mathematical literacy. Integral to the learning process is the systematic review of earlier concepts and procedures in which students use previously learned skills to develop proficiency with more advanced concepts. The 6<sup>th</sup> grade mathematics program includes exploration, communication, mathematical tools, manipulatives, calculators, hands on activities and group work. Accuracy is an integral part of the mathematics program. Also critical to this program is the use of the RACED strategy when writing an extended response. Formative and summative assessments will be directly aligned to *New Mexico State Standards for Mathematics*. The **New Mexico Standards-based Assessment** will be used to determine each student's progress toward proficiency in mathematics. South Valley Preparatory School's mission is to produce students who meet or exceed standards in mathematics as measured by the **New Mexico Standards-based Assessment**.

In the 6<sup>th</sup> grade program as well as in the other grade levels/courses, the four strands of mathematics that are studied are: *number sense and computation*, *geometry and measurement*, *probability and statistics*, and *algebraic ideas*.

Emphasis in the 6<sup>th</sup> grade math program will center on the following:

- ❖ **Knowledge:** Students will demonstrate an understanding of skills, concepts and relationships in the strands of number and computation, probability and statistics, geometry and measurement, and algebraic ideas.
- ❖ **Connections:** Students will recognize and apply the relationships between ideas and concepts within mathematics and to other disciplines.
- ❖ **Reasoning/Critical Thinking:** Students will demonstrate logical reasoning and apply appropriate strategies to explain and justify their thinking.
- ❖ **Problem-Solving/Applications:** Students will develop and apply multiple strategies to solve problems in all content areas and real world situations.
- ❖ **Communication/Representations:** Students will be able to use manipulatives, visual and other representations, and diagrams that relate language to mathematical symbols in speaking, reading, writing, and listening. Students will specifically utilize the RACED strategy when writing extended responses.
- ❖ **Continuous Improvement:** Students will utilize various Baldrige tools to track individual and class progress, using individual performance data to establish goals and work toward academic proficiency with respect to the **New Mexico State Standards for Mathematics**.
- ❖ **Tools/Technology:** Students will select and correctly use appropriate mathematical tools and technology.
- ❖ **Intervention Strategy:** Students will use Success Maker to identify gaps in mathematical skill and knowledge for the purposes of improving student performance in class and on assessments (both formative and summative).
- ❖ **Assessments:** Formative assessments will be aligned to **New Mexico State Standards**; Benchmark assessments will be used to determine each student's progress toward proficiency with respect to the **New Mexico State Mathematics Standards**. A short cycle assessment will be administered tri-annually, while the New Mexico Standards-based assessment will be administered in April of each academic year.

## 6<sup>th</sup> Grade Curriculum: Science - *Prentice Hall Science Explorer*

**Course Description:** The content in the 6<sup>th</sup> grade science program is directly aligned with New Mexico state standards for Science. The publishers have, also, included correlations for Math and Language Arts. The PH Science Explorer is a set of three books: Earth Science, Life Science and Physical Science. The areas of study are primarily, but not limited to, scientific thinking and practice, physical, life and earth/space science, with the emphasis on earth/ space science for the 6th grade. Goals are clearly identified at the beginning of each section.

Attention to reading and vocabulary skill is an important component to this class, with each textbook section beginning with "Target Reading Skill" and "Key Terms" sections.

Writing is addressed by keeping of a journal. Each student reads a grade-level scientific magazine article for few minutes and then begins journaling, answering the key critical thinking components: I wonder . . . ? I think this about what I wondered. . . . Here is the evidence for what I think . . . . Here is the solution to a problem that was raised. Here is a personal experience about what I read.

Math, too, has its place, with every chapter including graphing and charting exercises, simple computation, geometry, trigonometry and algebra, probability and statistics. Assessments are included at the end of each section and chapter. Each chapter, also includes a page of Standardized Test preparation

Emphasis in the 6<sup>th</sup> grade science program will include the following:

- Use of the Scientific method.
- Understand scientific inquiry and investigation.
- Use of mathematical tool to understand science
- Know the forms, properties and interactions of matter
- Explain the change, transfer and conservation of energy.
- Describe and explain forces and motion.
- Understand the structure and function of living things.
- Understand basic genetics and how it influences evolution.
- Understand the structure and function of cells and organisms
- Describe the existence, structure and behavior of the solar system and universe.
- Describe Earth's structure, atmosphere, water and the forces shaping them.
- Explain how scientific research, discovery and invention have changed the world

## 6<sup>th</sup> Grade Curriculum: Social Studies – *World Studies: The Ancient World by Prentice Hall*

**Course Description:** This course provides an overview of the history of human society of the early civilization examining political, economic, social, religious, military, scientific, and cultural developments. The course provides studies of geography skills and the ancient civilizations of the Eastern Hemisphere: Near and Far East, Greek and Roman civilizations, and continues through Medieval European life. Typically, the rise and fall of civilizations and empires are studies highlighting the legacies provided to successive societies. The curriculum is aligned to the National Council of Social Studies standards (NCSS).

Through the use of Prentice Hall's *World Studies: The Ancient World (2005)*, the students will increase their reading ability through the variety of reading strategies that are presented through the book and enhance their essential social studies skills, covering Geographic Literacy, Visual Analysis, Critical Thinking and Reading, and Communications. In addition, the course is enhanced with a wide-range of tools such as unit videos from Pearson/Prentice Hall, BrainPop, Power point presentations and interactive websites.

Writing is addressed completing current news journals and learning logs. For the newspaper journals, each student is responsible to read an article from the newspaper. They must state the absolute and relative location of their article, write a summary, a personal reaction to what they read, and look up at least three unfamiliar words that they came across in the reading. For students who are unable to read at the fourth grade level, grade-appropriate articles can be found at [scholasticnews.com](http://scholasticnews.com). Learning logs are used as a way to measure what information they students have gained at the end of each class. In their log, they will write down everything they learned and any questions that they may still have pertaining to the topic. They are used to monitor the students' comprehension.

Assessments are included at the end of each section and chapter. Each chapter also includes a page of Standardized Test preparation.

Emphasis in the 6<sup>th</sup> grade Social Studies program will center on the following:

1. Developing strong studies skills to:

- a. Understand how to apply the big ideas and concepts to new situations
- b. Understand how to solve problems effectively and make informed decisions
- c. Understand how to adapt to changing situations and technologies
- d. Understand how to use facts to help understand concepts and big ideas

2. Build and elaborate on the 20 core social studies skills to enhance their understanding of the content:

- |   |                                    |
|---|------------------------------------|
| a. using cartographer's tools                       | k. comparing and contrasting       |
| b. using special purpose maps                       | l. analyzing primary sources       |
| c. analyzing graphic data                           | m. recognizing bias and propaganda |
| d. indentifying main idea/summaries                 | n. decision-making                 |
| e. sequencing                                       | o. identifying point of view       |
| f. indentifying cause and effect/making predictions | p. problem-solving                 |
| g. drawing inferences and conclusions               | q. using reliable information      |
| h. making valid generalizations                     | r. synthesizing information        |
| i. distinguishing between fact and opinion          | s. supporting a position           |
| j. transferring info from one medium to another     | t. analyzing images                |

## 6<sup>th</sup> Grade Curriculum: Language Arts/Reading Description

- ❖ The curriculum for sixth grade language arts is based on *New Mexico State Standards for Language Arts* and uses an integrated approach to the study of grammar, reading comprehension, literary appreciation, literary devices, spelling, vocabulary, oral communication, and the writing process. Students read, discuss, analyze, (utilizing all levels of Bloom's Taxonomy) and write about selected novels from the following genres, historical fiction, realistic fiction and science fiction. Students will use a specific approach to responding to literature called **RACED** (*R – restate, A – answer, C – cite evidence to support the answer, E – explain and expand upon the answer, D – demonstrate good mechanics*) In their study of grammar students identify the four kinds of sentences and correct punctuation for each, identify run-on sentences and fragments, and differentiate between transitive and intransitive verbs. Students review sentence diagramming. Students use Prentice Hall, as the basis for their study of writing and grammar and selected expository and narrative selections from the *Study of Literature* series. Class periods begin each day with sentences from Daily Oral Language, which contain errors that must be identified and corrected in similar fashion to some questions on the writing portion of the NMSBA. Vocabulary study comes from the context of the literature plus additional vocabulary enrichment. Each spring sixth grade students do an extensive research project on a foreign country, science topic or mathematician on which all four core teachers collaborate for the research writing portion of the project. Students are expected to select an appropriate *alternate* means of presenting the information such as a podcast, PowerPoint presentation or webpage.
- ❖ **Assessments:** *Prior to the beginning of each nine week period, all students are assessed using the ARI (Analytical Reading Inventory) and Success Maker to accurately determine each student's reading level. Students are then grouped homogeneously for reading according to reading level, not grade level.* Students are assessed on reading comprehension, vocabulary and literary devices after each 10 day cycle. A final assessment on literary devices is given at the end of each nine week period. Students will be assessed using a **Short Cycle Assessment** three times during the school year. Finally, each student will be assessed to determine progress toward proficiency in meeting **New Mexico State Standards** using the **New Mexico Standards-based Assessment**.

## **6<sup>th</sup> Grade Curriculum: Fine Arts –Development Ongoing**

### **Fundamentals of Art**

This course introduces 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students to the Elements (Line, Form, Color, Value, Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis, Positive, and Negative space) of Design. The course description touches on drawing, painting, an introduction to sculpture, and clay. This fine arts program will serve as a starting point in the development of electives to the students at South Valley Preparatory School.

### **Learner Outcomes**

The students will identify and produce final products using a variety of elements including, but not limited to Line, Form, Color, Value, and Texture throughout the middle school years, with each year building upon the previous.

### **Resources beyond the Classroom**

Field trip possibilities will vary depending on funding and time availability. Fine Arts field trips will be developed with the culture and area of the South West as a focus. The Fine Arts Program field trip development will enhance learning of the elements mentioned above. The following are suggested for possible field trips: display rooms in furniture stores, model apartments in new apartment buildings, rug and carpet salesrooms, wallpaper stores, historic houses, museums, craft shops (weaving and fabric printing, or pottery); and indoor and outdoor gardens.

## **6<sup>th</sup> Grade Curriculum: Health – Development Ongoing**

**Course Description:** Health is a course in which students will learn about a variety of issues that will help them to better understand the importance of being Healthy. Students will learn how to enhance their personal lives as well as to avoid situations that may be harmful to them. All dimensions of wellness will be stressed so that students will learn to make healthy and informed choices.

A textbook to support student learning will be adopted prior to the opening of South Valley Preparatory School. A curriculum map will be developed throughout the first year and will be completed by the end of the first academic year, 2010 – 2011.

The curriculum will be developed in direct alignment of the New Mexico state standards for Health. In addition to direct instruction, Health will be integrated into Physical Education (P.E.), Family Advisory and our Service Learning community organic farming project. Students will apply their learning throughout the day and throughout other content areas.



## **6<sup>th</sup> Grade Curriculum: P.E. – Development Ongoing**

**Course Description:** This course provides instruction and development of skills in human movement, physical activities, and physical fitness. This course will focus on the student becoming an active participant in their physical well being. Students will be required to dress appropriately and participate in various competitive and noncompetitive sports throughout the semester. They will also participate in the Presidential fitness test. This course must include all of the physical education content standards and benchmarks and must be taken to meet the 7<sup>th</sup> grade physical education requirement.

## **6<sup>th</sup> Grade Curriculum: Service Learning (Development Ongoing)**

**Course Description:** The Service Learning Project of South Valley Prep will emphasize Organic Gardening, its communal nature and the business of selling produce. The content of the Service Learning program will be directly aligned with New Mexico state standards for Reading, Math, Social Studies, Science, Language Arts, Writing, Language Arts and Art. It is expected that the Service Learning project will be completely integrated as well as vertically aligned. The areas of study in each core curriculum area may include but will not be limited to the following:

The areas of study for Reading, Writing and Language Arts would focus primarily on research surrounding organic gardening and the historical perspective of the rural history of the South Valley. The areas of study in Science are primarily scientific thinking and practice, water, nitrogen and carbon cycles, plant physiology, soil and plant chemistry, health, environment, pollution and global warming. In Math the areas of study will be measurement, geometry, business math, and computation. In Social Studies the areas of study will be the history of agriculture in the Southwest and the Rio Grande Valley, in particular as well as the history of the acequia system and its impact on the community. Areas of study for Art could be botanical drawing and study of some of the works of people like Audubon. Areas of study for Health will include comparing and contrasting organic and non-organic produce and the effects on the human body of pesticides and other chemicals used on commercial produce.

## 7<sup>th</sup> Grade Math: Curriculum – *Connected Mathematics 2*

**Course Description:** The content in the 7<sup>th</sup> grade math program is directly aligned with New Mexico state standards for Mathematics. The content of this grade level is fundamental to mathematical literacy. Integral to the learning process is the systematic review of earlier concepts and procedures in which students use previously learned skills to develop proficiency with more advanced concepts. The 7<sup>th</sup> grade mathematics program includes exploration, communication, mathematical tools, manipulatives, calculators, hands on activities and group work. Accuracy is an integral part of the mathematics program. Also critical to this program is the use of the RACED strategy when writing an extended response. Formative and summative assessments will be directly aligned to *New Mexico State Standards for Mathematics*. The **New Mexico Standards-based Assessment** will be used to determine each student's progress toward proficiency in mathematics. South Valley Preparatory School's mission is to produce students who meet or exceed standards in mathematics as measured by the **New Mexico Standards-based Assessment**.

In the 7<sup>th</sup> grade math program, as well as in the other grade levels/courses, the four strands of mathematics are studied: *number sense and computation*, *geometry and measurement*, *probability and statistics*, and *algebraic ideas*.

Emphasis in the 7<sup>th</sup> grade math program will center on the following:

- ❖ **Knowledge:** Students will demonstrate an understanding of skills, concepts and relationships in the strands of number and computation, probability and statistics, geometry and measurement, and algebraic ideas.
- ❖ **Connections:** Students will recognize and apply the relationships between ideas and concepts within mathematics and to other disciplines.
- ❖ **Reasoning/Critical Thinking:** Students will demonstrate logical reasoning and apply appropriate strategies to explain and justify their thinking.
- ❖ **Problem-Solving/Applications:** Students will develop and apply multiple strategies to solve problems in all content areas and real world situations.
- ❖ **Communication/Representations:** Students will be able to use manipulatives, visual and other representations, and diagrams that relate language to mathematical symbols in speaking, reading, writing, and listening. Students will specifically utilize the RACED strategy when writing extended responses.
- ❖ **Continuous Improvement:** Students will utilize various Baldrige tools to track individual and class progress, using individual performance data to establish goals and work toward academic proficiency with respect to the **New Mexico State Standards for Mathematics**.
- ❖ **Tools/Technology:** Students will select and correctly use appropriate mathematical tools and technology.
- ❖ **Intervention Strategy:** Students will use Success Maker to identify gaps in mathematical skill and knowledge for the purposes of improving student performance in class and on assessments (both formative and summative).
- ❖ **Assessments:** Formative assessments will be aligned to **New Mexico State Standards**; Benchmark assessments will be used to determine each student's progress toward proficiency with respect to the **New Mexico State Mathematics Standards**. A short cycle assessment will be administered tri-annually, while the New Mexico Standards-based assessment will be administered in April of each academic year.

## 7<sup>th</sup> Grade Curriculum: Science - *Prentice Hall Science Explorer*

**Course Description:** The content in the 7<sup>th</sup> grade science program is directly aligned with New Mexico state standards for Science. The publishers have, also, included correlations for Math and Language Arts. The PH Science Explorer is a set of three books: Earth Science, Life Science and Physical Science. The areas of study are primarily, but not limited to, scientific thinking and practice, physical, life and earth/space science, with the emphasis on life science for the 7th grade. Goals are clearly identified at the beginning of each section.

Attention to reading and vocabulary skill is an important component to this class, with each textbook section beginning with "Target Reading Skill" and "Key Terms" sections.

Writing is addressed by keeping of a journal. Each student reads a grade-level scientific magazine article for few minutes and then begins journaling, answering the key critical thinking components: I wonder . . . ? I think this about what I wondered. . . . Here is the evidence for what I think . . . . Here is the solution to a problem that was raised. Here is a personal experience about what I read.

Math, too, has its place, with every chapter including graphing and charting exercises, simple computation, geometry, trigonometry and algebra, probability and statistics. Assessments are included at the end of each section and chapter. Each chapter, also includes a page of Standardized Test preparation

Emphasis in the 7<sup>th</sup> grade science program will include the following:

- Use of the Scientific method.
- Understand scientific inquiry and investigation.
- Use of mathematical tool to understand science
- Know the forms, properties and interactions of matter
- Explain the change, transfer and conservation of energy.
- Describe and explain forces and motion.
- Understand the structure and function of living things.
- Understand basic genetics and how it influences evolution.
- Understand the structure and function of cells and organisms
- Describe the existence, structure and behavior of the solar system and universe.
- Describe Earth's structure, atmosphere, water and the forces shaping them.
- Explain how scientific research, discovery and invention have changed the world

**7<sup>th</sup> Grade Curriculum: Social Studies – *World Studies: Latin America* by Prentice Hall  
*History of New Mexico* (3<sup>rd</sup> Edition) by Calvin and Susan Roberts**

**Course Description:** In this course, students will investigate the geography, history, and cultures of the Western Hemisphere. It begins by focusing on the indigenous groups of Latin America (Mayas, Aztecs, Incas, and Olmecs), and the American Southwest (Pueblo, Apache, and Navajo). It examines these groups from the Pre-Columbian times through their contact with the Europeans. The course continues with European contact, exploration, settlement, and the transition of power from the indigenous groups to the Europeans in the Western Hemisphere, specifically in New Mexico. The curriculum is aligned to the New Mexico Social Studies Standards (NMSS).

Through the use of *World Studies: Latin America* (2009), and *History of New Mexico* the students will increase their reading ability through the variety of reading strategies that are presented through the book and enhance their essential social studies skills, covering Geographic Literacy, Visual Analysis, Critical Thinking and Reading, and Communications. In addition, the course is enhanced with a wide-range of tools such as unit videos from Pearson/Prentice Hall, BrainPop, Power point presentations and interactive websites.

Writing is addressed completing current news journals and learning logs. For the newspaper journals, each student is responsible to read an article from the newspaper. They must state the absolute and relative location of their article, write a summary, a personal reaction to what they read, and look up at least three unfamiliar words that they came across in the reading. For students who are unable to read at the fourth grade level, grade-appropriate articles can be found at [scholasticnews.com](http://scholasticnews.com). Learning logs are used as a way to measure what information they students have gained at the end of each class. In their log, they will write down everything they learned and any questions that they may still have pertaining to the topic. They are used to monitor the students' comprehension.

Assessment questions and activities are included at the end of each section and chapter.

Emphasis in the 7<sup>th</sup> grade Social Studies program will center on the following:

1. Developing strong studies skills to:

- a. Understand how to apply the big ideas and concepts to new situations
- b. Understand how to solve problems effectively and make informed decisions
- c. Understand how to adapt to changing situations and technologies
- d. Understand how to use facts to help understand concepts and big ideas

2. Build and elaborate on the 20 core social studies skills to enhance their understanding of the content:

- |   |                                    |
|---|------------------------------------|
| a. using cartographer's tools                       | k. comparing and contrasting       |
| b. using special purpose maps                       | l. analyzing primary sources       |
| c. analyzing graphic data                           | m. recognizing bias and propaganda |
| d. indentifying main idea/summaries                 | n. decision-making                 |
| e. sequencing                                       | o. identifying point of view       |
| f. indentifying cause and effect/making predictions | p. problem-solving                 |
| g. drawing inferences and conclusions               | q. using reliable information      |
| h. making valid generalizations                     | r. synthesizing information        |
| i. distinguishing between fact and opinion          | s. supporting a position           |
| j. transferring info from one medium to another     | t. analyzing images                |

## 7<sup>th</sup> Grade Curriculum: Language Arts/Reading Description

- ❖ The seventh grade English curriculum continues to promote student growth in reading, vocabulary, language usage, and expression through literature and is based on *New Mexico State Standards for Language Arts*. Teachers use an integrated approach to the study of grammar, reading comprehension, literary appreciation, literary devices, spelling, vocabulary, oral communication, and the writing process.. Students read, discuss, analyze, (utilize all levels of Bloom's Taxonomy) and write about selected novels from the following genres, short adventure stories and poems (ex. *The Sea Devil and the Cremation of Sam McGee*) historical fiction, realistic fiction and science fiction. Students will use a specific approach to responding to literature called **RACED** (**R** – *restate*, **A** – *answer*, **C** – *cite evidence to support the answer*, **E** – *explain and expand upon the answer*, **D** – *demonstrate good mechanics*) In their study of grammar, students hone punctuation and capitalization skills and identify direct and indirect objects, predicate nouns, and predicate adjectives. Students use Prentice Hall, as the basis for their study of writing and grammar and selected expository and narrative selections from the *Study of Literature* series. Class periods begin each day with sentences from Daily Oral Language, which contain errors that must be identified and corrected in similar fashion to some questions on the writing portion of the NMSBA. Vocabulary study comes from the context of the literature plus additional vocabulary enrichment that focuses on prefixes and suffixes as well as introducing Greek/Latin Roots. Each spring seventh grade students do an extensive research project on a foreign country, science topic or mathematician on which all core teachers collaborate for the research writing portion of the project. Students are expected to select an appropriate *alternate* means of presenting the information such as a podcast, powerpoint presentation or webpage. Research skills are reinforced and MLA formatting is introduced
- ❖ **Assessments:** *Prior to the beginning of each nine week period, all students are assessed using the ARI (Analytical Reading Inventory) and Success Maker to accurately determine each student's reading level. Students are then group homogeneously for reading according to reading level, not grade level.* Students are assessed on reading comprehension, vocabulary and literary devices after each 10 day cycle. A final assessment on literary devices is given at the end of each nine week period. Students will be assessed using a **Short Cycle Assessment** three times during the school year. Finally, each student will be assessed to determine progress toward proficiency in meeting **New Mexico State Standards** using the **New Mexico Standards-based Assessment**.

## **7<sup>th</sup> Grade Curriculum: Fine Arts –Development Ongoing**

### **Fundamentals of Art**

This course introduces 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students to the Elements (Line, Form, Color, Value, Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis, Positive, and Negative space) of Design. The course description touches on drawing, painting, an introduction to sculpture, and clay. This fine arts program will serve as a starting point in the development of electives to the students at South Valley Preparatory School.

### **Learner Outcomes**

The students will identify and produce final products using a variety of elements including, but not limited to Line, Form, Color, Value, and Texture throughout the middle school years, with each year building upon the previous.

### **Resources beyond the Classroom**

Field trip possibilities will vary depending on funding and time availability. Fine Arts field trips will be developed with the culture and area of the South West as a focus. The Fine Arts Program field trip development will enhance learning of the elements mentioned above. The following are suggested for possible field trips: display rooms in furniture stores, model apartments in new apartment buildings, rug and carpet salesrooms, wallpaper stores, historic houses, museums, craft shops (weaving and fabric printing, or pottery); and indoor and outdoor gardens.

## **7<sup>th</sup> Grade Curriculum: Health – Development Ongoing**

**Course Description:** Health is a course in which students will learn about a variety of issues that will help them to better understand the importance of being Healthy. Students will learn how to enhance their personal lives as well as to avoid situations that may be harmful to them. All dimensions of wellness will be stressed so that students will learn to make healthy and informed choices.

A textbook to support student learning will be adopted prior to the opening of South Valley Preparatory School. A curriculum map will be developed throughout the first year and will be completed by the end of the first academic year, 2010 – 2011.

The curriculum will be developed in direct alignment of the New Mexico state standards for Health. In addition to direct instruction, Health will be integrated into Physical Education (P.E.), Family Advisory and our Service Learning community organic farming project. Students will apply their learning throughout the day and throughout other content areas.

## **7<sup>th</sup> Grade Curriculum: P.E. – Development Ongoing**

**Course Description:** This course provides instruction and development of skills in human movement, physical activities, and physical fitness. This course will focus on the student becoming an active participant in their physical well being. Students will be required to dress appropriately and participate in various competitive and noncompetitive sports throughout the semester. They will also participate in the Presidential fitness test. This course must include all of the physical education content standards and benchmarks and must be taken to meet the 7<sup>th</sup> grade physical education requirement.

## **7<sup>th</sup> Grade Curriculum: Service Learning (Development Ongoing)**

**Course Description:** The Service Learning Project of South Valley Prep will emphasize Organic Gardening, its communal nature and the business of selling produce. The content of the Service Learning program will be directly aligned with New Mexico state standards for Reading, Math, Social Studies, Science, Language Arts, Writing, Language Arts and Art. It is expected that the Service Learning project will be completely integrated as well as vertically aligned. The areas of study in each core curriculum area may include but will not be limited to the following:

The areas of study for Reading, Writing and Language Arts would focus primarily on research surrounding organic gardening and the historical perspective of the rural history of the South Valley. The areas of study in Science are primarily scientific thinking and practice, water, nitrogen and carbon cycles, plant physiology, soil and plant chemistry, health, environment, pollution and global warming. In Math the areas of study will be measurement, geometry, and computation. In Social Studies the areas of study will be the history of agriculture in the Southwest and the Rio Grande Valley, in particular as well as the history of the acequia system and its impact on the community. Areas of study for Art could be botanical drawing and study of some of the works of people like Audubon. Areas of study for Health will include comparing and contrasting organic and non-organic produce and the effects on the human body of pesticides and other chemicals used on commercial produce.

## 8<sup>th</sup> Grade Curriculum: Math – *Connected Mathematics 2*

**Course Description:** The content in the 8<sup>th</sup> grade math program is directly aligned with New Mexico state standards for Mathematics. The content of this grade level is fundamental to mathematical literacy. Integral to the learning process is the systematic review of earlier concepts and procedures in which students use previously learned skills to develop proficiency with more advanced concepts. The 8<sup>th</sup> grade mathematics program includes exploration, communication, mathematical tools, manipulatives, calculators, hands on activities and group work. Accuracy is an integral part of the mathematics program. Also critical to this program is the use of the RACED strategy when writing an extended response. Formative and summative assessments will be directly aligned to *New Mexico State Standards for Mathematics*. The **New Mexico Standards-based Assessment** will be used to determine each student's progress toward proficiency in mathematics. South Valley Preparatory School's mission is to produce students who meet or exceed standards in mathematics as measured by the **New Mexico Standards-based Assessment**.

In the 8<sup>th</sup> grade program, as well as in the other grade levels/courses, the four strands of mathematics are studied: *number sense and computation*, *geometry and measurement*, *probability and statistics*, and *algebraic ideas*.

Emphasis in the 8<sup>th</sup> grade math program will center on the following:

- ❖ **Knowledge:** Students will demonstrate an understanding of skills, concepts and relationships in the strands of number and computation, probability and statistics, geometry and measurement, and algebraic ideas.
- ❖ **Connections:** Students will recognize and apply the relationships between ideas and concepts within mathematics and to other disciplines.
- ❖ **Reasoning/Critical Thinking:** Students will demonstrate logical reasoning and apply appropriate strategies to explain and justify their thinking.
- ❖ **Problem-Solving/Applications:** Students will develop and apply multiple strategies to solve problems in all content areas and real world situations.
- ❖ **Communication/Representations:** Students will be able to use manipulatives, visual and other representations, and diagrams that relate language to mathematical symbols in speaking, reading, writing, and listening. Students will specifically utilize the RACED strategy when writing extended responses.
- ❖ **Continuous Improvement:** Students will utilize various Baldrige tools to track individual and class progress, using individual performance data to establish goals and work toward academic proficiency with respect to the **New Mexico State Standards for Mathematics**.
- ❖ **Tools/Technology:** Students will select and correctly use appropriate mathematical tools and technology.
- ❖ **Intervention Strategy:** Students will use **Success Maker** to identify gaps in mathematical skill and knowledge for the purposes of improving student performance in class and on assessments (both formative and summative).
- ❖ **Assessments:** Formative assessments will be aligned to **New Mexico State Standards**; Benchmark assessments will be used to determine each student's progress toward proficiency with respect to the **New Mexico State Mathematics Standards**. A short cycle assessment will be administered tri-annually, while the New Mexico Standards-based assessment will be administered in April of each academic year.



## 8<sup>th</sup> Grade Curriculum: Science - *Prentice Hall Science Explorer*

**Course Description:** The content in the 8<sup>th</sup> grade science program is directly aligned with New Mexico state standards for Science. The publishers have, also, included correlations for Math and Language Arts. The PH Science Explorer is a set of three books: Earth Science, Life Science and Physical Science. The areas of study are primarily, but not limited to, scientific thinking and practice, physical, life and earth/space science, with the emphasis on physical science for the 8th grade. Goals are clearly identified at the beginning of each section.

Attention to reading and vocabulary skill is an important component to this class, with each textbook section beginning with "Target Reading Skill" and "Key Terms" sections.

Writing is addressed by keeping of a journal. Each student reads a grade-level scientific magazine article for few minutes and then begins journaling, answering the key critical thinking components: I wonder . . . ? I think this about what I wondered. . . . Here is the evidence for what I think . . . . Here is the solution to a problem that was raised. Here is a personal experience about what I read.

Math, too, has its place, with every chapter including graphing and charting exercises, simple computation, geometry, trigonometry and algebra, probability and statistics. Assessments are included at the end of each section and chapter. Each chapter, also includes a page of Standardized Test preparation

Emphasis in the 8<sup>th</sup> grade science program will include the following:

- Use of the Scientific method.
- Understand scientific inquiry and investigation.
- Use of mathematical tool to understand science
- Know the forms, properties and interactions of matter
- Explain the change, transfer and conservation of energy.
- Describe and explain forces and motion.
- Understand the structure and function of living things.
- Understand basic genetics and how it influences evolution.
- Understand the structure and function of cells and organisms
- Describe the existence, structure and behavior of the solar system and universe.
- Describe Earth's structure, atmosphere, water and the forces shaping them.
- Explain how scientific research, discovery and invention have changed the world.

## 8<sup>th</sup> Grade Curriculum: Social Studies – *American Nation by Prentice Hall*

**Course Description:** This course covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to: exploration, colonization, Revolutionary War, constitutional issues, nation building, western expansion, Civil War and Reconstruction. Objectives are clearly stated in the beginning of each section.

Through the use of Prentice Hall's *American Nation* (2005), the students will increase their reading ability through the variety of reading strategies that are presented through the book and enhance their essential social studies skills, covering Geographic Literacy, Visual Analysis, Critical Thinking and Reading, and Communications. In addition, the course is enhanced with a wide-range of tools such as unit videos from Pearson/Prentice Hall, Brain Pop, PowerPoint presentations and interactive websites.

Writing is addressed completing current news journals and learning logs. For the newspaper journals, each student is responsible to read an article from the newspaper. They must state the absolute and relative location of their article, write a summary, a personal reaction to what they read, and look up at least three unfamiliar words that they came across in the reading. For students who are unable to read at the fourth grade level, grade-appropriate articles can be found at [scholasticnews.com](http://scholasticnews.com). Learning logs are used as a way to measure what information they students have gained at the end of each class. In their log, they will write down everything they learned and any questions that they may still have pertaining to the topic. They are used to monitor the students' comprehension.

Assessments are included at the end of each section and chapter. Each chapter also includes a page of Standardized Test preparation.

Emphasis in the 8<sup>th</sup> grade Social Studies program will center on the following:

1. Developing strong studies skills to:

- a. Understand how to apply the big ideas and concepts to new situations
- b. Understand how to solve problems effectively and make informed decisions
- c. Understand how to adapt to changing situations and technologies
- d. Understand how to use facts to help understand concepts and big ideas

2. Build and elaborate on the 20 core social studies skills to enhance their understanding of the content:

- |   |                                    |
|---|------------------------------------|
| a. using cartographer's tools                       | k. comparing and contrasting       |
| b. using special purpose maps                       | l. analyzing primary sources       |
| c. analyzing graphic data                           | m. recognizing bias and propaganda |
| d. indentifying main idea/summaries                 | n. decision-making                 |
| e. sequencing                                       | o. identifying point of view       |
| f. indentifying cause and effect/making predictions | p. problem-solving                 |
| g. drawing inferences and conclusions               | q. using reliable information      |
| h. making valid generalizations                     | r. synthesizing information        |
| i. distinguishing between fact and opinion          | s. supporting a position           |
| j. transferring info from one medium to another     | t. analyzing images                |

## 8<sup>th</sup> Grade Curriculum: Language Arts/Reading Description

- ❖ The Eighth Grade English curriculum continues emphasis on literature, writing, and critical thinking and expression through literature and is based on *New Mexico State Standards for Language Arts*. Teachers use an integrated approach to the study of grammar, reading comprehension, literary appreciation, literary devices, spelling, vocabulary, oral communication, and the writing process. Students read, discuss, analyze, (utilize all levels of Bloom's Taxonomy) and write about selected novels from the following genres, Poetry, with a focus on writing poetry and reading selected poems (ex. *The Courtship of Mile Standish, The Raven, Selected poems by Edgar Allan Poe and Robert Frost*) historical fiction (*To Kill a Mockingbird*), realistic fiction, science fiction (*Z for Zachariah*) and William Shakespeare (*A Midsummer Night's Dream, The Tempest, the Twelfth Night or Romeo and Juliet*). Students will use a specific approach to responding to literature called **RACED** (**R** – *restate*, **A** – *answer*, **C** – *cite evidence to support the answer*, **E** – *explain and expand upon the answer*, **D** – *demonstrate good mechanics*) Students study grammar for structured writing and the effect it has on the meaning of a text. Eighth grade students solidify their grammar knowledge by reviewing parts of speech, sentence structure, punctuation, and capitalization. Additionally, students study the appropriate use of active and passive voice. By the end of the course, a thorough understanding of grammar is expected. Eighth grade students hone writing skills with particular emphasis placed on the modes of writing: narration, description, exposition, and persuasion. Students use Prentice Hall, as the basis for their study of writing and grammar and selected expository and narrative selections from the *Study of Literature* series. Class periods begin each day with sentences from Daily Oral Language, which contain errors that must be identified and corrected in similar fashion to some questions on the writing portion of the NMSBA. Vocabulary study comes from the context of the literature plus additional vocabulary enrichment that focuses on Greek and Latin roots as the means for studying the origin of words. Each spring eighth grade students do an extensive research project on a individuals who influenced the modern world in a positive manner, a foreign country, science topic or mathematician on which all core teachers collaborate for the research writing portion of the project. Students are expected to select an appropriate *alternate* means of presenting the information such as a podcast, PowerPoint presentation or webpage. Research skills are reinforced and MLA formatting is applied.
- ❖ **Assessments:** *Prior to the beginning of each nine week period, all students are assessed using the ARI (Analytical Reading Inventory) and Success Maker to accurately determine each student's reading level. Students are then group homogeneously for reading according to reading level, not grade level.* Students are assessed on reading comprehension, vocabulary and literary devices after each 10 day cycle. A final assessment on literary devices is given at the end of each nine week period. Students will be assessed using a **Short Cycle Assessment** three times during the school year. Finally, each student will be assessed to determine progress toward proficiency in meeting **New Mexico State Standards** using the **New Mexico Standards-based Assessment**.

## **8<sup>th</sup> Grade Curriculum: Fine Arts –Development Ongoing**

### **Fundamentals of Art**

This course introduces 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students to the Elements (Line, Form, Color, Value, Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis, Positive, and Negative space) of Design. The course description touches on drawing, painting, an introduction to sculpture, and clay. This fine arts program will serve as a starting point in the development of electives to the students at South Valley Preparatory School.

### **Learner Outcomes**

The students will identify and produce final products using a variety of elements including, but not limited to Line, Form, Color, Value, and Texture throughout the middle school years, with each year building upon the previous.

### **Resources beyond the Classroom**

Field trip possibilities will vary depending on funding and time availability. Fine Arts field trips will be developed with the culture and area of the South West as a focus. The Fine Arts Program field trip development will enhance learning of the elements mentioned above. The following are suggested for possible field trips: display rooms in furniture stores, model apartments in new apartment buildings, rug and carpet salesrooms, wallpaper stores, historic houses, museums, craft shops (weaving and fabric printing, or pottery); and indoor and outdoor gardens.

## **6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Curriculum: Health – Development Ongoing**

**Course Description:** Health is a course in which students will learn about a variety of issues that will help them to better understand the importance of being Healthy. Students will learn how to enhance their personal lives as well as to avoid situations that may be harmful to them. All dimensions of wellness will be stressed so that students will learn to make healthy and informed choices.

A textbook to support student learning will be adopted prior to the opening of South Valley Preparatory School. A curriculum map will be developed throughout the first year and will be completed by the end of the first academic year, 2010 – 2011.

The curriculum will be developed in direct alignment of the New Mexico state standards for Health. In addition to direct instruction, Health will be integrated into Physical Education (P.E.), Family Advisory and our Service Learning community organic farming project. Students will apply their learning throughout the day and throughout other content areas.

## **8<sup>th</sup> Grade Curriculum: P.E. – Development Ongoing**

**Course Description:** This course provides instruction and development of skills in human movement, physical activities, and physical fitness. This course will focus on the student becoming an active participant in their physical well being. Students will be required to dress appropriately and participate in various competitive and noncompetitive sports throughout the semester. They will also participate in the Presidential fitness test. This course must include all of the physical education content standards and benchmarks and must be taken to meet the 7<sup>th</sup> grade physical education requirement.

## **8<sup>th</sup> Grade Curriculum: Service Learning (Development Ongoing)**

**Course Description:** The Service Learning Project of South Valley Prep will emphasize Organic Gardening, its communal nature and the business of selling produce. The content of the Service Learning program will be directly aligned with New Mexico state standards for Reading, Math, Social Studies, Science, Language Arts, Writing, Language Arts and Art. It is expected that the Service Learning project will be completely integrated as well as vertically aligned. The areas of study in each core curriculum area may include but will not be limited to the following:

The areas of study for Reading, Writing and Language Arts would focus primarily on research surrounding organic gardening and the historical perspective of the rural history of the South Valley. The areas of study in Science are primarily scientific thinking and practice, water, nitrogen and carbon cycles, plant physiology, soil and plant chemistry, health, environment, pollution and global warming. In Math the areas of study will be measurement, geometry, and computation. In Social Studies the areas of study will be the history of agriculture in the Southwest and the Rio Grande Valley, in particular as well as the history of the acequia system and its impact on the community. Areas of study for Art could be botanical drawing and study of some of the works of people like Audubon. Areas of study for Health will include comparing and contrasting organic and non-organic produce and the effects on the human body of pesticides and other chemicals used on commercial produce.

### 3. Alignment with New Mexico Standards

#### 6<sup>th</sup> Grade Mathematics Curriculum Map

State Framework	Essential Questions	Kid-Friendly Standards	Qtr.	CMP and other Instructional Practices	Assessments
<b>Strand 1: Number and Operations</b> <b>Standard: Students will understand numerical concepts and mathematical operations.</b>					<b>Short Cycle Assessment and New Mexico Standards-based Assessment (NMSBA)</b>
<b>BENCHMARK 1:</b> Understand numbers, ways of representing numbers, relationships among numbers and number patterns.					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
<b>BENCHMARK 2:</b> Understands the meaning of operations and how they relate to one another					
<b>B1:</b> 6.1.4 Identify greatest common factor and least common multiples for a set of whole numbers.	How do you calculate multiples and common factors?	I can identify common factors and common multiples.	1, 2	<i>Prime Time</i> , Lesson 1.1; Glencoe: <i>Pre-Algebra</i> – multiples/factors <i>Bits and Pieces I</i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>B1:</b> 6.1.3 Use appropriate representations for rational numbers.	How do you find common multiples and common factors?	I can identify patterns in finding common factors and common multiples	1,2	<i>Prime Time</i> , Lesson 3.4 Glencoe: <i>Pre-Algebra</i> – primes and composites <i>Bits and Pieces I</i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>B2:</b> 6.1. 2 Factor a whole number into a product of its primes.	How do you find Prime Factors? What makes a number Prime and/or Composite?	I can factor a number to its primes. I can compare and contrast primes and composites.	1,2	<i>Prime Time</i> , Lesson 1.2 Glencoe: <i>Pre-Algebra</i> – primes and composites <i>Bits and Pieces I</i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>B2:</b> 6.1.6	How do you calculate multiples and common factors?	I can use strategies to find common factors and multiples.	1,2	<i>Prime Time</i> , Lesson 3.1 Glencoe: <i>Pre-Algebra</i> – primes and composites <i>Bits and Pieces I</i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>

<b>BENCHMARK 3:</b> Compute fluently and make reasonable estimates					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
6.1.1. Estimate quantities involving rational number using various estimations.	How do you calculate multiples and common factors?	I can prove that a product can have more than one set of factors.	1	<i>Prime Time</i> , Lesson 1.3;	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
6.1.1, 6.1.2	How do you calculate multiples and common factors?	I can use strategies to find common factors and multiples.	1,2	<i>Prime Time</i> , Lesson 3.1 Glencoe: <i>Pre-Algebra</i> – primes and composites <i>Bits and Pieces I</i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>

## 6th Grade Science Curriculum Map

### Strand I: Scientific Thinking and Practice

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

**5-8 Benchmark I:** Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.

Performance Standard	Exemplars	Week	Curriculum	Assessments
Evaluate the accuracy and reproducibility of data and observations	Students will conduct numerous experiments in which they will keep data tables. These will be compared with others in the class to facilitate discussion of accuracy and reproducibility.	On going	Prentice Hall, Science Explorer, Earth/Space Science Chp. 1-22	Teacher created quiz Section questions Experimental data Science Fair projects
Use a variety of technologies to gather, analyze and interpret scientific data	Students will conduct numerous experiments in which they will keep data tables. These will be compared with others in the class to facilitate discussion of accuracy and reproducibility.	On going	Prentice Hall, Science Explorer, Earth/Space Science Chp. 1-22	Teacher created quiz Section questions Experimental data Science Fair projects
Know how to recognize and explain anomalous data	Students will conduct numerous experiments in which they will keep data tables. These will be compared with others in the class to facilitate discussion of accuracy and reproducibility.	On going	Prentice Hall, Science Explorer, Earth/Space Science Chp. 1-22	Teacher created quiz Section questions Experimental data Science Fair projects



## 6<sup>th</sup> Grade Curriculum Map: Social Studies

State Framework	Essential Questions	Qtr.	World Studies: The Ancient World by Prentice Hall	Assessments
<b>Strand 1: History</b> <b>Standard 1:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.				Unit Benchmark tests, Performance Assessments and <b>Short Cycle Assessments (SCA)</b>
<b>BENCHMARK: 1-A</b> – New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.				Unit Benchmark tests, Performance Assessments, and SCA
6.1.1 Describe the relationship among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico	How did Ancient Civilizations help New Mexico develop into the civilized area it is today?	1,2,3,4	Supplemental Material through Edhelper  All in textbook (Chapters 1-7)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) and <b>SCA</b>
<b>BENCHMARK: 1-B</b> – United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.				Unit Benchmark tests, Performance Assessments, and <b>SCA</b>
6.1.2 Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include: <ul style="list-style-type: none"> <li>improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator)</li> <li>voyages of Columbus to the New World and the later searches for the Northwest passage</li> <li>introduction of disease and the resulting population decline, especially among indigenous peoples</li> <li>exchanges of technology, ideas, agricultural products and practices.</li> </ul>	1. What technological advances helped generate the Age of Exploration?  2. How was Christopher Columbus important in the discovery of the Americas?  3. How were the Native Americans affected by the incoming of foreign people?  4. What impact did cultural diffusion have on the Native Americans?	4	Supplemental Material through Edhelper.com	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>

<b>BENCHMARK: 1-C</b> – World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.				Unit Benchmark tests, Performance Assessments, and <b>SCA</b>
6.1.3 Describe and compare the characteristics of the ancient civilization of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: <ul style="list-style-type: none"> <li>significance of river valleys</li> <li>early irrigation and its impact on agriculture</li> <li>forms of government (e.g., the theocracies in Egypt, dynasties in China)</li> <li>effect on world economics and trade</li> <li>key historical figures</li> <li>religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).</li> </ul>	1. Why do all civilizations begin near a rivers?  2. How did the discovery of irrigation affect agriculture and the people?  3. What are the important characteristics of the early forms of government? How did ancient governments impact the form of the US Government?  4. How did early people trade goods? How did cultural diffusion arise from trading?  5. What are some of the most historical figures from the various ancient civilizations?  6. What religious, cultural, and scientific contributions do we still use today around the world?	1,2,3,4	<p><b>Bullet One/Two:</b> The Fertile Crescent, 32-33; Land Between Two Rivers, 34-39; The Geography of the Nile, 70-75; The Indus and Ganges River Valleys, 108-115; The Geography of China's River Valleys, 138-145</p> <p>VideoLink: Discovery Channel Video: Ancient Egypt, Life on the Nile</p> <p><b>Bullet Three:</b> Government: Ancient China, 152, 154, 155; Ancient Greece, 172–173, 175; Roman Empire, 219–220; Roman Republic, 212–213</p> <p><b>Bullet Four:</b> Money, 153, 239; Trade, 27–28, 53–54, 75, 97, 98, 102, 158–160; Economy, 153, 219, 238–239</p> <p><b>Bullet Five:</b> Target Reading Skills, 8, 32, 68, 106, 136, 166, 208; Skills for Life, 14–15, 58–59, 96–97, 126–127, 144–145, 194–195, 234–235; Review and Assessment, 29–31, 65–67, 103–105, 133–135, 163–165, 201–203, 241–242</p> <p><b>Bullet Six:</b> The Beginnings of Civilizations, 24-28; The Legacy of Mesopotamia, 47-51; Egyptian Religion, 82-89; Ancient Egyptian Culture, 90-97; Hinduism in Ancient India, 116-120; The Beginnings of Buddhism, 121-127; The Maurya Empire, 128-132; Confucius and His Teachings, 146-150; Warring Kingdoms Unite, 151-156; Achievements of Ancient China, 158-162; Early Greek Civilization, 168-173; Religion, Philosophy, and the Arts, 174-180; The Spread of Greek Culture, 196-200; Christianity and the Roman Empire, 229-235</p> <p>VideoLink: Discovery Channel Video The Great Wall of China; The Maurya Elephant Army; Petra: Secrets of the Red City; Ancient Egypt, Life on the Nile</p>	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>

## 6<sup>th</sup> Grade Language Arts Curriculum

State Framework	Essential Questions	Kid-Friendly	Qtr.	Suggested Instructional Activities & Best Practices	Assessments
<b>Reading and Listening Comprehension – Content Standard 1: Students will apply strategies and skills to comprehend information that is read, heard and viewed.</b>					
<b>Benchmark IA:</b> Listen to, read, react to and interpret information.					<b>Benchmark Assessments, Short Cycle Assessments, New Mexico Standards-based Assessment (NMSBA)</b>
6.1.1 Narrate a fictional or autobiographical account.  6.1.2 Relate details, main ideas, setting, action, and main character(s)  6.1.3 Explore expressive materials that are read, heard or viewed.	What are the key elements in an effective response to literature? <i>RACED – “Explain and Extend”</i>	I can relate information about key story elements.	1, 2, 3, 4	RACED in response to Literature. Focus on “Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
6.1.4 Identify and interpret figurative language in an oral selection.	What are the key elements in an effective response to literature? <i>RACED – “Cite evidence; support opinions”</i>	I can use the elements of figurative language to understand the text. I can express how the author used figurative language to describe characters, setting, theme, etc...	1, 2, 3, 4	RACED in response to Literature. Focus on “Cite and Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
6.1.7 Interpret how personal circumstances and background shape interactions with text.	What are the key elements in an effective response to literature? <i>RACED – “Restate and Answer; Explain and Extend”</i>	I can relate a personal experience and connect it to the text.	1, 2, 3, 4	<i>Reading Comprehension: L 1 – 6; Graphic Organizers and Activities for Differentiated Instruction:</i> “Cite and Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>

## Strand 1: Reading and Listening Comprehension

**Content Standard 1: Students will apply strategies and skills to comprehend information that is read, heard and viewed.**

<b>Benchmark 1B: Gather and use information for research and other purposes</b>					<b>Benchmark Assessments, Short Cycle Assessments, New Mexico Standards-based Assessment (NMSBA)</b>
6.1.2 Interpret and synthesize information from a variety of sources by, reviewing the characteristics of informational works, restating and summarizing information, determining the importance of information, etc...	What are the key elements in an effective response to literature? <i>RACED – “Explain and Extend”</i>	I can gather and use information to explain and extend my response	1, 2, 3, 4	RACED in response to Literature. Focus on “Explain/Expand”; RACED in response to Literature. Focus on “Cite and Explain/Expand”; ; <b>Graphic Organizers and Activities for Differentiated Instruction:</b> “Personal Connections”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <b>Success Maker Weekly Cumulative Student Gains Report</b>
6.1.2 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:	How can graphic organizers/technology be used to support and expand the reader’s ideas and knowledge?	I can use information from different sources (video, powerpoint, photographs, etc...) to support my ideas	1, 2, 3, 4	<b>Microsoft Powerpoint, Podcast – Garage Band; Photobooth; Graphic Organizers and Activities for Differentiated Instruction:</b> “Compare and Contrast, Point of View, Summary”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <b>Success Maker Weekly Cumulative Student Gains Report</b>

## 6<sup>th</sup> Grade Curriculum Map: Fine Arts (Development Ongoing)

Time	Content Standard	Benchmarks	Essential Questions	Activities and Assessments	Resources
1 <sup>st</sup> 9 Weeks 6 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c)	Identify line using a variety of activities.	How can line be identified?	Students create line with pencil and charcoal. Final Product with both mediums.	Glencoe/McGraw Hill Exploring Art  Consortium of National Arts Education Association.
1 <sup>st</sup> 9 Weeks 7 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c), 3. (a, b)	Identify line using a variety of activities to include color.	How can different line elements be demonstrated to include the use of color?	Students demonstrate line with pencil, charcoal and wax pastels. Final Product to include all 3 mediums.	
1 <sup>st</sup> 9 Weeks 8 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c), 3. (a, b)	Identify line using a variety of activities to include color and form.	How can line be demonstrated using color, and form.	Students demonstrate line with pencil, charcoal, wax and chalk pastels. Final Product to include all 4 mediums with form.	

## 6<sup>th</sup> Grade Curriculum Map: Health (Development Ongoing)

<b>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
Grades 5-8 Benchmark: Analyze how environments and personal health are interrelated			
Performance Standard	Essential Question	Curriculum / Activity	Assessment
<b>Explain and Analyze</b> how the school, religion, culture, community, society and media along with other outside influences such as federal, state or local laws, policies, etc. impact personal health decisions.		To be developed based on NM state standards and may include:  Organic Gardening  Writing in response to Health content  Advertisement of Service Learning project	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments)
<b>Understand and Analyze</b> the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.			RACED Rubric  Teacher created rubrics  Service Learning project participation

## 7<sup>th</sup> Grade Math Curriculum Map

State Framework	Essential Questions	Kid-Friendly Standards	Qtr.	CMP and other Instructional Practices	Assessments
<b>Strand 1: Data Analysis and Probability</b> <b>Standard: Students will understand how to formulate questions, analyze data and determine probability</b>					<b>Short Cycle Assessment and New Mexico Standards-based Assessment (NMSBA)</b>
<b>BENCHMARK 1:</b> Formulate questions that can be addressed with data and collect, organize and display data in order to answer them.					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
<b>B1:</b> 7.1.7 Use various scales and formats to display the same data set.  7.1.1 Describe how data representations influences interpretation.	What are the best strategies for choosing which method to use when representing a set of data?	I know how to choose the best format for displaying a set of data.	1	<i><b>Data Distribution,</b></i> Lesson 2.1; Glencoe: <i><b>Pre-Algebra</b></i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>B1:</b> 7.1.3 Use measures of central tendency and spread to describe a set of data.	How do measures of central tendency help describe data sets?	I know how the mean, median, mode and range describe a set of data.	1	<i><b>Data Distribution,</b></i> Lesson 2.3; Glencoe: <i><b>Pre-Algebra</b></i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>B1:</b> 7.1. 4 Choose between median and mode to describe a set of data in terms of the situation depicted by the graph. 7.1.7 Use various scales and formats to display the same data set.	How do measures of central tendency help describe data sets?	I can tell how using mean, media, mode or range can change how a set of data “looks”.	1	<i><b>Data Distribution,</b></i> Lesson 2.4 Glencoe: <i><b>Pre-Algebra</b></i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>B1:</b> 7.1.4 Choose between median and mode to describe a set of data in terms of the situation depicted by the graph. 7.1.7 Use various scales and formats to display the same data set.	How do measures of central tendency help describe data sets?	I can tell how using mean, media, mode or range can change how a set of data “looks”.	1	<i><b>Data Distribution,</b></i> Lesson 3.3 Glencoe: <i><b>Pre-Algebra</b></i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>

<b>BENCHMARK 2:</b> Select and use appropriate statistical methods to analyze data.					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
7.1.1. Choose and justify appropriate measures of central tendencies (e.g. mean, median, mode, range) to describe given or derived data.	When and how do you know whether to use the mean, median, mode or range?	I know when to use the mean, median, mode or range for a set of data.	1	<i>Data Around Us</i> , Lesson 2.3; Glencoe: <b><i>Pre-Algebra</i></b>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>

## 7th Grade Science Curriculum Map

### Strand I: Scientific Thinking and Practice

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

**5-8 Benchmark I:** Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.

<b>Performance Standard</b>	<b>Exemplars</b>	<b>Week</b>	<b>Curriculum</b>	<b>Assessments</b>
Evaluate the accuracy and reproducibility of data and observations	Students will conduct numerous experiments in which they will keep data tables. These will be compared with others in the class to facilitate discussion of accuracy and reproducibility.	On going	Prentice Hall, Science Explorer, Earth/Space Science Chp. 1-22	Teacher created quiz Section questions Experimental data Science Fair projects
Use a variety of technologies to gather, analyze and interpret scientific data	Students will conduct numerous experiments in which they will keep data tables. These will be compared with others in the class to facilitate discussion of accuracy and reproducibility.	On going	Prentice Hall, Science Explorer, Earth/Space Science Chp. 1-22	Teacher created quiz Section questions Experimental data Science Fair projects
Know how to recognize and explain anomalous data	Students will conduct numerous experiments in which they will keep data tables. These will be compared with others in the class to facilitate discussion of accuracy and reproducibility.	On going	Prentice Hall, Science Explorer, Earth/Space Science Chp. 1-22	Teacher created quiz Section questions Experimental data Science Fair projects

## 7<sup>th</sup> Grade Curriculum Map: Social Studies

State Framework	Essential Questions	Qtr	World Studies: Latin America or History of NM	Assessments
<b>Strand 1: History</b> <b>Standard 1:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.				Unit Benchmark tests, Performance Assessments and <b>Short Cycle Assessments (SCA)</b>
<b>BENCHMARK: 1-A</b> – New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.				Unit Benchmark tests, Performance Assessments, and SCA
7.1.1 Compare and contrast the contributions of the civilizations of the Western Hemisphere (e.g., Aztecs, Mayas, Toltecs, Mound Builders) with the early civilizations of the Eastern Hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies	How were the contributions of the Western Hemisphere and Eastern Hemisphere civilizations similar, yet different?  How did the Western/Eastern Hemisphere civilizations specifically affect the development of New Mexico?	1,2	<i>World History: Latin America:</i> Aztec Empire, 42–43; Trade, 44; The Incas: People of the Sun, 45–49; European Conquest, 50–56; Review and Assessment, 69–71, Latin America: Shaped by Its History, 38–39; Early Civilizations of Middle America, 40–44; Mayan Civilization, 41; The Incas: Government and Religion, 47–48; The Quecha, 49	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) and <b>SCA</b>
7.1.2 Describe the characteristics of other indigenous peoples that had an effect upon New Mexico’s development (e.g., pueblo farmers, great plains horse culture, nomadic bands, noting their development of tools, trading routes, adaptation to environments, social structure, domestication of plants, and animals).	How did the early people of New Mexico impact the culture of New Mexico today?  How would New Mexico’s culture be different if one of the contributions of the indigenous people didn’t exist or never evolve?	2,3	<i>History of New Mexico:</i> Ch. 2 (Sec. 1,2,4,5) Ch. 3 (Sec. 1,2,3,4,5) Ch. 7 (Sec. 3)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>
7.1.3 Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, and Santa Fe Trail).	How did the various trails and routes into New Mexico impact the development of the area?	2,3,4	<i>History of New Mexico:</i> Ch. 2 (Sec. 5) Ch. 8 (Sec. 1) Ch. 9 (Sec. 1)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>



7.1.4 Describe how important individuals, groups, and events impacted the development of New Mexico from 16 <sup>th</sup> century to present	<p>Who were some of the important people from New Mexico?</p> <p>How did various events affect the culture or develop of New Mexico?</p>	2,3,4	<i>History of New Mexico:</i> Ch. 4 Ch. 5 Ch. 6 Ch. 7 (Sec. 1,3,4) Ch. 9 (Sec. 2,3,4,5) Ch. 10 (Sec. 1,2,3) Ch. 11 (Sec. 1,2,4) Ch. 12 (Sec. 4) Ch. 13 Ch. 14 (Sec. 1,3,4) Ch. 15 (2,3,4)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>
7.1.5 Explain how New Mexicans have adapted to their physical environments to meet their needs over time ( e.g., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources).	How have New Mexicans changed their lives to deal with drought, lack of water source, having pueblos in the area, limit of natural resources, and creation of a highway?	2,3,4	<i>History of New Mexico</i> Ch. 1 (Sec. 3,4) Ch. 2 (Sec. 2,3,4,5) Ch. 3 (Sec. 1,2) Ch. 8 (Sec. 2,3) Ch. 12 (Sec. 1,3)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>
7.1.6 Explain the impact of New Mexico on the development of the American West up to the present, to include: <ul style="list-style-type: none"> <li>• Availability of land (e.g., individuals, governments, railroads, tribal)</li> <li>• Government land grants/treaties</li> <li>• Transportation (e.g., wagons, railroads, automobiles)</li> <li>• Identification and use of natural and human resources</li> <li>• Population growth and economic patterns</li> <li>• Cultural interaction among indigenous and arriving populations and the resulting changes</li> </ul>	<p>How did the availability of land help in the development of New Mexico and the SW?</p> <p>How did the improvement of transportation aid in the development of New Mexico and the SW?</p> <p>How did the findings of natural and human resources aid in the development of New Mexico and the SW?</p> <p>How did the population growth aid in the development of New Mexico and the SW?</p> <p>How did the interactions of the Native New Mexicans and new people affect the culture of New Mexico and the SW?</p>	2,3,4	<i>History of New Mexico:</i> Ch. 4 (Sec.2) Ch. 7 (Sec. 2) Ch. 8 (Sec. 1,2) Ch. 9 (Sec. 2,4) Ch. 10 (Sec. 3,4) Ch. 11 (Sec. 1,2) Ch. 12 (Sec. 1,3) Ch. 13 (Sec. 3,4) Ch. 14 (Sec. 2,3,4) Ch. 15 (Sec. 1)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>

## 7<sup>th</sup> Grade Language Arts Curriculum

State Framework	Essential Questions	Kid-Friendly	Qtr.	Suggested Instructional Activities & Best Practices	Assessments
<b>Reading and Listening Comprehension – Content Standard 1: Students will apply strategies and skills to comprehend information that is read, heard and viewed.</b>					
<b>Benchmark IA:</b> Listen to, read, react to and interpret information.					<b>Benchmark Assessments, Short Cycle Assessments, New Mexico Standards-based Assessment (NMSBA)</b>
7.1.1 Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.	What are the key elements in an effective response to literature? <i>RACED – “Explain and Extend”</i>	I can relate a personal experience and connect it to the text.	1, 2, 3, 4	RACED in response to Literature. Focus on “Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
7.1.2 Respond to informational materials that are read, heard, or viewed by: <ul style="list-style-type: none"> <li>summarizing the information</li> <li>determining the importance of the information</li> <li>making connections to related topics/information</li> <li>monitoring comprehension</li> <li>drawing inferences</li> <li>generating questions</li> </ul>	What are the key elements in an effective response to literature? <i>RACED – “Cite evidence; support opinions”</i>	I can use the text to give examples that support my thoughts and/or point of view	1, 2, 3, 4	RACED in response to Literature. Focus on “Cite and Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
7.1.3 Identify the effect of literary devices such as figurative language, diction, dialogue, and description.	What are the key elements in an effective response to literature? <i>RACED – “Restate and Answer; Explain and Extend”</i>	I can identify the literary devices and describe how they support my ideas and or opinions .	1, 2, 3, 4	<b>Reading Ccmprehension:</b> L 1 – 6; <b>Graphic Organizers and Activities for Differentiated Instruction:</b> “Compare/Contrast”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>

<b>Strand 1: Reading and Listening Comprehension</b> <b>Content Standard 1: Students will apply strategies and skills to comprehend information that is read, heard and viewed.</b>					
<b>Benchmark IB: Gather and use information for research and other purposes</b>					<b>Benchmark Assessments, Short Cycle Assessments, New Mexico Standards-based Assessment (NMSBA)</b>
7.1.1 Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.	What are the key elements in an effective response to literature? <i>RACED – “Explain and Extend”</i>	I can gather and use information to evaluate, explain and extend my response	1, 2, 3, 4	RACED in response to Literature. Focus on “Explain/Expand”; RACED in response to Literature. Focus on “Cite and Explain/Expand”; ; <b><i>Graphic Organizers and Activities for Differentiated Instruction: “Personal Connections”</i></b>	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <b><i>Success Maker Weekly Cumulative Student Gains Report</i></b>
7.1.2 Interpret and synthesize information by responding to information that is read, heard, or viewed.	How can graphic organizers/technology be used to support and expand the reader’s ideas and knowledge?	I can use information from different sources (video, powerpoint, photographs, etc...) to support my ideas	1, 2, 3, 4	<b><i>Microsoft Powerpoint, Podcast – Garage Band; Photobooth; Graphic Organizers/Activities for Differentiated Instruction: “Compare and Contrast, Point of View, Summary”</i></b>	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <b><i>Success Maker Weekly Cumulative Student Gains Report</i></b>

## 7<sup>th</sup> Grade Curriculum Map: Fine Arts (Development Ongoing)

Time	Content Standard	Benchmarks	Essential Questions	Activities and Assessments	Resources
1 <sup>ST</sup> 9 Weeks 6 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c)	Identify line using a variety of activities.	How can line be identified?	Students create line with pencil and charcoal. Final Product with both mediums.	Glencoe/McGraw Hill Exploring Art  Consortium of National Arts Education Association.
1 <sup>st</sup> 9 Weeks 7 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c), 3. (a, b)	Identify line using a variety of activities to include color.	How can different line elements be demonstrated to include the use of color?	Students demonstrate line with pencil, charcoal and wax pastels. Final Product to include all 3 mediums.	
1 <sup>st</sup> 9 Weeks 8 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c), 3. (a, b)	Identify line using a variety of activities to include color and form.	How can line be demonstrated using color, and form.	Students demonstrate line with pencil, charcoal, wax and chalk pastels. Final Product to include all 4 mediums with form	

## 7<sup>th</sup> Grade Curriculum Map: Health (Development Ongoing)

<b>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
Grades 5-8 Benchmark: Analyze how environments and personal health are interrelated			
Performance Standard	Essential Question	Curriculum / Activity	Assessment
<b>Explain and Analyze</b> how the school, religion, culture, community, society and media along with other outside influences such as federal, state or local laws, policies, etc. impact personal health decisions.		To be developed based on NM state standards and may include:  Organic Gardening  Writing in response to Health content  Advertisement of Service Learning project	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments)  RACED Rubric  Teacher created rubrics  Service Learning project participation
<b>Understand and Analyze</b> the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.			

## 8<sup>th</sup> Grade Math Curriculum Map

State Framework	Essential Questions	Kid-Friendly Standards	Qtr.	CMP and other Instructional Practices	Assessments
<b>Strand 1: Number and Operations</b> <b>Standard: Students will understand numerical concepts and mathematical operations.</b>					<b>Short Cycle Assessment and New Mexico Standards-based Assessment (NMSBA)</b>
<b>BENCHMARK:</b> Understand numbers, ways of representing numbers, relationships among numbers and number patterns.					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
8.1.1 Sort numbers by their properties (e.g. prime, composite, square, square root)	How can the Pythagorean theorem be explained using an understanding of squares and square roots?	I can sort prime and composite numbers	3	Looking for Pythagoras: 2.1 through 2.3; Glencoe: <i>Pre-Algebra</i> – prime/composite numbers	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.2 Demonstrate the magnitude of rational numbers		I can identify numbers and their place values	1	Glencoe: <i>Pre-Algebra</i> – place values	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
<b>BENCHMARK:</b> Understand the meaning of operations and how they relate to one another.					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
8.1.3 Use real number properties (e.g. commutative, associative, distributive) to perform various computational procedures	What operations can transform a given equation or expression into an equivalent form that can be used to answer a question?	I can use number properties to solve problems	1	Say it with Symbols: 1.1 – 1.4	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.4 Perform mathematical operations and their inverses (add/subtract; multiply/divide; square roots/perfect squares)	How can the Pythagorean theorem be explained using an understanding of squares and square roots?	I know and can use inverse operations to solve problems	3	Looking for Pythagoras: 2.1 – 2.2 Thinking w/ Mathematical Models 3.2 – 3.3	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.5 Find the root of numbers using calculators	How can the Pythagorean theorem be explained using an understanding of squares and square roots?	I can find the roots of numbers w/ calculators	3	Looking for Pythagoras: 2.1 – 2.4 Glencoe: <i>Pre-Algebra</i> – Square Roots	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>

State Framework	Essential Questions	Kid-Friendly Standards	Qtr.	CMP and other Instructional Practices	Assessments
<b>BENCHMARK:</b> Compute fluently and make reasonable estimates.					<b>Benchmark tests, Short Cycle Assessment and NMSBA</b>
8.1.6 Write algebraic expressions/equations that include real numbers to describe and solve real world situations.	How are direct variation and inverse variation used to represent, simple algebraic relationships?	I can write expressions and equations for word problems	1	Thinking with Mathematical Models: 2.1 – 2.4	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.7 Use a variety of computational methods to estimate quantities involving real numbers	How are direct variation and inverse variation used to represent, simple algebraic relationships?	I can use many computational methods to make estimations	1	Thinking with Mathematical Models: 2.1 – 3.4	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.8 Differentiate between rational and irrational numbers	How can the Pythagorean theorem be explained using an understanding of squares and square roots?	I can identify rational and irrational numbers	3	Looking for Pythagoras: all sections	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.9 Use real number properties to perform various computational procedures and explain how they were used.	How can the Pythagorean theorem be explained using an understanding of squares and square roots?	I can show the steps I use to solve problems	All	Looking for Pythagoras: all sections	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.10 Perform and explain computations with rational numbers, pi, and single step equations w/ one variable in a variety of situations	What expression or equation represents the pattern or relationship in a context?	I can solve one-step and two-step equations.	All	Say it with Symbols and Glencoe: <i>Pre-Algebra</i>	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>
8.1.11 Select and use appropriate forms of rational number to solve real-world problems including those solving proportional relationships	How are ratios used to solidify the concept of proportionality?	I know what operations to use to solve word problems.	1	Glencoe: <i>Pre-Algebra</i> – Ratios and Proportions	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>Short Cycle Assessment and NMSBA</b>

## 8<sup>th</sup> Grade Curriculum Map: Science

### Strand I: Scientific Thinking and Practice

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

**5-8 Benchmark I:** Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.

Performance Standards	Exemplars	Week	Curriculum	Assessment
Evaluate the accuracy and reproducibility of data and observations	Students will conduct numerous experiments in which they will keep data tables. These will be compared to others in the class to facilitate discussion of accuracy and reproducibility	Ongoing	Prentice Hall, <i>Science Explorer</i> , Physical Science Chapters 1-22	Teacher created quiz, Section questions, Experimental data, Science Fair Projects
Use a variety of technologies to gather, analyze and interpret scientific data	Students will conduct numerous experiments in which they will keep data tables. These will be compared to others in the class to facilitate discussion of accuracy and reproducibility	Ongoing	Prentice Hall, <i>Science Explorer</i> , Physical Science Chapters 1-22	Teacher created quiz, Section questions, Experimental data, Science Fair Projects
Know how to recognize and explain anomalous data	Students will conduct numerous experiments in which they will keep data tables. These will be compared to others in the class to facilitate discussion of accuracy and reproducibility Students will conduct numerous experiments in which they will keep data tables. These will be compared to others in the class to facilitate discussion of accuracy and reproducibility	Ongoing	Prentice Hall, <i>Science Explorer</i> , Physical Science Chapters 1-22	Teacher created quiz, Section questions, Experimental data, Science Fair Projects

## 8<sup>th</sup> Grade Curriculum Map: Social Studies

State Framework	Essential Questions	Qtr.	American History by Prentice Hall	Assessments
<b>Strand 1: History</b> <b>Standard 1:</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.				Unit Benchmark tests, Performance Assessments and <b>Short Cycle Assessments (SCA)</b>
<b>BENCHMARK: 1-A</b> – New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.				Unit Benchmark tests, Performance Assessments, and SCA
8.1.1 Compare and contrast the settlement patterns of the American Southwest with other regions of the United States.	How was the settlement of New Mexico similar to and different from the settlement of the rest of the US?	3	Ch. 13 Section 3 (pgs. 391-392)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) and <b>SCA</b>
8.1.2 Analyze New Mexico's role and impact on the outcomes of the Civil War	How did New Mexico help out during the Civil War?	4	Supplemental Material through Edhelper.com	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>
8.1.3 Explain the role New Mexico played in the United States participation in the Spanish American War.	How did New Mexico assist the United States in winning the war against Spain?	4	Supplemental Material through Edhelper.com	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>
<b>BENCHMARK: 1-B</b> – United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.				Unit Benchmark tests, Performance Assessments, and <b>SCA</b>
8.1.4 Describe, evaluate, and interpret the economic and political reasons for the American Revolution	1. How did Great Britain try to control the colonists when it came to trading? 2. How did the colonists react to Great Britain's taxes? 3. How did the Preamble to the Declaration of Independence compare to life under King George III?	1/2	a. Ch. 5 Section 2: Turmoil over Taxation (pgs. 146-153) b. Activity: Economic Effects of the Stamp Act (pgs. 154) c. Ch. 5 Section 3: From Protest to Revolution (pgs. 155-160) d. Ch. 6 Section 2 (pgs. 173-176) e. Primary Source: Reading the Declaration of Independence (pg. 177-180)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>



### 8<sup>th</sup> Grade Curriculum Map: Social Studies (Continued)

<b>State Framework</b>	<b>Essential Questions</b>	<b>Qtr.</b>	<b>American History by Prentice Hall</b>	<b>Assessments</b>
8.1.5 Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government	1. How does the Articles of Confederation compare and contrast to the US Constitution? 2. How did Greece and Rome's government affect the US Constitution? 3. What measures did the Founding Fathers take to finally come to the states accepting the US Constitution?	2	a. Ch. 7 pg. 200-217 b. Primary Source: Understanding the Anti-Federalists opposition to the Constitution (pg. 219)	Formative Assessments: (Benchmark tests, Unit Quizzes/Tests, Informal Assessments, Teacher Observation, Performance Assessments, and Learning Logs) <b>SCA</b>
8.1.6 Describe and explain the actions taken to build one nation from thirteen states	1. What "firsts" did Washington establish as the President of the U.S.? 2. How did Alexander Hamilton's financial plan affect the national debt? 3. How does the creation of political parties affect the new nation?	2	a. Ch. 9 pgs. 278-294 b. Primary Source: Comparing John Adams to George Washington (pg. 295 - Inferences)	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments) <b>SCA</b>

## 8<sup>th</sup> Grade Curriculum Map: Language Arts

State Framework	Essential Questions	Kid-Friendly	Qtr.	Suggested Instructional	Assessments
<b>Reading and Listening Comprehension</b> <b>Content Standard 1:</b> Students will apply strategies and skills to comprehend information that is read, heard and viewed.					
<b>Benchmark IA:</b> Listen to, read, react to and interpret information.					Benchmark Assessments, Short Cycle Assessments, New Mexico Standards-based Assessment (NMSBA)
8.1.1 Narrate a personal account that establishes point of view, uses remembered feelings, select details, self and society, etc...	What are the key elements in an effective response to literature? <i>RACED – “Explain and Extend”</i>	I can relate a personal experience and connect it to the text.	1, 2, 3, 4	RACED in response to Literature. Focus on “Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
8.1.2 Interact in groups to share personal reactions, give reasons, cite examples, support opinions, etc...	are the key elements in an effective response to literature? <i>RACED – “Cite evidence; support opinions”</i>	I can use the text to give examples that support my thoughts and/or point of view	1, 2, 3, 4	RACED in response to Literature. Focus on “Cite and Explain/Expand”	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
8.1.3 Compare/Contrast/Evaluate for details, main idea, themes...from oral selections	What are the key elements in an effective response to literature? <i>RACED – “Restate and Answer; Explain and Extend”</i>	I can identify the main idea and theme of a selected text.	1, 2, 3, 4	<i>Reading Comprehension: L 1 – 6; Graphic Organizers and Activities for Differentiated Instruction: “Main Idea”</i>	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>

## 8<sup>th</sup> Grade Curriculum Map: Language Arts (Continued)

<b>Strand 1: Reading and Listening Comprehension</b> <b>Content Standard 1:</b> Students will apply strategies and skills to comprehend information that is read, heard and viewed.					
<b>Benchmark IB:</b> Gather and use information for research and other purposes					Benchmark Assessments, Short Cycle Assessments, New Mexico Standards-based Assessment (NMSBA)
8.1.1 Use information to analyze and extend ideas, evaluate info., themes, central ideas in relation to personal experience	What are the key elements in an effective response to literature? <i>RACED – “Explain and Extend”</i>	I can gather and use information to evaluate, explain and extend my response	1, 2, 3, 4	RACED in response to Literature. Focus on “Explain/Expand”; RACED in response to Literature. Focus on “Cite and Explain/Expand”; ; <i>Graphic Organizers and Activities for Differentiated Instruction: “Personal Connections”</i>	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>
8.1.2 Use images, videos and visual representations as informational research tools	How can graphic organizers/technology be used to support and expand the reader’s ideas and knowledge?	I can use information from different sources (video, PowerPoint, photographs, etc...) to support my ideas	1, 2, 3, 4	<i>Microsoft PowerPoint, Podcast – Garage Band; Photobooth; Graphic Organizers and Activities for Differentiated Instruction: “Compare and Contrast, Point of View, Summary”</i>	Formative Assessments (Cycle Tests for Novels; Short Story Unit Quizzes; Benchmark Assessments; Monthly Literary Elements Assessments; Teacher Observations; Vocabulary Tests; Extended Response to Literature Assessments – RACED), <i>Success Maker Weekly Cumulative Student Gains Report</i>

### 8<sup>th</sup> Grade Curriculum Map: Fine Arts (Development Ongoing)

Time	Content Standard	Benchmarks	Essential Questions	Activities and Assessments	Resources
1 <sup>st</sup> 9 Weeks 6 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c)	Identify line using a variety of activities.	How can line be identified?	Students create line with pencil and charcoal. Final Product with both mediums.	Glencoe/McGraw Hill Exploring Art  Consortium of National Arts Education Association.
1 <sup>st</sup> 9 Weeks 7 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c), 3. (a, b)	Identify line using a variety of activities to include color.	How can different line elements be demonstrated to include the use of color?	Students demonstrate line with pencil, charcoal and wax pastels. Final Product to include all 3 mediums.	
1 <sup>st</sup> 9 Weeks 8 <sup>th</sup> Grade	National Standards for the Visual Arts: 1. (a, b), 2. (a, b, c), 3. (a, b)	Identify line using a variety of activities to include color and form.	How can line be demonstrated using color, and form.	Students demonstrate line with pencil, charcoal, wax and chalk pastels. Final Product to include all 4 mediums with form.	

### 8<sup>th</sup> Grade Curriculum Map: Health (Development Ongoing)

<b>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
Grades 5-8 Benchmark: Analyze how environments and personal health are interrelated			
Performance Standard	Essential Question	Curriculum / Activity	Assessment
<b>Explain and Analyze</b> how the school, religion, culture, community, society and media along with other outside influences such as federal, state or local laws, policies, etc. impact personal health decisions.		To be developed based on NM state standards and may include:  Organic Gardening  Writing in response to Health content  Advertisement of Service Learning project	Formative Assessments (Benchmark tests, Unit Quizzes/Tests, Informal Assessments – Teacher Observation, Performance Assessments)
<b>Understand and Analyze</b> the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.			RACED Rubric  Teacher created rubrics  Service Learning project participation

#### 4. Strategies and Methods

At South Valley Preparatory School students will engage in cooperative learning with the focus on small group instruction. Students will be expected to engage in active listening, the use of encouraging words with teammates, 100% participation, expanding on ideas through verbal and written expression, and completion of tasks.

To ensure that all students reach the NM standards, teachers at South Valley Preparatory will follow the scope and sequence provided by NM while incorporating the following methods into all core-content areas:

- Anticipatory Set will begin each new lesson presented through variety of activities to peak student's interest about the content about to be learned by incorporating Brain Pop, free writing, pictures/relia, virtual fieldtrips, video clip, demonstrations, etc...
- Small group instruction is where students work in small groups to complete learning activities that require their active involvement.
- Critical thinking practices where teachers will improve critical thinking skills by incorporating them into instruction and evaluation
- Reading skill practices will be used in content areas, in addition to reading, to enhance and develop students reading skills and concepts.
- Writing skill practices will be used throughout to increases students opportunities to develop and use writing skills and concepts.
- Modeling of Think-Aloud will be used to help students understand the variety of strategies one can use when faced with unfamiliar content across the curriculum
- Scaffolding of lessons will be used to help students go from guided learning to independent learning through the use of advanced graphic organizers.
- Technology will be integrated to enhance students familiarity with researching and generating questions to guide them to independent learning
- Authentic Instruction and assessment based on the NM content standards
- RACED format to answer questions will be used to develop and enhance student's ability to justify their answers while engaging them in higher order thinking by having them make personal connections to the topic. *R=restate your question, A=answer the question, C=cite your answer with a quote or example from the reading, E=explain and extend your thinking D=demonstrate good conventions and spelling.*
- Service Learning will enhance student understanding of community history and current conditions. Students will be engaged in activities that will help to preserve the rural identity of the South Valley.
- Mathematical skills practice will be used to enhance their abilities and understanding of mathematics in real world situations.

#### In Action

Within any core content block, one would observe a variety of strategies and methods used by the core team of teachers that enhance student understanding. Below are the best practices that are implemented across all curriculum at South Valley Prep.

- Placement of students in groups in classroom to enhance the cooperative and collaborative environment and expectations of the school.
- Teacher use of anticipatory set to engage student interest and access prior knowledge

- Teacher guided instruction and practice that require students to discuss in groups and present a consensus of their findings
- Practice and application of skills in supportive, communicative groups
- Practice and application of skills on an individual basis
- Writing in response to all core content through the use of the RACED strategy and rubric
- Classroom discussion on individual findings where students are required to provide reasoning and proof of their answers.
- Multiple opportunities for teachers to assess student individual knowledge.

### **Professional Development**

South Valley Preparatory School teachers will have professional development needs that vary according to their particular curriculum area as well as their skill. The following is representative of what we as founders feel will help us to add to our prior experiences in order for us to support and maintain comprehensive school.

- Training in Service Learning requirements and expectations for students and teachers
- Initial or refresher training in the implementation of Curriculum
- Initial core team of teachers will be trained in how to mentor additional core teams
- Training the RACED method
- Training in using higher order thinking questions throughout the curriculum
- Training on scaffolding activities for all students
- Training on incorporating ELL strategies, in particular Marzano's High Yield Strategies
- Additional training in using and implementing the Grammar and Writing curriculum with fidelity

## **B. EDUCATIONAL PROGRAM**

### **1. Length of the School Day and School Year**

South Valley Preparatory School proposes to begin each day at 7:35 am and end at 3:35 p.m. for a total of 8 hours on campus. This schedule will allow us to provide seven (7) hours of instructional time each day. Our schedule will include a 90 minute block, 5 days a week for reading and 75 minute blocks for the other core content classes. In addition scheduled time once a week for Family Advisory, Art, Computer Lab, P.E. and Health will be included. The schedule allows for a 45 minute supervised lunch break and accounts for another 15 minutes of transition time between classes throughout the day. We will conclude each week with a half day on Fridays for extended learning. Rotating each Friday, one grade level will spend the last three hours of the day participating in our service learning project and the two remaining grade levels will rotate through additional core instruction.

South Valley Prep will provide a total of 182 days of instruction for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade and meets the New Mexico state requirements. The 7 hour instructional day is critical in supporting our educational plan. In particular, much of the additional daily time will be used to provide the daily 90 minute block of direct instruction in reading. The schedule will also include a 75 minute block for Language Arts instruction 5 days a week, 75 minute core Math, Science and Social Studies classes 4 days a week, as well as 1 hour a week for Art, additional integrated computer lab time as well as extended blocks of time for Service Learning. Students in all grades will also attend Physical Education (P.E.) twice a week for 30 minutes along with a 75 minute block for Health once a week. In addition to the computer lab times, technology will be integrated as much as possible within the core content classes through the use of Laptop Carts for each of the three core content teachers. Computer time will also be used to provide intervention, Tier 2 services, using Success Maker for those students that are not reaching proficiency in reading and or math. Success Maker also provides opportunities for skill practice in Science and Social Studies and will be used based upon teacher discretion. See South Valley Prep's proposed weekly schedule in the chart below.

Our school year will begin within one week of the traditional public middle school feeder to accommodate the needs of our community for the 2010 - 2011 school year. We recognize that families may have other children in the community public elementary and high school and we would like to accommodate family issues such as travel and child care which in turn will decrease the number of absences for our own students. We also recognize that many of our immigrant families spend much of their longer school vacations visiting family out of the country. We believe that by aligning our academic calendar and school day close to that of the public middle school for the first year we can better support and understand the needs of our particular families. In the subsequent years a process will be defined and implemented so that we can include stakeholder and governance input to develop the school year calendar. Schedule components include 90 minutes reading daily, 2.75 minutes core (4 times a week) Math, Science and Social Studies, and 75 minutes daily Language Arts.

### South Valley Preparatory School Proposed Weekly Schedule

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:35-7:45	←	_____	HOMEROOM	_____	→
7:50-9:15	←	_____	READING	_____	→
9:20-10:35	Language Arts: Grammar & Spelling	Language Arts: Writing	Language Arts: Grammar & Spelling	Language Arts: Writing	Language Arts: Grammar & Spelling
10:40-11:55	6 <sup>th</sup> – Social Studies 7 <sup>th</sup> – Math 8 <sup>th</sup> – Science	6 <sup>th</sup> – Science 7 <sup>th</sup> – Social Studies 8 <sup>th</sup> – Math	6 <sup>th</sup> – Math 7 <sup>th</sup> – Science 8 <sup>th</sup> – Social Studies	6 <sup>th</sup> – Social Studies 7 <sup>th</sup> – Math 8 <sup>th</sup> – Science	Language Arts: Writing
12:00-12:45			LUNCH		
12:50-2:05	6 <sup>th</sup> – P.E./Advisory 7 <sup>th</sup> – Advisory/P.E. 8 <sup>th</sup> – Art	6 <sup>th</sup> – Art 7 <sup>th</sup> – Technology 8 <sup>th</sup> – P.E./Advisory	6 <sup>th</sup> – P.E./Advisory 7 <sup>th</sup> – Advisory/P.E. 8 <sup>th</sup> – Technology	6 <sup>th</sup> – Technology 7 <sup>th</sup> – Art 8 <sup>th</sup> – P.E./Advisory	See schedule below
2:10-3:35	6 <sup>th</sup> – Science 7 <sup>th</sup> – Social Studies 8 <sup>th</sup> – Math	6 <sup>th</sup> – Math 7 <sup>th</sup> – Science 8 <sup>th</sup> – Social Studies	6 <sup>th</sup> – Social Studies 7 <sup>th</sup> – Math 8 <sup>th</sup> – Science	6 <sup>th</sup> – Science 7 <sup>th</sup> – Social Studies 8 <sup>th</sup> – Math	

### Friday Schedule from 12:15-3:35

Time	First Friday	Second Friday	Third Friday	Fourth Friday
12:50-2:05	6 <sup>th</sup> – Service Learning 7 <sup>th</sup> – Health 8 <sup>th</sup> – Advisory/Study Hall	6 <sup>th</sup> – Advisory/Study Hall 7 <sup>th</sup> – Service Learning 8 <sup>th</sup> – Health	6 <sup>th</sup> – Health 7 <sup>th</sup> – Advisory/Study Hall 8 <sup>th</sup> – Service Learning	Early Release for students – Professional Development for teachers
2:10-3:35	6 <sup>th</sup> – Service Learning 7 <sup>th</sup> – Advisory/Study Hall 8 <sup>th</sup> – Health	6 <sup>th</sup> – Health 7 <sup>th</sup> – Service Learning 8 <sup>th</sup> – Advisory/Study Hall	6 <sup>th</sup> – Advisory/Study Hall 7 <sup>th</sup> – Health 8 <sup>th</sup> – Service Learning	



## **2. Grade Levels, Class Size, and Projected Enrollment**

As founders of South Valley Prep School we believe that by providing a small, nurturing learning environment we are increasing the likelihood for success, both academically and personally, for one of the most at risk populations in the City of Albuquerque. It is this philosophy and our mission that drives the vision of our school over the 5 year phase in period and beyond. As we look at providing the same opportunity for even more South Valley students we must maintain the integrity of the small learning environment as it is one of the major keys to our success. We also want to maintain the teaming, looping and professional collegiality among each core team strand. For this reason our phase in plan has a special intent. The chart below reflects the first five years of operation and includes our intention to begin a second academy family at the same location. After five years of building and maintaining two core teams it is our intent to explore the feasibility of starting a second South Valley Prep School at a second location. If this is feasible, the plan would be reflected in South Valley Preparatory School Charter Renewal Application.

### **South Valley Preparatory School - 5 Year Phase-in Plan**

<b>School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>	<b>Projected Class Size (PTR)</b>
First Year 2010-11	Core Team I (6 <sup>th</sup> – 8 <sup>th</sup> )	78	26:1
Second Year 2011-12	Core Team I (6 <sup>th</sup> – 8 <sup>th</sup> ) Core Team II (6 <sup>th</sup> )	104	26:1
Third Year 2012-13	Core Team I (6 <sup>th</sup> – 8 <sup>th</sup> ) Core Team II (6 <sup>th</sup> & 7 <sup>th</sup> )	130	26:1
Fourth Year 2013-14	Core Team I (6 <sup>th</sup> – 8 <sup>th</sup> ) Core Team II (6 <sup>th</sup> – 8 <sup>th</sup> )	156	26:1
Fifth Year 2014-15	Core Team I (6 <sup>th</sup> – 8 <sup>th</sup> ) Core Team II (6 <sup>th</sup> – 8 <sup>th</sup> )	156	26:1

The proposed schedule and 5 year phase-in plan supports our mission of providing a small, safe and nurturing environment for middle school students in the South Valley. It also allows us to use Core Team I to mentor additional core teams at our original site. The ability and opportunity to mentor each new core team of teachers helps us to ensure that there is compatibility with South Valley Prep's foundational philosophy and that there is continuity in the implementation of the instructional strategies and methods being delivered to every student. South Valley Prep will be able to provide an environment that is free of the common outside challenges that perpetuates a cycle in the South Valley of early drop out, gang activity, drug and alcohol abuse, poverty and unemployment.

## **3. Graduation Requirements – Not Applicable**

## **C. STUDENT PERFORMANCE EXPECTATIONS**

The South Valley Preparatory School academic goals align with the school's educational plan that provides our students with direct instruction in reading and language arts on a daily basis. Middle school students benefit greatly from explicit reading instruction. We know that academic success across the curriculum is directly correlated to a student's ability to read.

### **Reading**

After one year of reading instruction at South Valley Prep, there will be a 10% increase in the total number of sixth graders scoring proficient or advanced in reading as measured by the New Mexico Standards-Based Assessment.

After two years of reading instruction at South Valley Prep, there will be a 10% increase in the total number of seventh graders scoring proficient or advanced in reading as measured by the New Mexico Standards-Based Assessment.

After three years of reading instruction at South Valley Prep, an average of 60% of the Eighth graders will score proficient or advanced in reading as measured by the New Mexico Standards-Based Assessment.

### **Writing (Language Arts)**

After one year of writing instruction at South Valley Prep, there will be a 10% increase of students in each grade level scoring proficient in writing as measured by the New Mexico Standards-Based Assessment.

### **Science**

After one year of science instruction at South Valley Prep, there will be a 10% increase of students in each grade level scoring proficient or advanced in science as measured by the New Mexico Standards-Based Assessment.

### **Math**

After one year of mathematics instruction at South Valley Prep, there will be a 10% increase of students in each grade level scoring proficient or advanced in math as measured by the New Mexico Standards-Based Assessment.

### **Social Studies**

After one year of social studies instruction at South Valley Prep, there will be a 10% increase of students in each grade level scoring proficient or advanced in social studies as measured by the comparison between initial Fall Short-Cycle Assessment and the Spring Short Cycle Assessment.


### **Art**


After one year of art, the students will be able to identify and produce final products using a variety of elements including, but not limited to Line, Form, Color, Value, and Texture as measured by teacher created rubrics that are aligned with National Standards.

## D. PLAN FOR EVALUATION STUDENT PERFORMANCE

The staff at South Valley Prep will use a variety of formative and summative assessments to inform our instruction as well as gauge academic performance as compared to other middle schools in the city and across the state of New Mexico. Below is a table that outlines the assessments for each core content area, the timeline for implementation, remediation, additional assessments and the documentation used to report student results.

Core Content Area	Assessment type	Frequency	Proficiency measures	Remediation	Reporting Results
<b>READING</b>					
Cycle Tests: <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary development</li> <li>• Vocabulary usage</li> <li>• Writing in response to literature (RACED)</li> <li>• Fluency</li> <li>• Literary Devices</li> <li>• Editing</li> </ul>	Formative	Every 2 to 3 weeks	Varied but includes: <ul style="list-style-type: none"> <li>• RACED Rubric</li> <li>• Fluency standards per grade level</li> <li>• Teacher created rubrics</li> </ul>	Homogeneous grouping  Differentiation  Family Advisory  Academic Improvement Plan	Mid-term Progress Reports  9-week Progress Reports  Classroom and Personal Graphs
Analytical Reading Inventory: <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary development</li> <li>• Vocabulary usage</li> <li>• Fluency</li> <li>• Literary Devices</li> </ul>	Formative and Summative	Pre-test Post every 9 weeks	Grade level ARI proficiency rubrics	Student Academic Team Referral  Tier 2 Interventions: Success Maker	Classroom and Personal Scattergrams
Short-Cycle Assessment	Formative	3 times per week	TBD		Reports for Parents
NMSBA	Summative	End of the year	State Rubric		

Core Content Area	Assessment type	Frequency	Proficiency measures	Remediation	Reporting Results
<b>SOCIAL STUDIES</b>					
Journals <ul style="list-style-type: none"> <li>Writing in response to expository text</li> <li>(RACED)</li> </ul>	Formative	Weekly	Program and Teacher created rubrics and proficiency indicators based on master of standards being taught 	Differentiation  Family Advisory  Academic Improvement Plan  Student Academic Team Referral	Mid-term Progress Reports  9-week Progress Reports  Classroom and Personal Graphs  Classroom and Personal Scattergrams
Pre Benchmark Test	Formative	Beginning of the year			
Quizzes <ul style="list-style-type: none"> <li>Unit Social Studies Content per grade level</li> </ul>	Formative	2 to 3 per week			
Chapter Tests <ul style="list-style-type: none"> <li>Grade level Social Studies Content</li> </ul>	Formative	Every 2 weeks			
Unit Benchmark Tests <ul style="list-style-type: none"> <li>Grade level Social Studies Content</li> </ul>	Summative	1 per 9 week grading period			
Projects <ul style="list-style-type: none"> <li>Power point</li> <li>Essay</li> <li>Display</li> <li>Research</li> </ul>	Summative	1 per 9 week grading period	Teacher created rubrics		
Post Benchmark Test	Summative	3 times per year	Program provided		
Short-Cycle Assessment	Formative	3 times per year	TBD		
NMSBA	Summative	End of the year	State Rubric		Reports for parents

Core Content Area	Assessment type	Frequency	Proficiency measures	Remediation	Reporting Results
<b>MATHEMATICS</b>					
Pre-Benchmark Assessment	Formative	Beginning of the year	Program and Teacher created rubrics and proficiency indicators based on master of standards being taught 	Differentiation  Family Advisory  Academic Improvement Plan  Student Academic Team Referral  Tier 2 Intervention Success Maker	Mid-term Progress Reports  9-week Progress Reports  Classroom and Personal Graphs  Classroom and Personal Scattergram
Pre-Unit Test	Formative	Per Unit			
Post-Unit Test	Summative	Per Unit			
Unit Quizzes	Formative	2 to 3 per week			
Authentic Assessments and Projects: Grade level math content per strand that includes <ul style="list-style-type: none"> <li>• Blogging</li> <li>• Computerized Simulations</li> <li>• Construct Models</li> </ul>	Formative and Summative	1 per 9 week grading period			
Launch <ul style="list-style-type: none"> <li>• Anticipatory Activity for Grade level Unit content</li> </ul>	Formative	Prior to new Unit – 2 to 3 per 9 weeks			
Math Reflections <ul style="list-style-type: none"> <li>• Writing in response to Math Literature</li> </ul>	Formative	2 or 3 per 9 weeks			
Post Benchmark Assessment	Summative	End of the year			
RACED <ul style="list-style-type: none"> <li>• Solving, writing and explaining in response to math content</li> </ul>	Formative	Weekly	RACED Rubric		
Short-Cycle Assessment	Formative	3 times per year	TBD		
NMSBA	Summative	End of the	State Rubric		Report to parents



Core Content Area	Assessment type	Frequency	Proficiency measures	Remediation	Reporting Results
<b>SCIENCE</b>					
Pre-Benchmark Assessment	Formative	Beginning of the year	Program and Teacher created rubrics and proficiency indicators based on master of standards being taught 	Differentiation  Family Advisory  Academic Improvement Plan  Student Academic Team Referral  Tier 2 Interventions: Success Maker	Mid-term Progress Reports  9-week Progress Reports  Classroom and Personal Graphs  Classroom and Personal Scattergram
Pre-Unit Test	Formative	Per Unit			
Post-Unit Test	Summative	Per Unit			
Unit Quizzes	Formative	2 to 3 per week			
Authentic Assessments and Projects: Grade level Science content including <ul style="list-style-type: none"> <li>Experiments</li> <li>Computerized Simulations</li> <li>Construct Models</li> <li>Blogging</li> </ul>	Formative and Summative	1 per 9 week grading period			
Launch <ul style="list-style-type: none"> <li>Anticipatory Activity for Grade level Unit content</li> </ul>	Formative	Prior to new Unit – 2 to 3 per 9 weeks			
Post Benchmark Assessment	Summative	End of the year			
<b>RACED</b> <ul style="list-style-type: none"> <li>Solving, writing and explaining in response to math content per grade level</li> </ul>	Formative	Weekly	RACED Rubric		
Short-Cycle Assessment	Formative	End of each 9 weeks	TBD		
NMSBA	Summative	End of the year	State Rubric		Reports for Parents

Core Content Area	Assessment type	Frequency	Proficiency measures	Remediation	Reporting Results
<b>ART</b>					
Authentic Assessments and Projects: Grade level Art content that includes <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Sculpture</li> <li>• Painting</li> <li>• Models</li> <li>• Pastel</li> <li>• Charcoal</li> <li>• Form</li> <li>• Positive and Negative Media</li> </ul>	Formative	2 to 3 per 9 week grading period	Teacher created rubrics and proficiency indicators based on master of standards being taught	Differentiation	Mid-term Progress Reports  9-week Progress Reports
Launch <ul style="list-style-type: none"> <li>• Anticipatory Activity for Grade level Unit content</li> </ul>	Formative	Prior to new content – 2 to 3 per 9 weeks			
Post Benchmark Project	Summative	End each 9 weeks			
RACED <ul style="list-style-type: none"> <li>• Writing, explaining and reasoning in response to Art</li> </ul>	Formative	Monthly			

**HEALTH AND PE ASSESSMENTS WILL BE DEVELOPED THROUGHOUT THE FIRST YEAR OF SCHOOL.**



## **E. SPECIAL POPULATIONS**

### **Special Populations (Special Education, IEP, 504 Plans, ELL Students)**

The Individuals with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Title II Of the American with Disabilities Act and the NM Special Education Scope and Standards 06.031.002 will be the guiding documents for placements of: special populations at SV Prep, this includes Special Education, 504 Plans, and ELL Students.

#### **Identification**

1. Initial identification of students showing no academic gains, academic or social-emotional
2. Family advisory
3. Interventions for 6 weeks (Tier One A, Tier One B interventions in the classroom); Social-emotional (School site family advisory, additional advisory sessions, counseling services on site)
4. Student academic team tier 2 intervention another 6 weeks (Tier Two – Success Maker, pull outs for additional academic instruction and support) Tier Two – Social-emotional (Referral to outside agency such as Southwest Family Guidance Center, etc...)
5. Diagnostic Testing: Decision made to proceed with additional academic screening or psychological/behavioral evaluation.

### **Student Assistance Team and Student Eligibility for Special Education**

South Valley Preparatory School will use the NM PED “Student Assistance Team Manual” as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

#### *Tier I*

If a teacher recognizes that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher conduct general screening and will implement classroom based interventions that must be documented for at least six (6) weeks. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

#### *Tier II*

The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized school program that may include but is not limited to small group instruction, pull-out services using Success Maker or other researched-based intervention programs. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

### *Tier III – Special education referral process*

Students referred to this tier have begun the special education referral process.

South Valley Preparatory School will follow the rule that informed parental consent must precede initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004.

### **Placement of Special Needs Population**

At South Valley Prep placement will be the set of services, or the spot on the continuum of services, in which those services are delivered. The student's IEP team is the group who makes the decision. This requires an individualized inquiry into the student's unique educational and related services needs. Placement is the last of decisions made at the IEP meeting. It is made after goals, objectives/benchmarks, and instructional modifications are developed. The decision is based on those IEP elements.


Least Restrictive Environment (LRE) Mandate in the IDEA with respect to making Placement Decisions:

- To the maximum extent possible, students with exceptionalities must be educated in the regular classroom.
- Special classes, separate schooling, or other removal from the regular classroom occurs only when the nature or the severity of the educational exceptionality is such that education in the regular class cannot be satisfactorily achieved with appropriate aids and supports.
- Unless the student's IEP requires some other kind of arrangement, the student attends the same school he or she would attend if not eligible for special education services.
- Students with exceptionalities must be afforded the opportunity to participate in non-academic and extracurricular services and activities along with their peers in regular education.
- Less restrictive placements must always be considered. However, where there is a reasonable likelihood that a student with an exceptionality can be educated in the regular classroom with the use of supplementary aids and supports, then that placement should be tried.

### **The Continuum of Alternate Placements**

The continuum is a spectrum of placements where an IEP can be implemented. It can range from less restrictive (from all regular education with monitoring services) to more restrictive (homebound), as well as placements between those two points as shown in the example below.

### **Least Restrictive**

- 
- Regular education with weekly monitoring from a special education provider
  - Regular education with daily consultation from a special education provider
  - Regular education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings, universally-designed curriculum, overlapping curriculum, cooperative learning, peer tutoring, parallel or alternative instruction, team teaching)
  - Regular education with special education services provided for part of the day in a resource room or a special education classroom
  - Self-contained special education classroom
  - Special day school (outside the school environment)
  - Residential treatment facility
  - Hospital
  - Detention Facility
  - Homebound

### **Most Restrictive**

State and federal regulations require that public agencies make the continuum of alternative placements available as needed in order to meet the needs of the individual student with an exceptionality.

### **Ancillary Services**

South Valley Preparatory School will contract with license providers to provide necessary services for students who qualify.

### **504 Process - Section 504 of the Rehabilitation Act of 1973**

The purpose of the 504 will be to level the playing field by providing equal access and fairness in general education. It is a general education responsibility. It is not a plan to enhance a student's performance.

A student must have a substantial limitation in one of the following areas to be eligible for 504 services:

- Walking, breathing, or learning
- Seeing, hearing, or speaking
- Working and caring for oneself

The team at SV Prep will have to have an understanding of substantial limitation in providing program and opportunities for 504 recipients, and in designing a 504 Accommodation Plan. The Section 504 accommodations / services a student receives will be based upon the unique needs identified during the evaluation process.

### **Treatment of Student Records**

Assessments of IEPs and all other student records will be maintained confidentially consistent with state and federal law. South Valley Prep assures that all records and procedures pertaining to them will comply with the New Mexico Inspection of Public Records Act.

### **English Language Learners/Limited English Proficiency**

SVPS anticipates that it will have a substantial ELL population. And, as previously mentioned, the majority of the students in the South Valley are either, immigrant-Hispanic learners, non-immigrant Hispanic learners as well as students who belong to other ethnic groups (primarily Native American, African-American, Anglo, etc...). As a result, SVPS will utilize the following set of criteria when identifying this population:

## **IDENTIFICATION OF STUDENTS**

### **Identification of PHLOTE Students**

In accordance with federal and state a guideline, SVPS will utilize the following proposed procedure used to identify all students whose Primary Home Language is Other Than English (PHLOTE). The primary tool used for identifying PHLOTE students is a home language survey comprised of the following questions:

#### **South Valley Preparatory School English Language Learner Annual Survey**

This survey serves the purpose of establishing a consistent and reasonable process for identifying English language learner (ELL) students in private schools. By federal ESEA requirements and expectations charter schools must identify students who are eligible to receive Title III services and to ensure children are counted in determining public school Title III Allocations.

Like participating public school students, identified ELL students in charter schools must be assessed annually for their level of English proficiency in the domains of speaking, listening, reading, writing, and comprehension. SVPS is responsible for administering an annual New Mexico English language proficiency (NMELPA) assessment.

To identify English language learners please consider the following questions. If the answer to any one of these questions would be "Other Language" then that child would be identified as an ELL student.

	<b>English</b>	<b>Other</b>
<b>Language(s)</b>		
1. What language did the child learn when she/he first began to talk?	.	
2. What language does the family speak at home most of the time?	.	
3. What language does the parent(s) speak to her/his child most of the time?	.	
4. What language does the child speak to her/his parent(s) most of the time?	.	
5. What language does the child hear and understand in the home?	.	
6. What language does the child speak to her/his brothers/sisters?	.	
7. What language does the child speak to her/his friends most of the time?	.	

Contact will be made by the school ESL staff for testing of the identified students, in a timely manner.

### **Complete Home Language Survey (Appendix A)**

## Proposed Procedures for Identifying and Assessing PHLOTE Students

The procedure for identifying PHLOTE students is as follows: <b>Action</b>	<b>Person(s) responsible</b>	<b>Time</b>
<b>Check</b> the home language survey on the Student Enrollment Form and <b>refer</b> to ELL teacher	Building secretary (elementary) Counseling secretary (middle and high school)	Within 2 school days
<b>Determine</b> if student is PHLOTE and schedule language proficiency assessment using an assessment that may include but not be limited to the Language Assessment Scale (LAS).	ELL Teacher(s)	Within 30 days of the beginning of the school year, or 2 weeks after enrollment (if after the beginning of the school year).
<b>Complete</b> Student Profile through interviews with family	ELL Teacher(s)	Same as above
<b>Determine</b> if student qualifies for ELL services.	ELL Teacher(s)	Same as above
<b>Notify</b> PED office of ELL status with census form.	ELL Teacher(s)	Same as above
<b>Notify</b> parents in writing using program placement notification form.	ELL Teacher(s)	Same as above
<b>Tag</b> student in the PED data base		Same as above

Sheltered Instruction Proposal: SVPS plans to utilize the *Sheltered Instruction Observation Protocol*. The (SIOP) was developed to make content material comprehensible to English Language Learners. This model is the result of the work of *Jana Echevarria, MaryEllen Vogt and Deborah J. Short*.

The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. The SIOP model is a process that the all of the teachers at SVPS are familiar with as it has been used by all in the past with great success in reading and math.

### Teacher Preparation

1. Teachers write clearly defined content objectives on the board for students. These objectives are reviewed at the beginning of a lesson and students should state at the end of the lesson whether the objectives have been met.
2. Teachers should write clearly defined language objectives on the board for students at the beginning of a lesson. Students will state at the end of the lesson whether the objectives have been met.

3. Concepts taught should be appropriate for the age and educational background of students, Teachers must consider the students' L1 literacy, second language proficiency, and the reading level of the materials.
4. Supplementary materials are used to promote comprehension. These include charts, graphs, pictures, illustrations, realia, math manipulatives, multimedia, and demonstrations by teacher and other students
5. Content must be adapted to ELL's needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
6. Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.

## **Indicators of Instruction**

### **Building Background**

1. Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic. Teachers may also use various forms of realia and media to build critical background knowledge.
2. Links should be explicitly made between past learning and new concepts.
3. Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.

### **Comprehensible Input**

1. Use speech that is appropriate for students' language proficiency.
2. Make the explanation of the task clear using step-by-step manner with visuals.
3. Use of a variety of techniques to make content concepts clear. Teachers need to focus attention selectively on the most important information. Introduce new learning in context. Help students learn strategies such as predicting, summarizing.

### **Strategies**

1. Provide ample opportunities for students to use learning strategies. Learning strategies should be taught through explicit instruction. You want students to develop independence in self-monitoring.
2. Consistent use of scaffolding techniques throughout the lesson. Introduce a new concept using a lot of scaffolding and decrease support as time goes on. Restate a student's response or use think-alouds.
3. Use of a variety of question types, including those that promote higher level thinking skills.

### **Interaction**

Provide the following for ELLs:

1. Frequent opportunities for interactions about lesson concepts which encourage higher level thinking skills.
2. Grouping which supports language and content objectives. Cooperative groups, buddies, pairs, large and small groups
3. Ample wait time for responses
4. Opportunities for clarification in native language, if possible.

**Application**

Lessons should include:

1. Hands-on materials or manipulatives for student practice.
2. Activities for students to apply content and language knowledge in the classroom.
3. Activities that integrate all language skills: listening, speaking, reading and writing.

**Lesson Delivery**

1. Content objectives supported by lesson delivery.
2. Language objectives supported by lesson delivery.
3. Students engaged 90% to 100% of the period.
4. Pacing of the lesson appropriate to students' ability level.

## VI. FINANCIAL PLAN

### A. BUDGET

#### Proposed Budget: SEG 9105B and 5 Year Plan

The proposed budget of South Valley Preparatory School is offered as evidence of its fiscal soundness. Below is a budget narrative that explains, by fund account, our five year budget based on projected revenue using the New Mexico Public Education Department's 910B5 spreadsheet template. South Valley Preparatory School's **SEG 9105B and 5 Year Budget spreadsheets can be found in the Appendix B and C, respectively.**

#### Budget Narrative

The proposed budget and spending priorities of South Valley Preparatory School aligns with the schools mission by maintaining a small environment and by supporting the reading curriculum and service learning program that will be unique to our school.

#### 11000 1000 Instruction

##### Personnel Services – Compensation and Employee Benefits

The budget for South Valley Preparatory School uses \$45,000 as the average teacher salary. For the teachers and staff at South Valley Preparatory School, a regular proposed teaching day will be eight hours 8 hours (7:30 a.m. to 3:30 p.m.) or 1.5 hours longer than in most traditional districts. We are fully aware that the unit value in the state's funding formula typically increases each year. However, for the purpose of this budget, teacher raises are not included because the Unit Value remains constant and we understand that the yearly unit value increase will align closely to salary increases for teachers. We are well aware that increases in health and medical benefits can occur on an annual basis. However, for the purpose of this application we do not assume to predict the fluctuation or exact percentage increases over the next five years. In addition \$3,000.00 has been allocated to pay for substitute services.

The table below demonstrates the alignment between SV Prep's budget and our 5 year phase-in plan. Years 3 and 4 hold constant with the exception of the addition of a Dean of Students. This plan allows us to utilize Core Team I, the founding members of SV Prep, to mentor additional Core Teams. As founding members our intent is to insure that each new team member's philosophy aligns with ours and that *their* intent is reflected in their dedication to the academic and social success of our students. During the 4<sup>th</sup> and 5<sup>th</sup> years of operation the Governing Council, the Principal, and staff will explore the feasibility of creating a second South Valley Prep somewhere else within the South Valley. This plan will be reflected in the 6<sup>th</sup> year of operation as part of South Valley Prep's Charter Renewal Application.



## South Valley Preparatory School's 5 Year Phase-in Plan for Personnel

2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3	2013-2014 Year 4	2014-2015 Year 5
3.5 Core FTEs (6, 7, 8)	4.5 Core FTE Core I (6-8) Core II (6 <sup>th</sup> )	5.5 Core FTEs Core Team I (6-8) Core Team II (6&7)	6.5Core FTEs Core Team I (6-8) Core Team II (6-8)	6.5Core FTEs Core Team I (6-8) Core Team II (6-8)
	.5 Special ed	1 Special ed	1 Special ed	1 Special ed
.5 Art Teacher	.5 Art Teacher	.5 Art Teacher	.5 Art Teacher	.5 Art Teacher
.5 P.E. / Health	.5 P.E. / Health	.5 P.E./Health	.5 P.E. / Health	1 P.E. / Health
1 Principal	1 Principal	1 Principal	1 Principal	1 Principal
1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager
1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant

### Purchased Professional and Technical Services

Funds will be use to lease a copy machine for teacher use, as noted under “Other Charges”

### Other Purchased Services

#### *Student Travel*

Funds are appropriated for student field trips to pay for buses and admission to various venues. All student field trips will align to state standards and school curriculum and must enhance the academic or social growth of the students at South Valley Preparatory School. Funds may include travel for Service Learning.

#### *Teacher Training*

Additional money in this fund has been allocated for teacher training. Teacher training will be prioritized so that we may focus on sustaining the implementation of the core curriculum as well as trainings that will support the founding Core Team in implementing effective family advisory and service learning programs. Trainings may include but may not be limited to collaborative observations at various charter schools that have already sustained similar programs that are effective and successful.

### Supplies and Materials

#### *Other Textbooks*

Money has been allocated to purchase other instructional texts that may include but are not limited to novel sets for a leveled bookroom, texts and/or other books to support the service learning program.

#### *General Supplies and Materials*

South Valley Prep will use the funds in this supplies and materials budget to purchase the state mandated standardized tests as well as school-wide short cycle assessments that may include the ARI (Analytical Reading Inventory) for Reading. It is possible that the school may purchase the additional portion of the state mandated test that assesses student proficiency in Social Studies. The school will purchase textbooks with instructional materials funds that are awarded in the first year of the school's operation. These funds are not reflected in this budget. Other supplies

that the teachers may need to aid instruction such as paper will be purchased using the planning and implementation grant award monies. \$2000.00 has been allocated for Year 1. The fund increases by \$500.00 each subsequent year to account for additional students.

### **11000 2100 Support Services – Students**

#### **Other Professional Services**

South Valley Preparatory School has set aside \$4000.00 in the first year as well as each subsequent year to provide a variety of ancillary services, such as diagnosticians, occupational therapists, physical therapists, social workers, and speech therapists for services provided prior to the fortieth day. This money has been allocated to contract with private service providers. We are aware of the increase of SEG funding based upon the number and level of Special Education students enrolled at SV Prep on the fortieth day. We understand that for the purpose of this application the projected budget included only includes students considered as “basic.”

### **11000 2300 General Administration**

#### **Personnel Services Compensation & Employee Benefits**

This fund reflects the salary and benefits for the school’s administrative assistant. South Valley Prep will employ a full time Administrative Assistant to fulfill various duties for the school in the office.

#### **Purchased Professional and Technical Services**

The following funds have been allocated to pay for the school’s portion of the annual audit (\$5,000.00), legal fees (\$6,000), and the lease of a copy machine for administrative use (\$1,500).

#### **Supplies**

A small budget is afforded for supplies and materials for administrative purposes (\$1,000.00)

### **11000 2400 School Administration**

#### **Personnel Services – Compensation and Employee Benefits**

The principal’s salary and benefits are listed in this fund. The principal’s salary does not reflect any salary increase. Salary increases for the Principal will be determined by various factors. These factors may include but are not limited to new funds availability, legislative requirements, and the South Valley Preparatory School Governing Council’s decision to offer such an increase based on performance requirements that show alignment with the school’s mission and the evaluation requirements set forth by the PED.

#### **Other Purchased Services**

Funds in the “Employee Training – Non-Teacher” have been allocated to address the training needs of the Principal of South Valley Preparatory School. These funds may be used to pay registration fees for events and trainings *such as* the New Mexico Charter School Conference or other events sponsored by agencies *such as* the New Mexico Coalition for Charter Schools (NMCCS). Some training prior to the first year will be paid for through the Planning and Implementation Grant.

## **11000 25000 Central Services**

### **Personnel Services – Compensation and Employee Benefits**

The Business Manager's salary and benefits are listed in this fund. South Valley Prep will employ a full-time, licensed, on-site business manager. The Business Manager's salary does not reflect any salary increase over the 5 year budget plan. Salary increases for the Business manager will be determined first by the principal's recommendation and the governing council's support to award a salary increase based on performance. The founders have actively recruited and have verbal commitment from a prospective Business Manager.

### **Other Purchased Services**

Funds in the "Employee Training – Non-Teacher" have been allocated to address the training needs of the Business Manager of South Valley Preparatory School. These funds may be used to pay registration fees for events and trainings *such as* the New Mexico Charter School Conference or other trainings put on by the NMCCS. "Other Contracts" monies have been allocated to pay grant writing fees to write grants that will benefit the school.

### **Supplies**

#### *Software*

This fund reflects money that will be used to maintain the software for a financial management system, such as APTAFund, that will be used by the Business Manager. Based on research and the experience of other charter schools in operation that are similar to South Valley Prep, it is possible that in subsequent years we will be required to pay an annual license fee for the software therefore \$5,000.00 has been allocated to pay the license fee for each year. The initial purchase of the software will be paid with money that we anticipate will be awarded through the New Mexico Charter Schools Program Federal Planning and Implementation Grant.

#### *General Supplies and Materials*

\$1,000.00 dollars has been allocated to provide for general supplies and materials to support the business and financial management of South Valley Preparatory School.

## **11000 2600 Operation and Maintenance of Plant**

### **Purchased Property Services**

Facility lease/rent payments, utilities (electricity, gas, water/sewer), building maintenance/janitorial, telephone and internet service have all been allocated in this fund. \$3500.00 has been allocated for Maintenance and Repair, \$5000.00 for Electricity, \$2500.00 for Natural Gas, \$1000.00 for Water and Sewage and \$10,000.00 has been allocated for Communication Services.

#### *Facility Lease/Rent Payments*

A specific facility has not yet been acquired. However, once acquired, all South Valley Prep facilities will meet the requirements of the Charter School Facilities Policy and the New Mexico State Adequacy Standards as defined by the Public School Facilities Authority (PSFA). South Valley Prep intends to apply for the Lease Assistance Grant offered through the PSFA. An

award of this grant in the first year will provide our school with a maximum amount of \$54,600.00 to be use towards lease payments. This amount is based on the PSFA formula that grants no more than \$700.00 per student per year. In the first year of operation South Valley Prep's membership will be 78 students. Increased enrollment in subsequent years and capacity enrollment of 244 students in fifth year will increase our annual lease fund. For the first year a matching amount of \$54,600.00 has been budgeted using SEG funds to allow South Valley Prep a total of \$109,200.00 rent/lease funds for the first year.

#### *Other Contract Services*

Amounts ranging from \$5,000.00 for Year 1 to \$12,500.00 for Years 4 and 5 for cleaning services for the school have been allocated in this fund.

#### **Other Purchased Services**

South Valley Prep has allocated \$5000.00 for "Property and Liability Insurance"

#### **11000 2700 Student Transportation**

South Valley Preparatory School may not at this time provide transportation for our "basic" student population. We recognize that students with an Individualized Education Plan (IEP) that require transportation have the right and the opportunity to attend our school. South Valley Prep will negotiate with the transportation contractors if and when a student that fits the above profile enrolls at our school during the first year of operation. In subsequent years, with a more comprehensive understanding of our student population and their particular needs, South Valley Prep will use IDEA funds to provide transportation for special education students that are required to have it based on their IEP.

#### **11000 3100 Food Service Operations**

On behalf of and with the approval of the Interim Founding Governing Council South Valley Prep has opted to apply for participation in the National School Lunch and Breakfast Program as a Provision 2 School. Based on historical data our proposed student population will come primarily from Universal Free Lunch Program qualifying schools. South Valley Prep will have a high percentage for students that are eligible for free or reduced price meals.

#### **Non-Operating**

An emergency reserve \$5352 or 1% is set aside.

<b>REVENUE</b>
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**SEG**

Based on the 910B5 SEG budget template provided by the PED, in the first year of operation with an enrollment of 78 members, South Valley Preparatory School will generate \$550,338.82. SEG funding generation for subsequent years is as described in the table below. A noticeable decrease in both the 3<sup>rd</sup> and 4<sup>th</sup> years of operation has been calculated on the SEG 910B5 form as a result of the membership growth that has been imputed. We acknowledge that we are using formulas that may be different each year.

**5 Year Proposed Budget - SEG Funds**

	Year 1	Year 2	Year 3	Year 4	Year 5
SEG Revenue	\$550,338.82	\$671,195.23	\$788,569.68	\$881,606.50	\$881,606.50
Expenditures	\$550,330.80	\$671,192.90	\$788,566.10	\$881,603.95	\$881,603.95
Balance	\$8.02	\$ 2.33	\$3.58	\$2.55	\$2.55

**Public Charter School Program Federal Grant**

South Valley Preparatory School will apply for the New Mexico Charter Schools Program Federal Planning and Implementation Grant made available through the No Child Left Behind Act of 2001, Title V, Part B – Public Charter School. Based upon historical data of the community South Valley Prep proposes to serve, we are confident that we will be awarded some PCSP money. Based on the sample draft provided by the PED as compared to the needs of South Valley Preparatory School we will be asking for at least \$350,000. On behalf of and with the approval of the Interim Founding Governing Council, South Valley Prep may allocate the grant money awarded to include but not limited to the purposes listed below.

*Salary and Benefits*

- Principal Salary and Benefits for a period of three months prior to the opening of the school
- Contractual Business Manager services

*Professional Development to include but not be limited to*

- NMASBO / PED / NMCCS Workshops and Conferences
- Curriculum development Workshops
- Training in the use of the Student Record System
- NMCCS membership
- Substitutes for teacher training and peer observation

*Technology to include but not be limited to*

- School Business Accounting System Software
- Network set-up and training
- Copier rental and service agreement
- School network server and peripherals
- School network installation
- Student computers
- Teacher computers
- Administrative computers and monitors
- Printers for students, teachers and administration
- Advertisement

*Program and Administrative Supplies and Materials*

- Office, teacher and custodial
- Curriculum purchases such as textbooks
- Administrative furniture
- Student furniture
- Student assessment materials
- Math, Science (Lab) and Art manipulatives and supplies

**Public Schools Facility Authority – Lease Assistance Grant**

South Valley Preparatory School will apply through the Public Schools Facility Authority (PSFA) for the Lease Assistance Grant. Using the PED formula our school, in the first year of operation South Valley Prep will qualify for a maximum allowable amount of \$54,600.00. An additional \$54,600 has been set budgeted to match the PSCOC award for a total of \$109,200 for the first year to be used for rent/lease payments. For the first year of operation South Valley Prep will secure a facility that has a minimum of 10,000 square feet of actual classroom space. This space will meet the Education Specification set forth by the PSFA. Based on similar schools with similar enrollment and in the same general area an estimated annual lease cost for ranges somewhere between \$90,000.00 and \$150,000. We fully acknowledge the requirement to meet all Education Specification including being housed in a public facility by 2016.

## **B. FISCAL MANAGEMENT**

### **1. Fiscal Responsibility**

South Valley Preparatory School is acutely aware of the school's fiscal responsibilities. Demonstrated in this section of the charter application is South Valley Prep's capacity to manage its fiscal responsibilities. South Valley Prep will implement with consistency internal control procedures that will to safeguard assets, provide dependable financial information, promote operational efficiency, and ensure that we are in compliance with all applicable federal and state laws and regulations.

In order to ensure financial viability, South Valley Prep will use historical data from the South Valley community as well as data from similar charter schools when determining revenue projections. The policies and procedures are organized pursuant to 6.20.2 NMAC.

The South Valley Preparatory School Principal, the Business Manager, and the Founding/Interim Governing Council will work collaboratively using data to create several revenue projections based upon various enrollment scenarios. These budgets will be used to project the number of Certified and non-certified staff the budget can fund as well as help us plan for various other expenditures to support the school.

If membership at South Valley Preparatory School on the fortieth day is well below projections, the Principal, the Business Manager and the Core Team(s) of teachers will work collaboratively to recommend an action plan to the Governing Council that will reduce costs in areas that will have the most minimal impact on student learning.

#### **Procedural Requirements**

South Valley Preparatory School, pursuant to 6.20.2.8 NMAC, will work diligently to account for every financial transaction. South Valley Prep will build and sustain a budget that aligns the Public School Code and PED procedures for public school accounting and budgeting. The South Valley Prep Business manager, under the supervision of the Principal, will be responsible for maintaining the school's budget as well as preparing and presenting all financial documentation. South Valley Prep will meet the competency requirements in 6.63.12.9 NMAC.

#### **Budget Preparation**

South Valley Preparatory School, pursuant to 6.20.2.9 NMAC, will follow budget requirements stated in all sections of NMSA 1978, as well as meet all PED requirements and procedures when preparing, submitting, maintaining and reporting budgetary information.

#### **Projecting Revenue**

South Valley Preparatory School may use the following procedures to project the school's budget on an annual basis. The plan may include but may not be limited to the following procedures. The South Valley Prep Principal, Business Manager and its Governing Council will work collaboratively with the PED to project an accurate budget that will sustain the school and its mission. The following points will hold constant.

The State Equalization Guarantee (SEG) will be South Valley Prep's primary source of revenue. The school will use historical data to project an average number of students in each category outlined in the 910B5 (SEG) budget preparation spreadsheet provided by the PED. South Valley Prep will use both historical data and estimated Membership to project the number and type of Certified and non-certified FTE's. Location and historical data allow South Valley Prep to include the At-Risk Unit in the 910B5. The State Equalization Guarantee will be computed using all current data and formulas provided by the PED.

Any non-categorical revenue that is generated, such as donations, will be projected based upon legitimate and authenticated funding sources. A collaborative effort between the Donor, the Governing Council, the Principal and the Business Manager will provide protection to ensure that an accurate projection of this revenue is made, recorded and reported to all parties.

If South Valley Prep maintains any cash balance from the prior fiscal year in its Operational Fund, the balance may be budgeted for operational expenditures, with the exception of payroll, with the proper approval from the PED and the Secretary of Education.

### **Projecting Expenditures**

South Valley Preparatory School will use prior year statistical data as well as projections of future enrollment to estimate membership. Projections of future enrollment that is based on our 5 year growth and phase-in plan will be used to identify South Valley Prep's Certified and non-certified staffing needs as well as the associated costs that may include but may not be limited to instructional supplies, equipment, and facility. In order to understand better anticipate the impact on students due to budgetary changes, projections of new personnel needed and their associated costs, will be made with ample time to address any impacts.

South Valley Preparatory School will use historical costs to project the school's contributions to New Mexico Educational Retirement and ERA Retiree Plans. In addition, the school's contributions to NMPSIA for health insurance premiums, estimates will be gauged using historical data and our 5 year growth and phase-in plan so that future staffing may be projected.

South Valley Preparatory School will maintain an emergency account that may range from one percent and five percent, not to exceed five percent, of its operational expenditures using operational cash balances carried forward from the previous fiscal year. South Valley Prep will use the account to pay for any unforeseen expenditures that may arise after the initial budget has been approved. Money in the emergency account shall not be expended on salaries or benefits and without prior written approval from the Secretary of Education.

### **Budget Approval**

Pursuant to 6.20.2.9 NMAC, South Valley Preparatory School will follow all budget requirements stated in Sections 22-8-5 through 22-8-12.2, NMSA 1978, and procedures of the department in preparing, submitting, maintaining and reporting budgetary information. Budgetary control shall be at the function level. Over-expenditure of a function shall not be allowed. South Valley Prep will follow the following procedures to ensure that the school's budget is approved by the PED.



South Valley Prep will use the State Equalization Guarantee (SEG) to calculate the operational revenue by means of the 910B5 provided by the PED. The school will rely upon historical data, prior year enrollment and projected membership, as well as the prior year T & E index and at-risk index.

South Valley Prep will submit its budget by April 15th as scheduled by the PED and the budget will be reviewed by the PED prior to approval and certification by the school's Governing Council. South Valley Prep and the PED shall review the school's projected revenues and confer before determining where additions or reductions to the budget will be incorporated.

Prior to June 20<sup>th</sup> and in compliance with the Open Meetings Act, Section 10-15-1 et seq. 1978 Public School Code and local board policy, South Valley Preparatory School will state in a Notice of Public Hearing that the school's Governing Board will be approving the annual budget. Certification of the proposed budget by the PED shall be on or before July 1. The approved and certified budget will then constitute the operating budget of South Valley Prep and will be integrated into the school's accounting system. Encumbrances will be used as an element of control and integrated into the budget system.

### **Budget Maintenance Standards**

Pursuant to 6.20.2.10 NMAC, Budget adjustment requests shall be submitted on the most current form prescribed by the PED. South Valley Prep will submit budget adjustment requests for the operating budget to the PED for budget increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account. If the PED does not take action on a budget adjustment request within 30 calendar days from the date of receipt by the PED, the request will be considered approved. Periodic financial reports will be submitted by South Valley Preparatory School to the PED using the PED-approved format and reporting will be done on a monthly or quarterly basis based upon the discretion of the PED. Reports will be submitted to the PED by the last working day of the end of the month following the end of the required reporting period, unless extended to a later date by the secretary of education as per the requirements of PED.

### **Budget Adjustments**

South Valley Preparatory School acknowledges its responsibility to develop and maintain policies and procedures that ensure the financial stability of the school and create oversight within our own organization. South Valley Prep intends to ensure that our budget and financial accounting are maintained in accordance with the Public School Code, Chapter 22, NMSA, 1978 Compilation, and Generally Accepted Accounting Principles (GAAP), and federal laws and regulations and are in accordance with all rules and regulations of the NMAC and the NMSA 1978.

Pursuant to Section 22-8-41C NMSA 1978, operational cash balance carried forward from the previous fiscal year will not be used for salaries and payroll benefits. If there is a need to adjust the approved budget due to an increase in revenue, decrease in revenue, or budget transfers South Valley Preparatory School will perform a Budget Adjustment Request.

If South Valley Prep experiences a budget increase or decrease, the school will ensure that the request for approval of the budget adjustment be done at a public meeting in compliance with the Open Meetings Act, Section 10-15-1 et seq. 1978 Public School Code and local board policy. If the school's Governing Council approves the budget adjustment, it will be entered into the state's Operating Budget Management System and approved electronically by the Principal. Once approved by the PED, it will be entered into the school's accounting system. Budget adjustments will not be incorporated into the school's accounting system until approval is received by the PED.

Any budget transfers that involve a transfer of funds between expenditure codes within the same function (Intra-budget transfers) will only require the school's governing council for approval. Budget transfers between functions (Inter-budget transfers) will need the approval of the Governing Council and the PED prior to expending. South Valley Prep will maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level. The log will be retained for audit purposes.

### **Financial Reporting**

South Valley Preparatory School will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts. Monthly financial reports reflecting the financial and budget position of South Valley Preparatory School shall be provided to the Governing Council on a monthly basis. Financial reports required by PED shall be submitted no later than the last day of the month following the end of the reporting period, unless extended to a later date by the secretary of education. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing. If any financial reports required by the PED have not been submitted on a timely basis, the Governing Council will be notified and the reason(s) for the late filing. All reports will be generated by the school's accounting system in the most current required PED format. The data reported on State reports will tie to revenue/expenditure and cash ledgers.

## **2. Internal Control Structures**

Pursuant to 6.20.2.11 NMAC, South Valley Preparatory School will establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. South Valley Preparatory School shall develop, establish and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.

### *Policies and Procedures for Internal Control*

- The Principal is responsible for all tangible and intangible personal property.
- Access to assets will be limited by assigning primary custodial staff to each departmental location within the school. The control agent for each department is responsible for monitoring the access to the building, classrooms, property, cash and equipment.
- Backups of the school's finance documents will be done on a daily basis. Documents such as employee earning records, expenditure ledger, revenue ledger, cash control ledger, check register, bank statements, cancelled checks, purchase documents, blank checks, files, diskettes, and USB drives will be stored in a locking fire-proof safe or fire-proof file cabinet.
- Regularly scheduled virus checks on the school's server and hard-drives will be performed.

### **Property Management**

All property owned by South Valley Prep is subject the requirements of 2.20.1 et seq. NMAC. Guidelines for the property management at South Valley Preparatory School include, but are not limited to, the following:

- South Valley Preparatory School will adhere to the financial reporting requirements for capital and infrastructure assets.
- South Valley Prep will keep a list of all equipment or property it has leased.
- All property will be safeguarded and protected as to avoid or minimize loss potential.
- All property will be used economically, and for the purpose intended.
- All property will be inspected upon arrival and again periodically to ensure it is in good working order.
- All South Valley Prep staff will be required to report any property that is not in good working order in a timely manner.
- All property will be properly and accurately recorded in a fixed asset ledger which shall be maintained by the school's business office. The South Valley Preparatory School Interim Founding Governing Council will establish a labeling system so that all property can be tagged as appropriate.

- All property will be inventoried on a periodic basis to verify the accuracy of records.
- Any re-location of property shall be noted and kept with the property records.
- South Valley Prep will establish a policy for the recovery/replacement of any equipment, etc., that is lost, stolen, or broken.
- South Valley Prep as a public school is subject to the same State and Federal laws regarding the disposal of equipment purchased with either State or Federal funds.

### **Assets**

South Valley Preparatory School will establish guidelines for the control of capital assets owned by the school. The purpose of the controls are to protect capital assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required. Capital assets are defined as tangible or intangible property owned by South Valley Prep which meets the definition and minimum dollar amount for capitalization per asset category. Capital assets will include but may not be limited to the following:

#### *Furniture and Equipment*

Tangible personal property in excess of \$1,000 purchased or acquired by gift to be used for operational purposes *such as* desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.

#### *Computer Software*

Intangible property in excess of \$1,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.

#### *Computer Equipment*

Tangible computer equipment in excess of \$1,000, including Laptops, Desktops, Routers, Hubs, etc., purchased or acquired by gift to be used for operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor and keyboard which go together as a package. Printers, which exceed \$1,000, shall be capitalized separately, while printers, which are less than \$1,000, shall be considered Supply Assets and recorded as such in the school's general ledger.

### **Disposal of Capital Assets**

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale Of Public

Property, transferred within the school campus to another department or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those which were damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, Principal, and the Governing Council Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Business Manager and Principal. The School Business Office will retain the approved forms to preserve the accuracy of the asset records.

### **General Inventory Procedures**

- The School Business Office will maintain an inventory of all assets including, but not limited to, capital assets.
- A physical inventory shall be done at least annually on such date(s) and time(s) as specified by the Principal and School Business Office.
- A label or a tag will be attached to the property in a conspicuous location
- A list of assets will be created and a copy of the list will remain in the school's Business Office. Other pertinent information such room, dept., manufacturer, model shall also be recorded on the list.
- South Valley Prep will reconcile any missing or found items.
- A sign-out log for borrowed equipment will be maintained
- A central record of repairs and transfers will be maintained.
- South Valley Prep will follow state laws and regulations regarding the disposal of obsolete, surplus or damaged equipment.

Capital assets as defined above and Supply Assets in excess of \$200.00 include but may not be limited to the following:

- Office furnishings including desks, chairs, bookcases, filing cabinets, and tables.
- Office equipment including fax machines, calculators, and copiers.
- Computer hardware including central processing units (CPU's), monitors, printers, laptops, scanners, hubs, and routers.
- Audio-Visual equipment including televisions, LCD projectors, overhead projectors, video and DVD players, and cameras.
- Laboratory equipment.
- Musical instruments.
- Janitorial equipment, including floor scrubbers, vacuum cleaners, and steam cleaners.
- Maintenance and grounds equipment.
- Athletic equipment.

### **Segregation of Duties**

It is the intent of South Valley Preparatory School to ensure that the assignment of staff who have access to the financial management system be done so to limit their ability to cause or conceal errors and/or irregularities. As a new school with a limited staff not all functions will be assigned to one person. South Valley Prep will ensure that additional administrative review and over-sight procedures will increase security. Signature authority will not be vested in one person. Two or more signatures will be required to guard against misuse or fraud. Multiple signatures will provide for the segregation of duties between purchasing and payment. The Segregation of Duties and the authorization and recording procedures as described below states which person will perform particular functions as it relates to the school's finances.

### **Purchase Order Procedures**

1. Requisitions are submitted by a faculty or council member to the Principal.
2. Requisitions are approved by the Principal
3. Approved requisitions are then entered into the school's accounting system by the administrative assistant.

4. A second approval by the Business Manager occurs once funds availability has been confirmed.
5. The Business Manager then issues a purchase order.
6. After a purchase order is issued, the order is placed by the requestor with the guidance if necessary from the administrative assistant.
7. The receipt of goods is verified against the purchase order by the administrative assistant.
8. When all goods are received, the shipping receipt is attached to the purchase order and the invoice, prior to payment.
9. The Business Manager will review the invoice for discrepancies and attach it to original purchase order. The Business Manager will keep all necessary originals.
10. All packing receipts will be forwarded to the Business Manager for the bill to be paid in a timely manner.

#### **Receipt of Cash and Reconciliation of Bank Statements**

- The administrative assistant will receipt cash and post receipts.
- The business manager will deposit the cash within 24 hours in the school's bank account.
- The Business Manager will reconcile bank accounts monthly.
- The Principal and the chair of the Board's Finance Committee will review bank reconciliations.
- After thorough review, the chair of the finance committee will initial each bank reconciliation.

### **3. Financial Organizational Structure**

Pursuant to 6.20.2.12 NMAC, South Valley Preparatory School has established the following organizational structure in which the delegation of responsibility for employee actions is combined with sufficient authority to perform the assigned activities.

#### **Business Manager**

South Valley Prep will employ an experienced licensed Business Manager whose work is guided by applicable state and federal laws and regulations as well as by established internal controls. The business manager is responsible for the financial functions of the school including maintaining the integrity of all financial reporting, budgeting and forecasting, planning, personnel record keeping, and insurance administration. The South Valley Preparatory School Business Manager will be duly licensed pursuant to 6.63.12 NMAC.

#### **Finance Committee**

The Finance Committee is a committee of the Governing Council that meets monthly, at a minimum. This committee meets with the Business Manager and Principal, oversees development of the budget and strategic financial plans, and monitors the financial operations of the school. The finance committee chair will review bank reconciliations with the business manager and Principal.

#### **Monthly Financial Reports**

The Business Manager will prepare monthly financial reports as well as PED required reports for presentation to the Finance Committee and to the Governing Council.

#### **Audit**

Pursuant to Section 12-6-3, NMSA 1978, South Valley Preparatory School will participate in the annual audit as scheduled by the PED. The PED Auditor will have access to all South Valley Preparatory School accounting documents, and the South Valley Prep business office will fully cooperate with the auditor(s). The South Valley Prep administration will resolve audit findings and report this information to PED in a timely fashion. South Valley Prep recognizes that it is responsible for paying its proportionate share of the audit costs, as the budget reflects. For all funds, the audit balances will be compared to cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will be requested to provide the adjusting journal entries so they can be posted by the school's business manager. A copy of the corrected cash reconciliations will be sent to PED.

A chart of accounts, budget submissions and reporting deadlines will be met in accordance with the NMPED requirements by establishing a system of reports as guided and developed through the use of a financial management system such as APTAFund. In addition to the system software South Valley Prep will hire a trained and certified Business Manager. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 14, "The Financial Reporting Entity," South Valley Prep will comply with all standards for financial reporting. All reporting to PED will comply with the Charter Schools Act regarding site-based accountability.

Annual Audit procedures will be in place to comply with all federal, state and PED requirements. South Valley Prep internal audits will include an independent review, evaluation and report of

- Financial conditions
- Accuracy of financial record keeping.
- Accuracy of property record keeping.
- Compliance with all applicable laws, rules and guidelines.
- Effective and efficient operations
- Recommendations for improving operations

### **Employee Accountability**

The South Valley Preparatory School Governing Council is responsible for setting all school policies, including fiscal, as well as hiring and evaluating the principal and oversight of the school's operations. The assignment of duties to staff members who have access to the school's accounting system will be done with the intent of limiting their ability to cause and conceal errors or irregularities. Incompatible functions will not be assigned to one staff member.

The Principal is responsible for the implementation of fiscal policies and procedures. As well as the monitoring and management of performance of employees which includes but may not be limited to

- The annual evaluation of all employees based on accurate job descriptions
- Ensuring that teacher contracts that are in place ten days prior to the first day of school.

### **Insurance**

Pursuant to 6.20.2.20 NMAC, South Valley Preparatory School shall maintain adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978; the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Insurance of Public Buildings, Section 13-5-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978.

**General Ledger:** South Valley Preparatory School will establish and maintain a general ledger in accordance with GAAP. The general ledger will be comprised of individual funds and account groups using the PED uniform chart of accounts and shall be reconciled every fiscal year with department records.

### **Fund and Account Groups**

South Valley Preparatory School shall use funds and account groups to report their financial position and operating results. Funds are classified into three broad categories: a) governmental funds, b) proprietary funds and c) fiduciary funds. There are two account groups: a) general fixed assets and b) general long-term debt.

### **Chart of Accounts**

South Valley Preparatory School shall prepare, maintain, and report budget and financial information utilizing the standard and uniform chart of accounts that is recognized, used and available through the PED.



**Basis of Accounting**

In accordance with GASB 34, South Valley Preparatory School shall use a full accrual basis of accounting in preparation of annual financial statements and cash basis of accounting for budgeting and reporting. South Valley Prep will use an accounting system that is used widely in New Mexico and is compatible with state required reporting and formats such as APTAFund.

**Financial Statements**

Financial statements are the responsibility of the charter school. South Valley Prep shall maintain adequate accounting records, prepare financial statements in accordance with GAAP (specifically, GASB 34), and provide complete, accurate, and timely information to the independent public accountant (IPA) as requested. If there are differences between the financial statements, South Valley Prep's records and PED records, the IPA will provide the adjusting entries to South Valley Prep as to reconcile the report in the school's records. South Valley Prep will disclose in the notes to the financial statement if the IPA prepared the financial statements. All efforts will be made by the South Valley Prep to assist the IPA with financial statement preparation.

**Financial and Compliance Audit**

South Valley Preparatory School shall have a yearly audit performed on its financial records as required by Section 12-6-3, NMSA 1978.

**Financial Records**

The Business Manager for South Valley Preparatory School shall be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction. All financial records at South Valley Prep shall be kept up-to-date and available for inspection at any time after reasonable notice. Financial records will be retained as required by the State Records Center Records Retention and Disposal Schedule for New Mexico Public Schools and 1.20.2 et seq. NMAC. Pursuant to 1.13.20.1 NMAC, the South Valley Prep Principal and Business Manager shall be aware of the requirements for Disaster Recovery Backup Files with respect to the safeguarding of all student and financial records.

**Financial Reports**

Financial reports reflecting the financial and budget position of South Valley Preparatory School shall be provided to the Governing Council on a monthly basis. Financial reports required by PED shall be submitted no later than the last day of the month following the end of the reporting period. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.

#### **4. Cash Control Standards**

South Valley Preparatory School will establish and maintain a cash management program to safeguard cash and provide prompt and accurate reporting that adheres to cash management requirements of the office of management and budget (OMB) Circular A-102, and applicable state and federal laws and regulations.

##### **Cash Controls Policies and Procedures**

1. South Valley Preparatory School shall issue a factory pre-numbered receipt for all money received. Pre-numbered receipts are to be controlled and secured. If a receipt is voided, all copies shall be marked "VOID" and retained in the receipt book.
2. Money received and receipted shall be deposited in the bank within twenty-four (24) hours or one banking day. The bank deposit slip shall have the numbers from applicable receipts entered on it or attached as a reference.
3. A cash receipts journal is prepared during each fiscal year beginning July 1 and ending June 30, and is presented to the PED auditor during the annual audit.
4. The school verifies that there is sufficient cash and budget prior to the disbursement of cash. A revenue ledger is required for each revenue code as approved in the finalized budget, and additional revenue ledgers may be added as necessary.
5. South Valley Prep has established a cash control ledger for each fund/sub-fund. Inter-fund transfers of cash among separate and distinct funds are not receipts or expenditures. Transfers of previously receipted cash require Governing Council and PED approval prior to the transfer.
  - Temporary transfers of cash are posted as "due from" and "due to" to indicate inter-fund receivables and payables.
  - Posting errors are not erased, crossed out, or modified in any other manner in the ledger. A separate journal entry is required to incorporate necessary corrections. Cross-referencing of a correcting entry to the original error should be inserted under the "description" column of the ledger.
6. Clearing accounts or pooled accounts may be used to combine more than one fund in one bank account. Clearing accounts shall reconcile to a zero balance at the end of each month. Bank reconciliations for clearing accounts shall be completed on a monthly basis.
7. Vouchers shall be numbered in such a manner as to provide a cross-reference between the voucher, the check, and the check register. All blank checks shall be properly safeguarded and an inventory of unused checks shall be taken periodically.
8. Completed vouchers and supporting documentation is to be placed in alphabetized paid vendor files and filed for future reference and annual audit.
  - Each warrant or check issued shall have printed on its face the words, "void after one year from date". Whenever any warrant or check remains unpaid for one year, the Business Manager shall cancel it in accordance with Section 6-10-57(A), NMSA1978.
  - The Business Manager shall keep a register of all canceled warrants/checks. The register shall show the number, date and amount, name of payee, fund out of which it was payable, and date of cancellation. The face amount shall revert and be credited to the fund against which the warrant/check was drawn.

9. The school maintains a cash control ledger for each fund/sub-fund where all transactions affecting cash are recorded. Cash balances reported to the PED shall be the same as reflected in the school's cash control ledger and annual audit
10. All bank accounts shall be reconciled on a monthly basis. Reconciled bank statements are to be prepared by the Business Manager and reviewed by the Finance Committee Chair. The bank statement, deposit slips, and canceled checks shall be made available to the PED auditor during the annual audit.

### **Receipt of Funds**

1. South Valley Preparatory School shall safeguard and account for all cash and checks received, and shall deposit funds in the appropriate account at a federally insured bank within 24 hours of receipt or one banking day as required by state law NMAC 6.2.2.14.3.
2. Receipts will be preprinted, pre-numbered, and kept in sequential order. The administrative assistant, or another designated employee, shall prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained in the receipt book, the second copy is to be given to the person(s) making the payment, and the third copy will be given to the school Business Manager along with the respective cash/checks for proper recording in the school's accounting system. If a receipt is voided, all copies of the receipt shall be stamped "VOID" and retained in the receipt book.
3. The school Business Manager shall prepare the bank deposit in duplicate on a deposit ticket issued by the bank.
4. For purposes of segregation of duties, the actual bank deposit shall not be made by the individual who is responsible for preparing the deposit.
5. After the deposit is made, the deposit receipt shall be given to the Business Manager who shall staple it to the copy of the deposit ticket retained in the record of deposit provided by the bank.
6. The school Business Manager will post the revenue to the appropriate fund and revenue code.

### **Procedures for Cash Disbursement**

Pursuant to NMAC 6.20.2.14, South Valley Preparatory School shall establish a cash management program to safeguard all cash in its custody and control.

1. The charter school shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds.
2. The charter school shall utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded by storage in a locking fire-proof safe or file cabinet.
3. All disbursements (including payroll) except those from petty cash will be made by check.
4. All checks, disbursement vouchers, and check requests shall be approved for payment by the South Valley Prep Business Manager.
5. All checks will be made payable to specified vendors or payees and shall not be made payable to cash.

6. Voided checks shall be stamped VOID and properly defaced by removing the area of the signature line and retained in a file for inspection by management as well as external auditors.
7. Support for payment shall be attached to a check when presented for signature. In addition, all original check requests and invoices attached for support shall be defaced by a stamp indicating "PAID", the check or warrant number, and the date paid.
8. The signing of blank checks is strictly forbidden.
9. For segregation of duty, only the Principal and either the Business Manager or the Administrative Assistant shall be authorized to sign checks. Two signatures will be required on all checks.

### **Voucher System**

- Documentation will be attached to the voucher, including the P.O., invoice, shipping receipt, bids or quotes)
- Accounting codes from the Uniform Chart of Accounts are used for posting purposes (Fund/Sub-fund, Function, Object Codes, Program, Location, Job Classification etc.)
- Paid vouchers will be certified pursuant to Section 6-5-8 NMSA.
- Vouchers will be filed numerically by month paid.
- Check Register will be maintained listing outstanding checks, and it will tie to Cash Report/Total Outstanding to Date.

### **Bank Reconciliation**

Pursuant to NMAC 6.20.2.14 (K), South Valley Preparatory School will establish a cash management program to safeguard all cash in its custody and control, which will include monthly reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance.

- The charter school shall have all bank statements received on a monthly basis.
- The unopened bank statement will be received and opened by the Principal.
- Upon review by the Principal, all bank statements shall be forwarded to the Business Manager, who will be responsible for the reconciliation of all existing bank accounts.
- The Business Manager shall review the activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger cash account.
- Adjustments to the school's cash accounts, for items such as bank charges, must be made via a Journal Entry in the school General Ledger and must clearly identify the reason(s) for the adjustment(s) in the description.
- The bank reconciliation may be prepared on a spreadsheet included as an attachment to the bank statement and copy of the general ledger for review. The reconciliation for any given account shall include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger.
- Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than twelve (12) months old shall be voided and the vendor who the check was issued to shall be informed.
- The bank reconciliation must be completed as expeditiously as possible after the receipt of the bank statement to ensure that the cash account balance as shown in the school's general ledger is as accurate as possible.

- Upon completion of the bank reconciliation for a given month, the Business Manager shall inform the Finance Committee Chair, who shall be responsible for reviewing the reconciliations.
- After a thorough review, the Finance Committee Chair shall indicate his/her approval by placing his/her initials and date on each bank reconciliation.
- Copies of all bank reconciliations must be kept by the school's Business Office for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

### **Policy and Procedures for Petty Cash Disbursement**

Petty cash funds shall be utilized only in rare instances to facilitate small payments. Petty cash funds are established by drawing a check made payable to the employee charged with responsibility for the fund. The petty cash fund shall contain cash and/or invoices totaling the full amount of the petty cash fund and is to remain at the amount originally established.

- Petty cash funds are to be reflected on the school's balance sheet as cash on hand.
- Petty cash and change funds shall not be used to make loans to employees or for cashing checks.
- Petty cash may not contain more than \$100.
- Change funds shall be established pursuant to school procedure.

South Valley Preparatory School will obtain sufficient coverage through the New Mexico Public School Insurance Authority for persons who handle or manage cash or funds. The coverage shall include Faithful Performance, Depositors Forgery, and Money and Securities and Credit Card Forgery.

Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage etc.

- The school shall keep the petty cash fund separate from other funds. The total amount of petty cash kept on hand by the school shall not exceed \$100.00.
- The petty cash fund shall be stored in a locking fire-proof safe or file cabinet in the charter school business office.
- The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by the charter school Business Manager from the operating fund whenever necessary. The employee who reconciles the fund will not be the same employee responsible for the disbursement of petty cash.
- The petty cash fund is subject to random cash counts by management as well as audit by external auditors.

The petty cash receipt is to be completed in the following manner:

1. The petty cash receipt is to be completed in duplicate
2. The receipt shall include the name of the employee who is receiving reimbursement and the date the reimbursement is made.
3. The exact description for the transaction.
4. The total amount of reimbursement.

5. The completed receipt must be validated by the person authorized to obligate funds for the amount of reimbursement.
6. An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

## **5. Investments**

Pursuant to 6.20.2.15 NMAC, South Valley Preparatory School will utilize effective cash and investment management to establish and maintain mutually beneficial banking relationships, accurate forecasting of cash requirements, and prudent investments designed to maximize returns within the full extent allowed by statute.

### **Investment Policies and Procedures**

South Valley Preparatory School shall account for public money placed in any interest bearing account in accordance with 22-8-40 (C) through (G) NMSA 1978; Section 6.10-17 and 6.10.31 NMSA, and any other federal and state laws which apply to the investment of public school funds.

### **Banking**

1. Pursuant to 22-8-37 and 22-8-40 NMSA 1978, the charter school shall adhere to all regulations concerning the deposit of public school funds for all funds in its custody and control.
2. Pursuant to 6-10-16 through 6-10-17, NMSA 1978, and 6.20.2.15 NMAC, South Valley Prep will notify the financial institution, which is the custodian of the school funds, that the school receives state money and is subject to a 50% collateralization requirement for amounts above \$100,000.
3. South Valley Prep shall deposit all cash receipts within twenty-four (24) hours as required by 6.20.2.14 C NMAC.

## **6. Purchasing**

Pursuant to 6.20.2.17 NMAC, South Valley Prep has established and implemented written policies and procedures for purchasing which are in compliance with the Procurement Code, Section 13-1-21 et seq., NMSA 1978. Purchasing policies and procedures for grant funding comply with requirements established within the grant and the Procurement Code.

### **Purchasing Policies and Procedures**

All South Valley Preparatory School employees will follow established policies in purchasing supplies or materials for day to day operations of the school, equipment, and furniture. (Note: Purchases made with School Activity Fund monies shall be governed by a School Activity Funds Policies) for South Valley Prep will make a diligent effort, when purchasing goods or services, to obtain the best prices possible without sacrificing necessary quality or service. Purchases will be made in a fair and impartial manner without the appearance of impropriety. The Provisions of the

New Mexico Procurement Code, is adopted as the policy of South Valley Prep. It shall adhere to all rules and regulations as outline in 13-1-21 et seq. NMSA 1978. All purchases shall be made subject to available budget and adequate segregation of duty.

### **Requirements for Purchasing**

1. Purchases of items valued at \$500 or less will require the school employee or official to complete a Small Purchase Order (SPO) using a check request or an expense reimbursement process.
2. Purchases of goods or services valued at more than \$500, but less than \$1,500 will require the school employee or official to complete a Purchase Requisition and a Purchase Order.
3. Purchase of goods or services valued at more than \$1,500 but less than \$5,000 will require the school employee or official to complete a Purchase Requisition and Purchase Order. A minimum of three (3) price quotes are required to be obtained via telephone, fax, Internet query, or in writing. Three quotes will not be required if the purchase is made from a state approved vendor or a purchasing cooperative such as Cooperative Educational Services.
4. Purchase of goods or services valued at more than \$5,000 but less than \$10,000, and professional services under \$20,000 will require an Informal Quote process via a Purchase Order. A minimum of three (3) price quotes must be obtained via telephone, fax, Internet query, or in writing. The solicitation of three quotes does not require formal advertising, but it does require mailing to potential vendors. Proof in the form of a certificate of mailing from the post office must be attached to respective copies retained by South Valley Prep. South Valley Prep's Governing Council must approve the mailing. The Informal Quote process will not be required if the purchase is made from a state approved vendor or a purchasing cooperative such as Cooperative Educational Services.
5. Purchase of goods or services valued at more than \$10,000, and professional services contracts in excess of \$30,000 are subject to either a sealed competitive bid or proposal process. Both require South Valley Preparatory School to advertise in newspapers of general circulation, with a date of advertisement at least ten (10) days prior to due date of bid or proposal. Both processes require development and distribution of a Formal Invitation to Bid or a Request for Proposal document, as well as a public opening of all bids/proposals received.
6. Sole Source procurement will be based on a written determination that only one source is practically available for a particular good or service. Sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed a sole source is/are subject to 13-1-136 and 13-1-128 NMSA 1978.
7. Emergency Procurement will occur only when it fulfills the requirements identified in 13-1-127 (B) 1-3, NMSA 1978. Emergency procurement may be made without formal sealed bidding or competitive negotiation with a written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the contractor/entity selected.
8. Purchases made from vendors on a valid State Contract through the State of New Mexico Purchasing Agency shall be deemed to have been made in conformance with the requirements for quotes or bids.

9. Cooperative Purchasing Agreements may be entered into, at the discretion of the South Valley Prep, pursuant to 13-1-35, NMSA 1978.
10. The Principal and staff of South Valley Prep shall develop and implement any administrative procedures necessary to administer this policy.

### **Bidding Procedures**

- All bids for supplies, materials, equipment, and contractual services in excess of the amounts listed above shall be submitted in sealed envelopes addressed to the South Valley Prep Business Manager or his/her designee, and plainly marked with the name of the bid. Advertised bids shall be opened at the time and place specified, and all bidders and other persons shall be invited to attend.
- Bids must include all pertinent information to be considered valid, i.e. scope of work, price, specifications etc.
- The South Valley Prep Governing Council reserves the right to reject any or all bids and accept that bid which appears to be in the best interest of South Valley Prep. The Governing Council reserves the right to waive any informality in, or reject any or all bids or any part of any bid. The Council reserves the right to exercise all options set forth in the Invitation to Bid documents. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.
- The bidder to whom the bid is awarded will be required to enter into a written contract with South Valley Prep.

### **Contracts**

All bids, contracts and purchase orders shall be administered through the school's Business Office by the Business Manager. Contracts and lease-purchase agreements may be submitted to South Valley Preparatory School's legal counsel for review and approval, as considered necessary.

### **Purchasing Procedures**

- All purchases must be approved in advance by the Principal and Business Manager.
- All purchase requisitions must be completed in full. The Principal will approve requisitions; the administrative assistant will enter the approved requisition into the school's accounting system. The business manager will verify availability of funds and issue a pre-numbered purchase order. The order will then be placed.
- Purchase of equipment and supplies from a family member will not be permitted.
- All purchases will be processed through the Business Office.
- All purchases of supplies and materials will be delivered directly to the school and packing slips/receipts forwarded to the school's business office.
- The business manager will confirm receipt and condition of merchandise prior to payment.
- The business manager will prepare a Disbursement of Funds request approved by the Principal and Business Manager.
- The business manager will verify that all forms have been completed and signed. If all records are complete, a check will be drawn against the South Valley Prep checking account.



## **8. Payroll**

Pursuant to 6.20.2.18 NMAC, South Valley Preparatory School's written payroll policies and procedures are found below and comply with state and federal regulations on payroll. Their purpose is to maintain strict internal controls, close supervision and financial accounting in accordance with GAAP. South Valley Prep will maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (federal form I-9 for citizenship certification), federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.

### **Payroll Policies and Procedures**

1. Pursuant to the adopted policy, all employees shall be paid on a semi-monthly basis unless specified otherwise in their employment contract. In the event the pay period ends on a Saturday or Sunday, payment will be made on the preceding Friday. In the event that the pay period ends on a holiday or on a day that the school is closed for business, payment will be made the preceding workday.
2. Any overtime that is worked must be approved in advance by the employee's appropriate supervisor.
3. Based upon the Fair Labor Standards Act (FLSA), employees who are eligible for overtime pay will be compensated in the following manner:
  - a. All hours worked up to forty (40) hours in one workweek are to be paid at the staff member's regularly hourly rate. Hours worked in excess of forty (40) hours in any one work week must be paid at time and one-half the regular hourly rate in accordance with law.
  - b. Overtime pay is computed only on hours worked. If an employee uses a vacation and/or sick day(s) and works extra hours during the same workweek, payment will be paid at the regular hourly rate until the actual hours worked reaches forty (40) before any overtime will be calculated.
  - c. In the case of a non-exempt staff member whose pay rate is quoted on other than an hourly basis, the charter school business office will calculate hourly equivalent pay for overtime purposes.
4. The charter school is required by law to deduct FICA (Social Security and Medicare), Federal Income Tax, and State of New Mexico Withholding Tax. Except for FICA which is a fixed percent, the amounts withheld for Federal and State of New Mexico is based on the number of exemptions a staff member claims on the withholding exemption certificate (W-4) at the time of employment or as changed by the staff member subsequent to employment.
5. The charter school is required by law to withhold amounts for State of New Mexico Educational Retirement (ERB) and ERA Retiree Health Care (ERA) for those employees who meet the FTE or other requirements established by each entity. Amounts withheld are remitted to the respective entities in the employee's name by the due dates specified.
6. The withholding for employee's portion of selected insurance coverage(s) shall be deducted in advance from the employee's pay in semi-monthly installments for the following monthly premium.

7. Hourly employees, if applicable, must complete and submit a time sheet or machine punched time card indicating the dates and hours worked in order to be paid. The business manager shall calculate hours worked and verify and compute overtime if applicable.
8. The time sheet or time card for hourly employees must be initialed or signed by the Principal verifying the dates and hours worked. A summary sheet reflecting salaried and hourly employee pay must be reviewed and verified by the Principal prior to the issuance of check/vouchers.
9. Substitute teachers are required to complete the bottom portion of an Employee Absence Report in order to be paid. The teacher whom the substitute performed service for must complete the top of the form verifying he/she was absent for the date(s) indicated and the reason for the absence which necessitated the substitute. The Principal must approve the absence report by initialing the form to verify that the substitute worked on the date(s) indicated prior to submission to the business office for payment.
10. A copy of the hourly employee time sheet/time card, or an absence report in the case of a substitute, shall be attached to the employer's copy of the paycheck stub for audit purposes.
11. In addition to required contributions to the Educational Retirement and ERA Retiree Health Care previously mentioned, employees may choose elective deferrals to a qualified 403(b) plan of their choice. The South Valley Preparatory School's business office shall deduct amount(s) specified by the employee and remit payment in the employee's name monthly or as required by the plan. The business office shall be aware of IRS contribution limits for elective deferrals and make sure there are no excess contributions to qualified plans.
12. Should a notice of garnishment be received by South Valley Prep, the employee will be contacted so every effort can be made to have him/her satisfy the creditor and have the garnishment withdrawn. In the event a release of garnishment cannot be obtained, the school shall acknowledge the wage assignment as required by law and remit amount(s) withheld to the appropriate agency.
13. The charter school shall provide direct deposit for staff members with any valid bank or credit union in the United States.

## **9. Travel and Training**

Pursuant to 6.20.2.19 NMAC, South Valley Preparatory School travel policies and procedures will be in compliance with the Per Diem and Mileage Act, Sections 10-8-1 through 10-8-8, NMSA 1978, and PED of finance and administration (DFA) regulations. The South Valley Preparatory School founders recognize that the educational program for board members, staff, and students can be enhanced through the prudent selection of off-campus experiences. Consistent with language contained in Section 24 of HB 212, the South Valley Prep Governing Council will attend annual board development and training.

The objective for the South Valley Prep council, staff, and student travel is to be clearly defined and consistent with the intent of any legislative mandates, the charter, curricular goals, or a teacher's goals (e.g. team building). Travel requiring an overnight stay must be based on a verifiable education-related activity or pursuant to governing council and/or staff training mentioned above. It is understood that the general purpose of student travel, whenever necessary,

is to supplement the school's educational program. The Principal will develop procedures and specific guidelines for all local and out of state travel for the council, staff, and students.

### **Travel Policies and Procedures**

- South Valley Preparatory School will work diligently to ensure that all travel costs be kept as low as possible without compromising the safety of the Governing Council, staff, students, or activity sponsors (if required).
- South Valley Prep staff and student travel must be approved in advance by the Principal after all safety, supervision, and educational justification (if any) has been verified.
- Staff and student out of state travel must have prior approval by South Valley Prep's Governing Council and the Principal.
- Employees and Council members are expected to account for all necessary expenditures while traveling. Reimbursement shall be made in full only for original receipts submitted. No reimbursement shall be made for alcoholic beverages.
- Employees and Council members shall be expected to return as soon as reasonably possible after conference and/or professional development workshops. Expenses for extended stay in a geographic area after attendance at conferences or other professional development shall be the sole responsibility of the employee and/or Council member.
- Student travel will be allowed in school-insured vehicles, such as activity buses. Students may travel with his/her own parent/guardian with an appropriate consent or release form.
- No student shall be required to participate in academic school-sponsored travel activities. Non-participation shall not result in a loss of credit, reduction of grade, or any other negative consequence to students.
- Written permission for students to travel will be secured from parents/Guardians. Consent forms may be signed at the beginning of each school year giving permission for students to participate in all regularly scheduled local field trips.
- Academic and behavior standards shall be established prior to the commencement of any trip. Council members, staff, students, and activity sponsors who travel on behalf of the school are reminded that they are role models and, therefore, their behavior is expected to reflect positively on the school and the community.

## **10. Insurance**

Pursuant to 6.20.2.20 NMAC, South Valley Prep maintains adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978. Surety bonds paid from the operational sub-fund shall be approved by the PED and filed with the secretary of the PED of finance and administration pursuant to Subsection D of Section 22-5-7, NMSA, 1978.

## **11. Fixed Assets**

Pursuant to 6.20.2.22 NMAC, South Valley Preparatory School policies follow:

1. Historical cost is the basis of accounting for all property and equipment owned by the charter school. Donated assets are recorded at their estimated fair market value at the time of the donation.
2. Fixed assets related to specific proprietary or trust funds shall be accounted for in those funds. All other fixed assets shall be accounted for in the general fixed asset account group.
3. Property control system: Assets of a long-term character which are intended to continue to be held or used, such as buildings (including initial, acquisition, improvements, remodeling, additions, and replacement), furniture, fixtures, and equipment shall be acquired and accounted for through the implementation of a complete property control system adopted by the Governing Council and in accordance with GAAP, the state Procurement Code, and any other applicable state and federal requirements.
4. Capital projects: The acquisition, accountability, and disposition of fixed assets for capital projects shall be in accordance with GAAP. Funds used to erect, remodel, make additions to school buildings, or to purchase and improve public school grounds shall be classified under capital projects.

## **12. Other Services**

Pursuant to 6.20.2.23 NMAC, South Valley Preparatory School provides the following policies for food service, legal fees, state and federal flow through funds, direct funds, student activity funds, and joint powers agreements.

### **Food Services**

Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. Department of Agriculture (USDA) requirements, and Section 22-13-13, NMSA 1978.

### **Legal Fees**

South Valley Preparatory School funds shall not be used for payment of personal legal fees, including attorney's fees and costs, of any South Valley Prep employee or South Valley Prep council member. Personal legal fees include, but are not limited to:

- legal fees expended in obtaining or retaining any elected position;
- legal fees incurred by any employee or board member in any civil action filed by or against the employee or board member in his or her personal capacity, unless, in the case of an action against the employee or board member, the allegations are based upon acts taken by that individual in the course and scope of his or her employment or service
- legal fees incurred by any employee or board member in the defense of any criminal case, unless the charges are based upon acts taken in the course and scope of his or her employment or service.

Any payment of legal fees by South Valley Prep will serve a clearly identifiable public interest

**Federal/State Grant Flow through Funds**

For grant money that flows through the PED to South Valley Preparatory School, the charter school shall utilize the funding for the purpose in which it was awarded. South Valley Prep will provide information and submit complete and accurate reports required by the grant and the PED within the prescribed time. This funding shall be accounted for in the South Valley Prep ledger in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

**Federal/State Grant Direct Funds**

For grant money that is sent directly to South Valley Preparatory School. The charter school shall utilize the funding for the purpose in which it was awarded. South Valley Prep shall submit complete and accurate reports required by the grant within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

**Student Activity Funds**

In general, Student Activity Funds are those funds that are owned, operated, and managed by students under the guidance and direction of a staff member for educational, recreational, and/or cultural purposes. The Principal is authorized to approve the formation of all class organizations, clubs, and associations.

**Activity Fund Policies**

- Projects that raise student activity funds should contribute to the educational experience of students and not be in conflict with, but rather add to the existing curriculum.
- Student Activity Funds should, whenever possible, be spent for the benefit of those students currently enrolled in the school who have contributed to the accumulation of these funds.
- Student activities should be conducted so that they offer minimum competition to any commercial concerns, while still benefiting the student body as a whole.
- All Activity Fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.
- The Principal, or his/her designee, is responsible for the management of the school's Activity Funds.
- The school Business Manager shall develop and maintain the procedures necessary to implement this policy in accordance with any applicable laws.

**Activity Fund Procedures**

- The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected.
- The teacher or advisor in charge of the student activity will adhere to the 24 hour banking rule outlined in NMAC 6.22.14.3.
- Cash receipts for student activity funds shall be given to the front office where a pre-numbered receipt will be issued which identifies the activity for entry into the school's accounting system.
- In the case of an off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is

recommended that two people independently verify cash receipts and, after arriving at the same conclusion, place their initials on a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the school Business Manager for verification.

- In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity shall make sure that all receipts are properly safeguarded pursuant to NMAC 6.2.2.14.1.
- The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the Procedures for the Receipt of Funds at all times.

### **Joint Powers Agreements**

Should South Valley Preparatory School enter into a joint powers agreements, pursuant to the Joint Powers Agreement Act, Sections 11-1-1 through 11-1-7, NMSA 1978, it shall be done so in accordance with the agreement.

## **13. Other Administrative Standards**

Pursuant to 6.20.2.24 NMAC, South Valley Preparatory School will adhere to the state and federal laws and regulations pertaining to instructional materials, transportation, records retention & disposition, and the Open Meetings Act.

### **Instructional Materials**

South Valley Preparatory School shall be funded for textbooks and supplementary instructional materials by the PED pursuant to the Instructional Materials Act, Section 22-15-9 NMSA 1978. The charter school shall submit revenue and expenditure reports as required to the PED detailing expenditures, purchase order number, warrant number, and dates. Audited Instructional Material records are the official accounting of these funds. The Instructional Materials purchased by the charter school shall be in accordance with the approved list as may be amended by the Instructional Materials Unit of the PED.

### **Transportation**

South Valley Preparatory School elects not to provide transportation services to any student unless designated by the student's Individual Educational Plan (IEP). If at any time a special education student enrolls at South Valley Prep with an IEP that requires transportation, the school will negotiate with transportation contractors to provide transportation services for that student. South Valley Prep will pay the initial costs for the transportation of special education students as required by their IEP until Federal IDEA money is available.

### **Records Retention and Disposition**

The management of school records will be in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978 and SRC Rule No. 92-08, Records Retention and Disposition Schedule for New Mexico Public Schools.

### **Open Meetings Act**

South Valley Preparatory School will comply with the provisions of the Open Meetings Act, Section 10-15-1 et seq.,

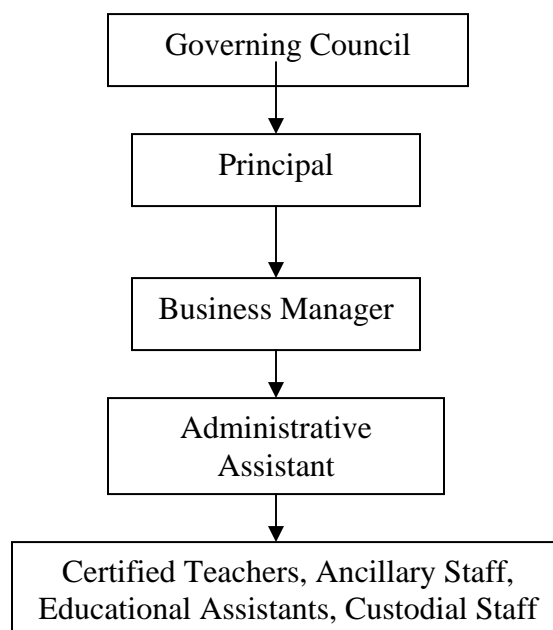
## VII. GOVERNANCE/MANAGEMENT PLAN

### A. GOVERNANCE STRUCTURE

South Valley Preparatory School will be governed pursuant to the bylaws adopted by a Governing Council. The major roles and responsibilities of the school's Governing Council will include establishing and approving all major operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. A Founder /Interim Governing Council will be established temporarily until a permanent Governing Council is appointed and/or elected.

The Governing Council (Council) of South Valley Preparatory School will be structured in direct alignment with our philosophy and mission which supports a collaborative decision making model. The primary focus of the Council will be to ensure progress towards achieving the mission of South Valley Preparatory School. Through the establishment of Council membership that includes Founders, the Principal and the advisory role of the general membership that will represent other committees or councils, the governance structure of South Valley Preparatory School gives a voice to all interested parties. In turn, this ensures internal oversight and accountability, increases opportunities for parent involvement and ensures that the mission of the school remains the constant driving force of the school.

South Valley Preparatory School Organizational Chart



### **Administrative Operations/Organizational Narrative**

The Principal of South Valley Preparatory School serves as the school's instructional leader. The Principal is responsible for providing leadership and decision making in the day-to-day operations of the school. The Principal will facilitate the development of the educational program and supervise the business office, staff, and faculty. The Principal reports to the Governing Council, who provides oversight and set policy. A Founder/Interim Governing Council will be established until a permanent Governing Council is appointed or elected.

The Governing Council will work collaboratively with the principal and staff of South Valley Preparatory School to ensure that the school's progress towards its mission remains consistent. The Governing Council will include a non-voting, general membership made up of South Valley Prep's teachers, staff, students and parents. The general membership will serve in an advisory role only. The Founder / Interim Council will recruit professional members, business, and at-large community members that will work to ensure that South Valley Prep operates effectively, efficiently and with ethical and legal integrity.

The basic responsibilities of the Governing Council are

- Support South Valley Preparatory School's mission
- Support the Principal
- Evaluate the Principal
- Ensure effective organizational planning both immediate and long term
- Work collaboratively with the staff and parents to ensure adequate resources
- Work collaboratively to ensure that the school's resources are managed effectively
- Enhance the public standing of South Valley Preparatory School
- Ensure the school's integrity both legally and ethically
- Maintain accountability
- Consider and act on policies for the school program
- Evaluate financial reports from the Principal that will reflect the financial standing of the school
- Consider and adopt an annual budget recommended by the Principal
- Perform specific duties imposed upon the Council by the statutes and regulations of the New Mexico Public Education Department

### **Delineation of Roles and Responsibilities**

A site administrator, the Principal that is licensed by the State of New Mexico, will oversee day-to-day operations of the charter school. Faculty and staff members will serve on various school committees so that input is received from all members of the school community. Staff meetings will be held every week in which all staff members will have an opportunity to make proposals regarding management issues, curriculum, programs, discipline and other issues of school community life to the Principal and later to the Governing Council.

#### *Family Advisory Committee*

A Family Advisory Committee will serve to identify and discuss any academic, social and emotional concerns pertaining to student at South Valley Prep. The Family Advisory Committee will include all staff members that serve as a Family Advisors. In turn, the Family Advisory



Committee will select one representative that will serve as a spokesperson to voice concerns, needs or updates to the Governing Council through the general membership.

#### *Student Government*

A student government will be formed that will address the social needs of the students and be a voice for them in decisions concerning their education and student life at South Valley Prep. The student government will be facilitated by a teacher or staff member. The student government will select one representative that will serve as a spokesperson to voice concerns, needs and updates to the Governing Council through the general membership.

#### *Parent Advisory Committee*

The Parent Advisory Committee will be formed to address the school's need that may include but may not be limited to fundraising and event coordination. The Parent Advisory Committee will include the membership of at least one staff member. The committee will select one representative that will serve as a spokesperson to voice concerns, needs and updates to the Governing Council through the general membership.

#### **Policies and Procedures of Governing Council**

The South Valley Preparatory School Founder/Interim Governing Council will begin with the "Interim Council Policies and Procedures. A sample of proposed "Governing Body Policies and Procedures" has also been included however the official policies will be approved by the interim council prior to the selection of the permanent governing council and are subject to change prior to that approval.

**See the Proposed Founder/Interim Governing Council and Permanent Governing Council Bylaws Appendix D.**

## **B. DESCRIPTION OF THE GOVERNING BODY**

Pursuant to the New Mexico Statutes 22-8B-8 (I) the following describes the governing council and operation of South Valley Preparatory School, including how the governing council will be selected; the nature and extent of parental, professional educator, and community involvement in the governance and operation of the school; and the relationship between the governing body and the PED and the local school district.

### **Responsibilities and Obligations of the Governing Council**

The primary purpose of the South Valley Governing Council is to

1. Maintain the mission of South Valley Prep
2. Establish and oversee policies that support the mission of South Valley Prep
3. Oversee the financial and academic progress of the school

No member of the governing board of South Valley Preparatory School shall be personally liable for any action of failure to act on any subject that comes before them as a member of the Council.

### **Governing Council Code of Ethics**

The South Valley Preparatory School Governing Council will follow a code of ethics that may include, but may not be limited to the following:

- The Council supports the school's mission, goals and objectives as established in the Charter and establishes policies and procedures consistent with this statement.
- The Council reviews and maintains appropriate council policies that conform to all legal requirements.
- Council members do not receive remuneration from the school.
- The Council assures that the school and school employees operate in compliance with applicable laws and regulations.
- The Council operates under a conflict of interest policy, a sworn oath, and a Code of Ethics. These documents are reviewed with and signed by all members.
- The Council conducts its business in compliance with the New Mexico Open Meetings Act.
- The Council accepts accountability for both the financial stability and the financial future of the institution, engaging in strategic financial planning, assuming primary responsibility for the preservation of capital assets and endowments, overseeing operating budgets, and participating actively in fund-raising.
- The Council selects, supports, nurtures, and evaluates the Principal. Evaluations must occur on an annual basis. The Council delineates clearly the roles, responsibilities and appropriate compensation for the Principal.
- The Council's primary work and focus are long-range and strategic.
- The Council keeps full and accurate records of its meetings, committees and policies.
- Council members come to each meeting prepared, make every attempt to attend meetings and participate in committees of the Council.

- As a leader of the school community, the Council engages proactively in partnership with the Principal in cultivating and maintaining good relations with school constituents as well as with the broader community.
- The Council supports a program of professional development that includes annual new member orientation, ongoing member education and evaluation, and Council leadership succession planning.

### **Membership on the Governing Council**

Upon approval of the charter the applicants will become the Founding/Interim Council. The Founding/Interim Council will appoint an additional two at-large community members representative of our proposed student body. The 7 member Council complies with Section 22-8B-4 (B) NMSA.

The Founding/Interim Council will recruit council the first permanent Governing Council. In subsequent years new or returning council members will be elected on a three year cycle. The permanent Council will include at least 8 members that represent the following constituencies; one (1) Professional Educator with K-12 teaching experience, The Principal of South Valley Prep (non-voting), two (2) Business Professionals, two (2) at-large community members who represent our proposed student body and one (1) parent.

## **1. Description of General Membership**

### *Professional Educator*

The professional educator that serves on the South Valley Preparatory School Governing Council will be appointed by the Founding Administrator and the South Valley Prep teachers to ensure that a true understanding and connection exists and supports the academic focus of South Valley Prep.

### *Business Professional*

Two Business Professionals will be recruited by the Founding/Interim Council. In subsequent years the Business or other Professional will be recruited and elected by the permanent governing board for a three year term. Terms will be staggered. This is to ensure that at no time will both business professionals have to be elected at the same time.

### *Principal*

The current principal will sit as a non-voting member on the school's Governing Council.

### *Business Manager*

The current Business Manager will sit as a non-voting member on the school's Governing Council.

### *At-Large Community Member*

Two at-large community members will be recruited by the Interim Council and later elected. Terms will be staggered. This is to ensure that at no time will both community members have to be elected at the same time. All members of our community will be encouraged to attend. A process will be defined to allow community members to address the Council as indicated by the agenda and appropriate protocols.

### *Parent*

One parent will be recruited by the Founding/Interim Council and later elected. All parents will be encouraged to attend. A process will be defined to allow community members to address the Council as indicated by the agenda and appropriate protocols.

## **Founder/Interim Governing Council**

The Founder/Interim Governing Council will include the people listed below.

- Charlotte Alderete-Trujillo
- Yvette Jaramillo-Barnwell
- Carmela Montez
- Tiffany Couvillion
- Robert Zachary

*Charlotte Alderete-Trujillo* - Mrs. Alderete-Trujillo is a licensed Administrator as well as a Bilingual, TESOL and Early Childhood endorsed Level 3 Teacher with 18 years of experience. She has 10 years of classroom experience in every grade level from First through Fifth, 6 years as an Instructional Coach and Curriculum Facilitator for Mathematics, and 1 year as a Dean of

Students at Kit Carson Elementary School and Middle School Academy. She has lived in the South Valley for the last 9 years.

*Yvette Jaramillo-Barnwell* – Mrs. Jaramillo-Barnwell is a K-12 Level 2, Dual licensed Regular Education and Special Education Teacher with 19 years of experience. She has taught 4<sup>th</sup> through 8<sup>th</sup> grade regular ed, 9 years of Emotionally Disturbed (ED) teaching experience, Extended Learning in the area of art therapy. She is a certified De-escalation manager (MATT Training), trained in S.P.I.R.E., the reading core replacement curriculum for learning disabled middle school students, 7 years experience in gifted education. She has served on the Governing Board of local Charter School and has participated as a mentor in the APS mentoring program for new teachers.

*Carmela Montez* – is a licensed K-8 level 2 Teacher that is highly qualified in the area of Mathematics. Endorsements include Bilingual education, TESOL and Multicultural Education. She has 15 years of teaching experience, 8 of those teaching Middle School Mathematics. She has served as the chair of the Instructional Council and the chair of the Math Goal team at a local public school in Albuquerque.

*Tiffany Couvillion* – Mrs. Couvillion is a 1-8 licensed level 2 Teacher that is highly qualified in the areas of Middle and High School Social Studies with a TESOL endorsement. She has 9 years of teaching experience varying from 2<sup>nd</sup> through 8<sup>th</sup> grades. She has served as a member of the Instructional Council of the local public school. She currently has completed 15 hours towards a master's degree in Instructional Leadership.

*Robert Zachary* - Mr. Zachary holds a level II, K-8 teaching license with the State of New Mexico. He is highly qualified as a teacher of Science. He has taught for 15 years in the Albuquerque Public Schools in grades four through eight. He has served on the Instructional Council of his school and has instituted a popular and successful Science Fair and Science Olympiad. He won a Science Teacher of the Year award from Sandia National Laboratory.

### **Involvement and Participation**

The Governing Council will meet once a month and meetings will be advertised at the school, in school newsletters, website and general school announcements. A posting of all meeting dates and times will be made available in the office for parents, community members and staff at least one week prior to the meeting but can be subject to change prior to 24 hours before the announced meeting.

Parents will be given a schedule of governing council meetings in various manners. A school master calendar will be given out to the parents at the beginning of the year. Information regarding the meetings will also be available to parents through the school newsletter and our website. All governing council meetings will be scheduled on the calendar but are subject to change. Parents will be notified of any change in time or date through the front office, our website and through general school announcements.

South Valley Preparatory School will provide ample opportunities for the participation of teachers, parents and other interested agencies, organizations, and professionals in the planning for and operation of all school programs.

South Valley Preparatory School will actively promote community involvement through our parents, council members, and staff as well as advertising through the local newspaper as well as community newspapers such as *South Valley Ink*. The South Valley provides our students with unique opportunities to be involved in local agriculture, historic events, and community service. Our intent is to insure that our students become participants in the rich history that the South Valley provides. We hope to work with local South Valley farmers, artisans and professionals to provide support and a more in depth understanding of our community.

### **Conflict of Interest**

1. No member of the South Valley Preparatory School Governing Council shall have any financial interest – disclosed or undisclosed, direct or indirect – in any contract or in any entity that contracts with South Valley Prep, unless such conflict is waived as set forth below.
2. No member of the South Valley Preparatory School Governing Council shall have any financial interest – disclosed or undisclosed, direct or indirect – in any solicitation for any contract or in any entity that solicits any contracts with South Valley Prep, unless such conflict is waived as set forth below.
3. The Council may waive such conflicts of interest in situations of full disclosure of the nature and extent of the interest, and where that waiver is in the best interest of South Valley Preparatory School, does not adversely impact the education of the students at SVPS, and is not prohibited by law.

### **Operation of the Council**

The South Valley Preparatory School Governing Council will meet once a month, or as required, to discuss the operations of South Valley Prep and to hear reports and updates from each Council member and the Administration, and any General members including but not limited to information from the Family Advisory Committee, the Parent Advisory Committee and the South Valley Prep's Student Government. The Council will consider and adopt policies as well as consider requests and concerns from the general membership. A majority vote of those present at a Council meeting will constitute action by the Council. The Council may not act unless a quorum of at least four members is present.

### **Vacancies**

In the event of dismissal or resignation from the Council, volunteers to serve the remainder of the term for that particular Council member will be asked to apply, and a volunteer will be selected by a vote of the Council. The Council, Principal, staff and parents will work diligently to recruit a replacement.

### **Dismissal from the Council**

Attendance at regularly scheduled meetings is mandatory. Missing three meetings in a row may result in immediate dismissal from the Council.

### **C. PARTNERSHIP - Not Applicable**

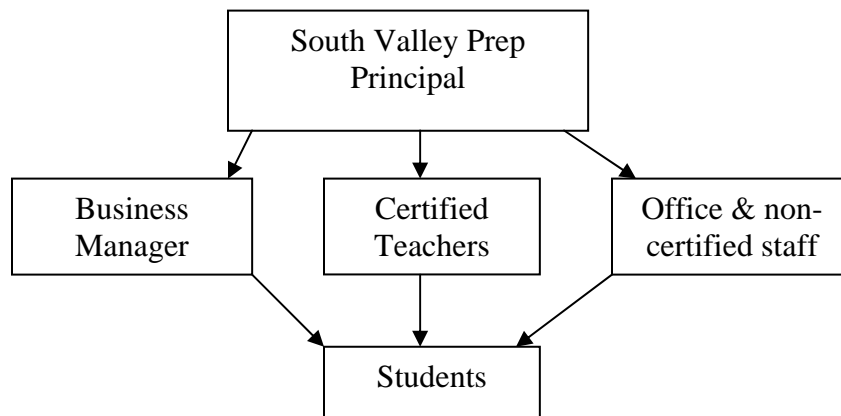
## D. SCHOOL ORGANIZATIONAL STRUCTURE

### School Organizational Structure

South Valley Preparatory School will retain or employ teaching and administrative staff who hold appropriate New Mexico teaching certificates, permits, or other documents issued by New Mexico Public Education Department's Professional Licensure Unit. Teachers will teach the core academic classes of mathematics, language arts, science, and social studies. They will be responsible for overseeing students' academic progress and for completing student evaluation as specified in this charter. Information about South Valley Prep's relationship with employees and answers to questions regarding terms and conditions of employment, compliance with *School Personnel Policies Act*, evaluation process, job descriptions is available in the following section.

### Description of Site-based Management Structure

South Valley Preparatory School has established the following organizational structure in which the delegation of responsibility of employees is combined with sufficient authority to fulfill their specific and particular responsibilities.



### Job Descriptions

#### *Principal*

The Principal will serve as the key administrator for the school. The Principal will carry out the day to day operations of the school, the development of the learning environment at the school, as well as handle the compliance of rules within the student and employee policies and procedures handbooks. The Principal will also be a member of the South Valley Preparatory School Governing Council. The Principal will report directly to the Governing Council all financial and academic progress of the school. He or She will be evaluated by the Governing Council. The Principal is responsible for the implementation of fiscal policies and procedures as well as the monitoring and management of performance of employees which includes but may not be limited to the annual evaluation of all employees as well as the hiring and firing of all school personnel. He or She will also be responsible for information requests from the authorizer. This position requires a valid Administrative license and two or more years of administrative experience in an educational setting.

### *Business Manager*

The Business Manager is responsible for the financial functions of the school including maintaining the integrity of all financial reporting, budgeting and forecasting, planning, personnel record keeping, processing payroll and insurance administration. He or She is responsible for monitoring the budget and for assuring that each purchase is appropriate and necessary. The Business Manager will report directly to the Principal. He or She will be evaluated by the Principal. This position requires a School Business Official License.

### *Middle School Teacher 6<sup>th</sup>-8<sup>th</sup>*

Teachers in grades 6<sup>th</sup> through 8<sup>th</sup> will be responsible for implementing the core curriculum of which they are highly qualified in (Math, Science or Social Studies) for all three grade levels and work collaboratively in a core team. The teacher is also responsible for implementing instruction in Reading and Language Arts to students that are homogeneously grouped according to their reading abilities. Additional duties include coordinating with classroom assistants, maintaining current attainment level information, assigning additional interventions to students not meeting attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, requesting parent volunteers and reporting all education related activities to the Principal. This position requires a valid New Mexico Teaching license with a highly qualified status in a related field (Math, Science, Social Studies or Health). Homeroom core teachers (Math, Science and Social Studies) will also be required to provide direct instruction in Reading and Language Arts using the South Valley Prep Framework for reading instruction. All teachers will be required to work a 40 hour week. After hours work may be required. Teachers will also be required to assist with extra-curricular programs. All teachers must have a strong desire to work with an innovative educational program. They must possess the ability to work with others.

### *Special Education Teacher*

Special Education Teacher will be responsible for implementing program, modified core or replacement that will meet the IEP goal of the Special Education student. The teacher will also be responsible for coordinating ancillary services as well as scheduling and facilitating IEP meetings. Additional duties include coordinating with classroom assistants, maintaining current attainment level information, , assigning additional interventions to students not meeting attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, requesting parent volunteers and reporting all education related activities to the Principal. This position requires a level 400 or above New Mexico teaching license in Special Education. Dual certification preferred. All teachers will be required to work a 40 hour week. After hours work may be required. Teachers will also be required to assist with extra-curricular programs. All teachers must have a strong desire to work with an innovative educational program. They must possess the ability to work with others.

### *Art Teacher*

The Art teacher will be responsible for implementing a Fundamentals of Art that introduces students to the Elements (Line, Form, Color, Value, Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis, Positive, and Negative space) of Design. The course description touches on drawing, painting, an introduction to sculpture, and clay for all three grade levels and work collaboratively in a core team. Additional duties include coordinating with classroom



assistants, maintaining current attainment level information, assigning additional interventions to students not meeting attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, requesting parent volunteers and reporting all education related activities to the Principal. This position requires a valid New Mexico Teaching license. All teachers will be required to work a 40 hour week. After hours work may be required. Teachers will also be required to assist with extra-curricular programs. All teachers must have a strong desire to work with an innovative educational program. They must possess the ability to work with others.

### *P.E. Teacher*

The P.E. teacher will be responsible for providing physical education activities that align with the New Mexico State Standards for Physical Education. Additional duties include coordinating with educational assistants, maintaining current attainment level information, assigning additional interventions to students not meeting attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, requesting parent volunteers and reporting all education related activities to the Principal. The position requires a valid New Mexico Teaching license with an endorsement in Physical Education.

## **South Valley Preparatory School Staffing Plan**

Staffing plan for years 1 – 5 including pupil-teacher ratio to support educational plan

2010-2011 Year 1	2011-2012 Year 2	2012-2013 Year 3	2013-2014 Year 4	2014-2015 Year 5
3.5 Core FTEs (6, 7, 8)	4.5 Core FTE Core I (6-8) Core II (6 <sup>th</sup> )	5.5 Core FTEs Core Team I (6-8) Core Team II (6&7)	6.5Core FTEs Core Team I (6-8) Core Team II (6-8)	6.5Core FTEs Core Team I (6-8) Core Team II (6-8)
PTR 26:1	PTR 26:1	PTR 26:1	PTR 26:1	PTR 26:1
	.5 Special ed	1 Special ed	1 Special ed	1 Special ed
.5 Art Teacher	.5 Art Teacher	.5 Art Teacher	.5 Art Teacher	.5 Art Teacher
.5 P.E. / Health	.5 P.E. / Health	.5 P.E./Health	.5 P.E. / Health	1 P.E. / Health
1 Principal	1 Principal	1 Principal	1 Principal	1 Principal
1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager
1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant

The organizational structure of South Valley Preparatory School is similar to a small school district but with a much smaller “district-level” support staff. This enables us to maximize the funding available for classroom instruction and teacher salaries. The school site has a traditional principal, a business manager, 4.5 New Mexico certified teachers, one secretary for the first year of operation. In addition South Valley Preparatory School has set aside funding for the need of any projected contract employees when applicable.

## **Certification**

South Valley Preparatory School teachers, supervisors, and professional support staff will hold appropriate New Mexico certification. The administrator will hold a New Mexico Administrative License. Beyond the guarantee of professional preparation offered by certification, South Valley Preparatory School will seek professional staff that are committed to and maintain a philosophy that is in agreement with the mission, goals, and educational approach of the school, as outlined in this document. After receipt of its charter and completion of the hiring process, the South Valley Preparatory School will submit certificates of newly hired teachers, administrators, and professional support staff as per required by the PED.

### **Staff Responsibilities**

It is the responsibility of the faculty of South Valley Preparatory School to teach the school curriculum and support the mission, goals and objectives of the school. The teachers are expected to meet the curriculum goals, to provide a challenging yet supportive learning environment in the classroom, and to be sensitive to the individual learning needs and styles of the children. It is the teachers' responsibility to communicate with parents about any relevant classroom matter. Core Team teachers will be required to participate in team collaboration, to work as an effective and contributing team member, teach reading/language arts in addition to their core specialty, plan collaboratively, participate as a Family Advisor Head, and teach and participate in South Valley Prep's Service Learning program.

The classroom teacher is responsible for maintaining in the classroom a pleasant and disciplined climate that is conducive to learning and stimulates students' curiosity and enthusiasm for learning. The teacher is expected to exhibit the highest level of professional and social behavior in the classroom. Specific staff responsibilities include but are not limited to those listed below.

### **The responsibilities of South Valley Prep teachers**

- Support the mission and goals of South Valley Preparatory School
- Teach the South Valley Prep curriculum
- Ensure mastery of grade-level knowledge, content, and skills for all students through consistent teaching practices and individual tutoring when appropriate
- Provide appropriate enrichment or intervention materials and individual tutoring when appropriate
- Create a challenging yet supportive school atmosphere that encourages academic achievement by all students
- Maintain classroom discipline
- Monitor students during non-instructional activities
- communicate in a timely fashion with parents and/or South Valley Prep's Principal about any relevant classroom matters and students' performance
- Provide collegial support to other South Valley Prep staff members
- Participate in staff development programs
- Serve on ad hoc advisory committees to the school's Governing Council.

### **The responsibilities of the South Valley Prep Aides**

- Support the mission and goals of South Valley Preparatory School
- Assist classroom teachers and the Administration
- Help maintain classroom discipline

- Support an atmosphere conducive to learning
- Monitor students during non-instructional activities

### **The responsibilities of South Valley Prep's Principal**

- Support the mission and goals of South Valley Preparatory School
- Create a challenging yet supportive school atmosphere that encourages academic achievement by all students
- Create a challenging yet supportive school atmosphere that encourages the professional growth of teachers and staff
- Participate in evaluating students' progress and in assessing needs for special programs
- Supervise teachers and other staff members
- Serve as a mentor and instructional leader to the teachers and other staff
- Oversee the hiring and firing of all teachers and other school staff
- Provide various administrative duties *such as* discipline
- Oversee and supervise school budget along with the Governing Council
- Evaluate the adherence of South Valley Prep's program to its charter
- Serve as a non-voting member of the Governing Council
- Communicate in a timely fashion with the Governing Council the financial standing and academic progress of the school
- Communicate in a timely fashion with parents and teachers about any relevant classroom matters and students' performance

### **The responsibilities of the South Valley Prep's Administrative Assistant**

- Support the mission and goals of South Valley Preparatory School
- Assist the school's Principal and Business Manager
- Assist the teachers when applicable with tasks such as ordering and purchasing
- Perform standard administrative and clerical tasks
- Maintain records and assist with reporting.

### **Hiring Standards and Criteria**

#### *1. Principal*

- The founder/interim Governing Council will appoint the principal for South Valley Preparatory School for the first year.
- In subsequent years, it will be the duty of the Governing Council to hire a principal in the event of a vacancy.

#### *2. Staff*

- South Valley Preparatory School believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school principal to locate and recruit the best qualified candidates to meet the school's educational needs. Candidates may include persons qualified to pursue the alternate method of certification.
- Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's mission

and educational goals. Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

- South Valley Prep's teaching staff must fulfill their individual responsibilities and work in concert with the other members of the teaching team.
- The Principal of the school will be responsible for advertising available jobs and soliciting applications from qualified candidates. A search committee of Administrators, teachers and parents (and, when appropriate, outside experts) will screen all applicants and make recommendations from the candidate pool and possibly interview a small subset of candidates.
- The Principal shall hire only candidates who meet the qualifications required by law or are eligible to meet such qualifications. It is the Principal's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.
- South Valley Prep is committed to hire the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. South Valley Prep will adhere to relevant New Mexico laws in its hiring practices.
- The salary scale of South Valley Preparatory School is reflective of the salary scale utilized by the local school district and criteria from the School Personnel Act – Section 22-10A-4. Employee benefits will include Social Security, unemployment compensation, and other benefits required by law or regulation. South Valley Prep intends to include individual health care coverage as part of the benefits package for full-time employees. The details of this health care coverage, and the amounts provided by the employee and the school will be determined by the South Valley Prep's Founder/Interim Council prior to the onset of hiring.

### **Employment Contracts**

The terms of employment for teaching, administrative, and support staff of South Valley Preparatory School will be determined by contracts negotiated within the parameters of relevant New Mexico statutes and the School Personnel Act – Section 22-10A-21. South Valley Prep faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated to provide services during the school's academic year, in-service days, or during the entire year depending upon their role and licensure level in the school. The agreement affirms that any materials created by staff members for use by South Valley Prep, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

The Principal will be responsible for the termination of employment for any South Valley Prep faculty or staff member. Any dismissal is also subject to applicable provisions outlined in New Mexico Charter School Law and the School Personnel Act, specifically the arbitration procedures described in the School Personnel Act, Sections 22-10A-25 through Section 22-10A-28.

### **Professional Development Opportunities**

Among the guarantors of student achievement are high teacher motivation and quality professional development opportunities. South Valley Preparatory will seek out professional opportunities which emphasize both content and pedagogy, help teachers develop leadership roles, and include contact with practitioners and researchers as well as other teachers. Professional development for the teachers and staff at South Valley Prep shall align with the school's mission and goals. Opportunities may include but may not be limited to professional development offered specific to charter school, content and pedagogy that are offered by agencies such as the New Mexico Coalition for Charter Schools. In addition to specific training opportunities, programs which put teachers into contact with other charter, state and national resources will be pursued.

### **Staff Evaluation**

- The Governing Council evaluates the Principal who in turn evaluates and supervises the rest of the School's staff.
- As part of the evaluation procedure, The Founding/Interim Governing Council will define specific and clearly defined criteria for performance review. These criteria include
  - 1) commitment to South Valley Preparatory School's mission and goals
  - 2) high level of professionalism
  - 3) high level of accomplishment
  - 4) effective participation in the school's team

In addition to the evaluation requirements of the State of New Mexico Public Education Department, the Founding/Interim Governing Council may also specify the tools to be used in the evaluation process. Such tools may include, but may not be limited to written evaluations based on classroom observations and comparisons of the students' performance on major assessments specified by the school's curriculum in each grade.

- South Valley Prep will provide the staff with professional improvement opportunities that include participation in professional development programs and attendance at professional conferences, when appropriate.
- South Valley Prep will foster collegial interactions among the all staff members to ensure that all staff work effectively as a team.

## **E. EMPLOYEE RELATIONS**

SOUTH VALLEY PREPARATORY SCHOOL WILL ABIDE BY ALL REQUIREMENTS BY ALL CONDITIONS OF EMPLOYEMENTS SET FORTH BY THE SCHOOL PERSONNEL ACT, NMSA 1978 22-10A-1 THROUGH 22-10A-39, 2004.

South Valley Preparatory School teachers will be given the opportunity to create innovative teaching methods and will be observed and evaluated in correlation with their Professional Development Plan. The teachers will have ample opportunity and professional development within the teaching boundaries of the charter school. All teachers will ensure students are developing both holistically and academically.

South Valley Preparatory School will employ teachers who hold appropriate New Mexico teaching certificates issued by the New Mexico Public Education Department. The charter school shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, disability, sexual orientation or pregnancy in recruitment, selection, training, utilization, termination or other employment-related activities. All employees will have a signed contract in place within 30 days of employment. Teaching staff will be evaluated by the site administrator in accordance with New Mexico statutes. South Valley Prep will meet all salary requirements mandated by the New Mexico Public Education Department, and will maintain their own salary schedule for its employees.

All staff members employed by South Valley Prep will participate in the education retirement system of the State of New Mexico. The charter school shall comply with all applicable federal and state laws concerning employee welfare, safety and health issues, including, without limitation, the requirement of federal law for a drug-free workplace.

South Valley Preparatory School agrees to provide eligible employees group medical, dental and vision insurance through and as determined by the New Mexico Public Schools Insurance Authority (NMPSIA). For those employees who elect to participate in the approved insurance plan(s), the charter school will contribute the percentage of the premium required by state law. South Valley Preparatory School agrees to provide employees access to long term disability and life insurance benefits available through NMPSIA.

### **Conditions of Employment**

Personnel policy at the school will be conducted in accordance with the School Personal Act, codified at NMSA 1978 22-10A-1 through 22-10A-39, 2004. The principal will have complete authority over all employment matters, including employment, discipline, reemployment, and termination in compliance with the School Personal Act. The school may terminate an employee with less than three years for any reason the school deems necessary pursuant to NMSA 1978 22-10A-24 (A), 2004. Employees who have been employed for three or more consecutive years shall only be terminated for “just cause” pursuant to NMSA 1978 22-10A-1(C), 2004. “Just cause” means a reason that is rationally related to an employee’s competence or proper performance of his/her duties and that is not in violation of the employee’s constitutional rights pursuant to NMSA 1978 22-10A-2 (F), 2004.

Pursuant to NMSA 1978 22-10A-24 (C), 2004, employees are entitled to due process prior to termination. In the event of termination, the principal, shall provide the employee with written notice of the reasons why the termination is recommended. The employee may request the opportunity to make a statement to the Governing Council concerning reasons for the termination. The principal shall provide the employee the opportunity to be heard pursuant to the Open Meetings Act (NMSA 1978 10-15-1.1). The procedures to be followed are those set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004, and in the School Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004. If the School Personal Act is changed, modified, or amended, then the schools procedure will also be changed, modified, or amended to conform to the Act.

## **1. Personnel Policies and Procedures**

Personnel policies and procedures will comply with the School Personnel Act, NMSA 1978 22-10A-1 through 22-10A-39, 2004. **All South Valley Preparatory School policies and procedures are defined in the proposed school Employee Handbook, Appendix E.**

### **Equal Employment Opportunity**

South Valley Preparatory will comply with all rules and regulations pursuant to Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 (ADA) in regards to Equal Employment Opportunity. South Valley Preparatory will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law. The school will take affirmative action to ensure that applicants are employed and that employees are treated equally during employment, without regard to their race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law. Such action shall include, but not limited to the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising, layoff or termination, rate of pay or other forms of compensation, and selection for training or professional development.

### **Individuals with Disabilities**

Pursuant to New Mexico State Human Rights Act 28-1-7 (J) NMSA 1978, South Valley Preparatory School will make reasonable accommodations to qualified employees with disabilities to perform essential job functions without undue hardship to the School.

### **Additional Employment Matters**

#### *Recruitment and Selection Process*

South Valley Preparatory will recruit and advertise open positions through our school website and agencies such as, but not limited to, New Mexico Coalition of Charter Schools.

Applicants will go through a two step interview process: one with the principal and one with the core set of teachers. Collaboratively, a decision will be made based on their findings.

#### *Background Checks*

Pursuant to NSMA 1978 22-10-3.3, 2004, background checks will be required for all South Valley Preparatory School applicants who will have any access to students. Background checks will be conducted through private company paid for by the applicant.

#### *Conviction of Felony or Misdemeanor Involving Moral Turpitude*

South Valley Preparatory School may discharge an employee if it learns that the employee was convicted of a felony or a misdemeanor involving moral turpitude, and the employee did not disclose that information to South Valley Preparatory School. The Principal will report to the Department of Education any known conviction of this type that resulted in any type of action against a certified school employee. An employee so discharged is discharged for “misconduct” may also be disqualified from obtaining unemployment benefits.



### *Nepotism Policy*

Pursuant to 1999 Charter Schools Act Section 22-8B-10, NMSA, 1978, (effective July,1 2007) South Valley Preparatory School shall not employ or approve the employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter or daughter-in-law of a member of South Valley Preparatory School.

### *Compliance of Immigration Law*

Pursuant to the Immigration and Nationality Act 274A [8 U.S.C. 1324a] Unlawful Employment of Aliens, all offers of employment are contingent upon verification of the employee's right to work in the United States. The employee will be asked to provide original documents verifying your right to work and, as required by federal law, to sign Federal Form 1-9, Employment Eligibility Verification Form. If the employee cannot verify their right to work in the United States at any time, South Valley Prep may terminate employment.

### *Health Examinations*

South Valley Prep may require an employee's participation in an examination to determine the employee's ability to perform his/her essential job functions, such as but not limited to drug and alcohol test.

### *Personnel File*

As an employee of South Valley Preparatory, it is your responsibility to keep your personnel file up to date. If any changes are necessary to the list below, the employee must notify the school clerk as soon as possible.

- Legal Name
- Home address; home telephone number
- Marital Status
- Military or draft status
- Exemptions on your W-4 tax form
- Required training certificates
- Required professional license(s)

## **Employment Classifications**

### *Administration*

The principal will be a member of the Governing Council without voting privileges. The Governing Council may chose to vote the authorized agent (which may be NMPED) as an ex-officio member of the Governing Council with no voting privileges. The principal may be a member of a committee when necessary for committee to form due to lack of numbers of participants.

The principal will inform the Council of non-certified hires, where included in the school budget.

The principal will be responsible for the development of the learning environment at the school, accountability (fiscal and educational performance), selection of personnel and facility maintenance. Additional responsibilities will include, but are not limited to, providing monthly

updates to the Governing Council, attending Council meetings, and providing oversight of school operations.

#### *Staff Members*

South Valley Preparatory School highly values the input of teachers into all school policies and procedures and will seek a collaborative relationship with all staff.

Minimum requirements for teachers are a BA and a NM State certification (valid teaching license). All teachers employed by South Valley Preparatory shall be employed primarily for instructional services and/or professional services per their contract. Teachers will operate under a 186-day contract to provide for preparation and professional development, with class instruction for 182 days.

#### *Categories of Teaching Staff*

There will be three categories of teachers: full time, part-time and a contracted faculty. Full-time faculty shall be contracted on a yearly basis for a full teaching day for the entire school year. Part-time faculty shall be contracted to teach less than a full school day or full school week, and may be eligible for employee benefits. Contracted faculty shall be contracted as instructional service providers on a per student need/ basis and will not be eligible for employee benefits.

#### *Teacher Committees*

Teachers will be required to serve on student support and school operations committees. These committees may address such critical issues as student advocacy, mentoring, curriculum, attendance, discipline, assessments, volunteers, and safety.

#### *Proposed Employee contracts*

All employee contracts between South Valley Preparatory School and certified school personnel must be in writing. Delivery of the written acceptance of reemployment by a certified school instructor creates a binding employment contract between the certified school instructor and the governing council. Written employment contracts between South Valley Preparatory School and certified school instructors will be executed no later than ten days before the first day of a school year.

#### *Notice of Re-employment of Certified School Employees*

On or before the last day of April, of the existing employment contract, South Valley Preparatory School's principal will serve written notice of re-employment or termination for each certified school instructor. Each certified school instructor shall deliver to the South Valley Preparatory principal a written acceptance or rejection of re-employment for the ensuing school year within fifteen days from the date of written notice of re-employment.

#### *From 6.67.2.8 NMAC*

If a licensed school instructor is not to be reemployed for the ensuing school year, the school principal will serve a notice of intention not to reemploy that licensed school instructor for the ensuing school year, on or before the last business calendar day of April.

Pursuant to NMSA 1978 22-10A-24 (C), 2004, employees are entitled to due process prior to termination. In the event of termination, the principal, shall provide the employee with written notice of the reasons why the termination is recommended. The employee may request the opportunity to make a statement to the Governing Council concerning reasons for the termination. The principal shall provide the employee the opportunity to be heard on pursuant with the Open Meetings Act (NMSA 1978 10-15-1.1). The procedures to be followed are those set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004, and in the School Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004, if the School Personal Act is changed, modified, or amended then the schools procedure will also be changed, modified, or amended to conform to the Act to stay current with the law.

#### *Contracted Staff*

All other support staff will be recruited, recommended and supervised by the principal. Each employee is entitled to no less than an annual evaluation that identifies accomplishments and developmental needs. All such employees are considered "at will" and employment can be discontinued at any time. Such employees will be employed for the full year and will have year-round accountabilities for South Valley Preparatory School. Dismissals from the school faculty and/or staff must be reviewed and approved by the Governing Council.

#### *Governing Council*

South Valley Preparatory school will consist of Governing Council as outlined in Section VII Part B of our charter application. The Governing Council will receive year-to-year training on Open Meetings Act and Governing Council duties. The Governing Council will not be involved in the day to day details of running the school dealing, dealing with specific personnel issues (unless a conflict arises with the principal), hiring, or addressing individual student needs.

The Governing Council will consistent with the best practices of the Non-Profit Corporation Act, 1995, in delegating the responsibility of running the charter school to the charter school administrator.

#### *Proposed Legal Advice*

South Valley Preparatory School's budget will reflect monies to allow for legal advice and representation.

### **Work Schedule**

#### *School Hours*

The proposed school hours are from 7:35 a.m. to 3:35 p.m. Monday through Friday, except every fourth Friday of the month students will be released at 11:55 for teacher professional development.

#### *Building Access*

South Valley Preparatory School buildings will customarily be opened, closed and secured only by the designated principal or another employee specifically designated to perform those functions. The principal may allow other employees to apply for access privileges and building keys under certain circumstances that are beneficial to the South Valley Preparatory School

and/or the operation of the building in question. Any employee granted access privileges is required to enforce and abide by all South Valley Preparatory School policies and procedures regarding the use of the building and any equipment therein. The proposed building access hours will be opened from 6:45 a.m. to 6:00 p.m.

### **Safety**

South Valley Preparatory School will adhere to all rules and regulations pertaining to our school facility as stated in NMAC 6.27.30.

### *Reporting On-The-Job Injuries*

The Secretary is responsible for keeping records on accidents and will complete the First Report of Accident form as soon as possible after the accident. Employees should report to the Secretary any job-related injury as soon as possible, and in any event within forty-eight (48) hours maximum, of the injury, or knowledge of the injury, in order to receive compensation benefits. If these procedures are not followed, the claim for benefits may be denied. Employees should complete the Notice of Injury form, and have the principal sign it, in order to protect their rights, and should complete the form even for minor strains or non-traumatic injuries if they feel it may worsen or may need medical care later on. Injuries due to intoxication, willfulness, or intention of the worker are non-compensable.

### **Benefits**

Full time employees shall be entitled to receive benefits including, but not limited to, Educator's Retirement Association (ERA) fund, paid vacation, personal days, health insurance, dental insurance, vision insurance, and long-term disability insurance. If you are a full-time employee, or a part-time employee who works more than twenty-five (25) hours per week, you will be eligible to receive all of the benefits. . For part-time employees, benefits are pro-rated. Coverage available the employee and dependents are defined in the benefit summary plan descriptions.

Health benefits will be provided by enrollment in New Mexico Public School Insurance Authority (NMPSIA). South Valley Preparatory School all guidelines set forth in the Public School Insurance Act 22-29-10 NMSA 1978 and the Healthcare Purchasing Act 13-7-1 NMSA 1978.

### *Group Insurance*

South Valley Preparatory is dedicated to the health and well-being of both our employee and the employee's family. A comprehensive, quality insurance program is available. The employee will become eligible for coverage on the first day of the month following your date of hire.

The following benefits are provided, as defined and limited in the literature provided through the New Mexico Public Schools Insurance (NMPSIA)

- Medical Care Coverage
- Dental Care Coverage
- Vision Care Coverage
- Group Term Life Insurance / Accidental Death and Dismemberment Insurance

Upon enrolling, the employee will obtain summary plan descriptions describing their benefits in detail. Should the employee select coverage, he/she will pay a percentage of coverage based on

the coverage he/she selects. SVPS will pay a portion of the insurance premium pursuant to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with SVPS or loss of eligibility to remain covered under our group health insurance program, the employee and his/her eligible dependents may have the right to continued coverage under our health insurance program for a limited period of time at your own expense under the auspices of COBRA.

#### *New Mexico Retirement Plan*

The New Mexico Retirement Act is provided to eligible employees (those who have completed sufficient service) with a monthly pension benefit upon retirement. All employees who work more than 25% of the time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan. Participation in the Plan begins on ***the first day of the month following your date of hire***. SVPS and the employee are required by State law to contribute to this retirement plan operated by the Education Retirement Board in Santa Fe. The details regarding SVPS and employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the Education Retirement Board.

#### *Social Security*

All employees are required to participate in and contribute to Social Security. South Valley Prep also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, the employee may contact the local Social Security office.

#### *Leave*

As a part of the Benefits package provided to South Valley Prep employees, the principal may allow approved leave of absence. Leave may be granted with or without pay. Request for Leave forms must be completed and submitted to the principal for approval.

**Appendix E, the proposed South Valley Preparatory School Employee Handbook**, contains detailed descriptions on the school's policies and procedures regarding Leave.

## **2. PROPOSED SALARY SCHEDULE**

### **Compensation Philosophy**

Employee compensation programs will be structured to attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of South Valley Prep. South Valley Prep will prioritize its expenditure of resources to achieve a competitive compensation position in public education in the local area market. South Valley Prep applies the same principles of equity to all employees, regardless of organizational level, race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

### **Basis for Determining Pay**

The SVPS Governing Council adopts a salary schedule each year based upon education, experience, legislative mandates and available funding.

### **Proposed Payroll Process**

If an employee is hired after a payroll deadline, their first paycheck will be delayed until the second payday after they have started work. After that, paychecks are issued every two weeks or 26 times per year, for a full-year employee. If the employee does not receive his/her check or believes that any amount on the check is in error, the employee must notify the Business Manager immediately.

### **Salary Increases**

Pursuant to New Mexico's Tier III Licensure, each job class presently has a salary range. Some changes to the salary schedule may be made due to the fact that full-time teachers at South Valley Prep will work an eight hour day versus the traditional 6.5 day of the public school system. Increases beyond the initial salary may be granted annually until the employee reaches the top step of their salary range. If an employee receives a new job or position at a higher or lower level of pay, the salary will be adjusted according to the **salary schedule rules (See Appendix F)**

### **Direct Payroll Deposit**

Direct payroll deposit is the automatic deposit of the employee's pay directly into a financial institution account. The employee must contact the Business Manager to obtain the details and the necessary authorization forms.

### **Mandatory Deductions from Paycheck**

SVPS is required by law to make certain deductions from employee paycheck each time one is prepared. Among these are federal, state and local income taxes and contribution to Social Security and New Mexico retirement as required by law. These deductions will be itemized on the employee's check stub. The amount of the deductions will depend on the earnings and on the information furnish by the employee on the W-4 form regarding the number of exemptions claimed.

**Overpayment of Earnings**

If an overpayment in a paycheck has been made, the employee must contact the South Valley Prep Business Manager immediately. Any overpayment must be returned to South Valley Prep in full upon request by the Principal or Business Manager.

**Overtime Pay**

If employees are to work at least thirty minutes above their contracted hours, they will be entitled to overtime pay. All overtime must be submitted on the appropriate form within 48 hours and approved by the principal.

**Wage Garnishments**

If South Valley Prep is obligated to execute any court-ordered wage garnishment against any employee then the employee will be notified.

### **3. PROPOSED FORMAL STAFF EVALUATION PROCESS**

#### **Principal**

The South Valley Preparatory School Governing Council will be responsible for evaluating the principal on an annual basis pursuant to 6.69.3.8 NMAC.

#### **Teachers (Full-time and Part-time)**

The principal will follow New Mexico Public Education Department requirements when conducting performance evaluations of teachers pursuant to 6.69.4.7 NMAC.

The performance evaluations will be conducted collaboratively between the Principal and SVPS employees. A review may also be conducted in the event of a promotion or change in duties and responsibilities. South Valley Prep will evaluate each employee annually (minimum).

During a formal performance review the Principal may cover the following areas:

- The quality and quantity of your work
- Strengths and areas for improvement
- Initiative and teamwork
- Attendance
- Customer service orientation
- Problem solving skills
- Ongoing professional growth and development

Additional areas will also be reviewed as they relate to the employees specific job.

The review provides an opportunity for collaborative, two-way communication between the Principal and the employee. The Principal will maintain a system of evaluations of all personnel. The Principal may initiate a performance evaluation for any employee at any time to assess employee progress or lack of progress in the performance of job duties. A “special evaluation” is any evaluation initiated in addition to the normal periodic evaluation process and may be cause for disciplinary action or dismissal.

In the event of an evaluation rebuttal, the teacher reserves the right to address the Governing Council. The Governing Council will then make a decision based on information presented in a closed-session which the principal will not attend. The decision made by the Governing Council will follow with an open meeting with said employee.

#### **Unsatisfactory Work Performance**

Unsatisfactory work performance means the failure by licensed school personnel to satisfactorily perform those tasks that are evaluated by the employee's supervisors, pursuant to the school's and state's approved plan(s) for evaluation and supervision of its licensed employees. The immediate supervisor will have a conference with the employee at which time the unsatisfactory work performance will be identified. Sufficient time will be provided to allow the employee to correct the unsatisfactory work performance and to be observed.



After two or more conferences regarding the uncorrected unsatisfactory work performance, including the conference with the individual's immediate supervisor that first identified the unsatisfactory work performance, the individual may be served with a notice of intent to dismiss from duties.

A written record of all conferences shall be made that specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school, which might improve such performance, and all improvements that have or have not been made. All parties involved in the conference shall sign each written record. In the event of a refusal to sign, a notation shall be made. A copy of each record shall be given to the person charged with unsatisfactory work performance. The principal shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance.

The foregoing procedures do not apply in the case of insubordination or conduct deemed to be outside the normal scope of duties of licensed school personnel, or where unsatisfactory work performance is deemed uncorrectable through the evaluation and supervision process, as determined by the principal.

#### **4. PROPOSED STAFF DISCIPLINE PROCESS**

South Valley Preparatory School employees are required to exercise their duties as specified in state statutes, PED regulations, federal regulations, and as assigned by South Valley Preparatory School. Employees are to follow the policies and procedures of South Valley Preparatory School, and the lawful written or oral orders, requests or instructions of the principal or a person acting under the authority of the principal. The actual or implied willful refusal to follow written and or oral policies, regulations, rules, procedures, and requests or instructions shall constitute insubordination and grounds for disciplinary action.

Depending on the severity of the problem, the employee may receive any of the following:

- Informal counseling
- Counseling and/or a written warning
- Initiation of termination or dismissal proceedings.

South Valley Preparatory School will establish a fair procedure to ensure that all employees may bring legitimate complaints and disputes to the appropriate authority in order to secure equitable solutions.

The goal is to provide a fair procedure to resolve expeditiously at the school level problems that may arise affecting the welfare or working conditions of employees.

**Step 1** - An employee with a complaint or grievance should present it to the principal who will discuss it with the individuals involved and attempt to reach a satisfactory solution. If the grievance is not resolved informally to the satisfaction of the employee, within five days of presentation to the principal, the employee may proceed to Step 2.

**Step 2** - The employee may make written request, within ten days of presentation of the complaint/grievance to the principal for a hearing. If a written request is not timely submitted, the grievance shall be considered resolved. If submitted in a timely fashion, the Governing Council president/designee will schedule a closed hearing within ten days of the request, before a committee composed of staff, parent, and community representatives.

A written decision shall be given within five days of the hearing. If a hearing is not held within ten days of the request, or if a written satisfactory decision is not given to the aggrieved employee within five days from the hearing, the employee may then proceed to Step 3.

**Step 3** - The employee may appeal to the Governing Council by submitting written notice to the council president within five days of the written decision or hearing. The hearing before the Governing Council will be held in closed session at the next council meeting at least five days after the notice of appeal, and a written decision provided to the employee within fifteen days thereafter.

In the event that the complaint or grievance is directed towards the administration, the employee may bypass Step 1 and proceed with Step 2 and present a written request to the council to be

delivered on or before the next regularly scheduled meeting. If the council deems necessary, a closed hearing with all involved parties will be held to address the complaint or grievance.

### **Termination of Employees**

“Termination” in the case of a certified school employee, means the act of not re-employing the employee for the ensuing school year, and in the case of the non-certified employee, the act of severing the employment relationship with the employee. The notice of termination is a notice of intention not to re-employ for the ensuing school year. South Valley Preparatory School may not publicly disclose the reasons for termination. The governing council must present in writing reasons for termination.

Pursuant to NMSA 1978 22-10A-24 (C), 2004, employees are entitled to due process prior to termination. In the event of termination, the principal, shall provide the employee with written notice of the reasons why the termination is recommended. The employee may request the opportunity to make a statement to the Governing Council concerning reasons for the termination. The principal shall provide the employee the opportunity to be heard on pursuant with the Open Meetings Act (NMSA 1978 10-15-1.1). The procedures to be followed are those set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004, and in the School Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004, if the School Personal Act is changed, modified, or amended then the schools procedure will also be changed, modified, or amended to conform to the Act to stay current with the law.

### **Employees with less than three consecutive years of employment**

South Valley Preparatory School may terminate an employee who has been employed for fewer than three consecutive years for “any reason it deems sufficient” in accordance with New Mexico State Statutes. If the employee requests, South Valley Preparatory School will provide written reasons for the termination within ten days of the date of the request. The employee may request an opportunity to make a statement to the Governing Council if he/she submits a written request to the principal within five working days of the service of notice of termination.

### **Non-Certified School Employees**

Before terminating a non-certified employee, South Valley Preparatory School shall serve the employee with a written notice of termination.

### **Certified Instructors Employed for Three or More Consecutive Years**

South Valley Preparatory School may terminate a certified instructor who has been employed for three or more consecutive years only for “just cause” in accordance with New Mexico State Statutes. “Just cause” is defined as “a reason that is rationally related to an employee’s competence or turpitude or the proper performance of his/her duties and that is not in violation of the employee’s civil or constitutional rights” (NMSA 1978 22-10A-1 (F), 2004).

## F. PROPOSED ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

### 1. Enrollment policies and procedures

#### Number of Students

- The number of students per class shall not exceed 26.
- Pupil-teacher ratio shall not exceed 26:1

#### Enrollment Priority

- Returning students.
- Sibling Preference (in pursuant with 22-8B-4.1 NMSA 1978)
- Retained students

#### Enrollment

- The parent or legal guardian of the child or children who are applying for enrollment must fill out all applications for enrollment.
- Applications will be accepted for one grade only.
- The deadline for application for participation in the lottery is April 11, 2010. Applications must be postmarked by this date and sent to the required address on the registration form. South Valley Preparatory School is not responsible for applications mailed that are not received by April 11, 2010. Postmarked applications must be received by this date to be entered in the lottery.
- The lottery for enrollment will be held on or around April 16, 2010 or within two weeks of the application deadline at Westside Community Center
- Applications received after the lottery deadline will be placed on the waiting list after the lottery applicants in the order in which they are received.
- In order to be considered for enrollment, all applicants will have to demonstrate that they have successfully completed the previous grade level before admission can be granted to the school.

#### Waiting List

- **Waiting lists do not transfer from year to year. SVPS will not maintain a waiting list for students who wished to be admitted in future years.**
- Students who are not initially selected for enrollment will be placed on the SVPS waiting list according to grade.
- Separate waiting lists will be maintained for each grade.
- All children who apply for enrollment after the lottery are added to the waiting list in the order in which their applications are received.
- If an applicant from the waiting list is offered a position and does not accept the position offered, they will then be placed at the bottom of the waiting list, or if requested, dropped from the waiting list.

### **Confirmation of Enrollment**

- Students who do not properly confirm their enrollment five days after offering of position will be dropped from the admission list or placed at the end of the waiting list.
- Parents or guardians of the applicant are responsible for maintaining the information on the enrollment application and must notify school, in writing or in person, of any change of address, telephone number, or other information necessary for SVPS to contact the applicant. SVPS is not responsible for maintaining information or continuing any search.
- If the school cannot contact an applicant to confirm enrollment or notify they are to be moved from the waiting list to the admissions list, then the applicant may be dropped from the admissions list or waiting list.
- Applicants must confirm enrollment within five (5) school days from initial contact from the school at which time, non-confirmed students will be dropped from the admissions or waiting list.

### **Information Required**

Upon acceptance of enrollment the parent or guardian will be required to provide the following information prior to admission

1. Original birth certificate, legal copy of birth certificate, or other legal proof of birth
2. Emergency Contact Information
3. Emergency Medical Authorization
4. Health Insurance Form
5. Authorization for Release of Information Form
6. Current immunization and health records
7. Individual Education Plan (IEP) or other specialized education requirements
8. Completed Home Language Survey

**Note: No child will be admitted without current immunization records and a legal proof of birth.**

### **Sibling Lottery**

Siblings of currently enrolled students are given sibling priority and are placed in their own lottery during our spring lottery process. Having an enrolled sibling does not automatically guarantee enrollment in to the school for the following year. If there are several siblings applying for one grade level, there will be a sibling lottery to determine who will be accepted in to any available spots and their order at the top of the waiting list. It is the parent's responsibility to notify the school and fill out an enrollment application for siblings applying for the lottery by the deadline announced. Applications received after the deadline/lottery process will be automatically placed on the waiting list after any other siblings already on the list.

**The South Valley Preparatory School definition of a sibling is as follows:**

- ☐ Must share at least one biological parent AND a household at least 50% of the time.
- ☐ If siblings are not biological siblings, proof of guardianship must be provided.
- ☐ Foster children may be considered as a sibling with legal proof of guardianship.

Step-siblings may qualify if they meet these requirements:

- ☐ They must share a household with the enrolled sibling at least 50% of the time, proof must be provided (court/custody order).
  - AND
- ☐ Parents are legally married (marriage certificate).
  - OR
- ☐ The biological parent of the enrolled sibling must adopt or take legal guardianship over the applicant (court documents).

Acceptable forms of proof, must be notarized

- ☐ Court/custody orders.
- ☐ Marriage Licenses
- ☐ Affidavit/acknowledgement of paternity.
- ☐ Copies of Birth Certificates.

## **2. Description of Lottery Process**

South Valley Preparatory will announce the opportunity to apply for enrollment in January and February each year by advertising in the newspaper, fliers, word-of-mouth, website, and radio stations. These months were chosen so the school can properly budget and make staffing decision. Enrollment announcements will be provided in both English and Spanish. SVPS will comply with NMSA 1978 22-8B-4.1 as it pertains to it as a start up school and as an existing charter school, thereafter.

South Valley Preparatory School will enroll students using a lottery selection process. Parents wishing to enroll their children in South Valley Preparatory School will complete a pre-application for the lottery process in January or February. Every child that pre-registers is not guaranteed a spot in the school, but their names will remain on a waiting list for that calendar year.

When the pre-application period is over, a separate lottery will be held for each grade. The first lottery will be held in March or April. The members present at the lottery will be the principal and at least three members of the Governing Council. Applications will be drawn one at a time, with the applicant being added to the appropriate grade, until all applications have been drawn. The first twenty-six students listed for each grade will be contacted and will have one week to complete the registration process. A waiting list will be formed from the names above twenty-six for each grade. After one week, any remaining slots will be filled from the waiting list, beginning at the top and working down.

In the event that there are more spaces than applications, a second registration period will be held two weeks prior to the start of school. Registration will continue until the school has reached its maximum of 26 students per grade level (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>).

Once a student is registered with South Valley Preparatory School, that student does not have to go through the lottery process to remain a student. If a parent decides to withdraw their child from the school at any point during the year, their space will not be held for them. They will have to go through the lottery process based on space availability.

Waiting lists will be maintained for only one calendar year. If any spots open up during that calendar year, the next person on the list will be given the opportunity to register. They will have five days from the day they are called to register their child into the school. Not registering within those five days will result in loss of enrollment and opening will go to the next child on the waiting list. If there are more spots available, but no more students on the waiting list, registration will again be advertised through the radio, fliers, internet, newspaper, and local radio stations until classes have met twenty-six students.

Students will be asked to register for subsequent school years by no later than thirty (30) days before the end of the academic year. By so designating the student will ensure his/her enrollment at SVPS.

### **3. Proposed Student Discipline Policy**

Students will comply with the Public Education Department statement on Student's Rights and Responsibilities, 6.11.2 NMAC, which, among other things, prohibits the commission of or participation in the activities designated below in any New Mexico public school and whenever students are subject to school control.

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

Our goal is to correct students' inappropriate behavior so that each student can be a positive member of our school community. Each student, however, is expected to develop and possess self-discipline.

A consistent behavioral modification plan will be used throughout South Valley Prep. **The process may be found in the Appendix G along with all policies and procedures regarding student discipline.**

#### **Violations and Consequences**

Pursuant to 6.11.2.10C NMCA, a student may be disciplined for committing any act that endangers the health or safety of students, school personnel or others for whose safety the school is responsible, or for conduct, which reasonably appears to threaten such dangers, if not restrained, regardless of whether an established rule of conduct has been violated.

Possible administrative responses include detention, in-school suspension (ISS), Short-term suspension (OSS), long-term suspension and expulsion. Detention means requiring a student to remain inside or otherwise restricting his or her liberty at times when other students are free for recess or to leave school. In-school suspension (ISS) means suspending a student from one or more regular classes while requiring the student to spend the time in a designated area. Short-term suspension (OSS) means the removal of a student from school for a specified period of less than ten school days. Long-term suspension means the removal of a student from school for a specified time exceeding ten school days. Expulsion means the removal of a student from school either permanently or for an indefinite time exceeding ten school days.

**Detailed description of violations and consequences can be found on the Unacceptable Behavior matrix in Appendix H.**

#### **Expulsion**

By statute, 22-5-4.7 NMSA 1978, any student who is determined to have knowingly brought a weapon to school will be expelled for a period of not less than one year; the or the principal has the discretion modify the expulsion requirement on a case-by-case basis. In addition to the formal administrative disciplinary action, students may face consequences in respect to extra-curricular activities as per the rules governing each activity.



**Suspension Policies**

If suspended or expelled, a student is not to be on campus or at any school function for any reason. Students found on campus who should not be there may be reported to the Albuquerque Police Department for trespassing.

At each teacher's discretion, the make-up work may be worth only a portion of full credit or none at all. A teacher may allow a student the opportunity to receive anywhere from half to full credit for work missed due to suspension, but the quality of work will determine the credit actually earned. In cases of suspension as in other situations, the burden of requesting work and completing it is on the student. Since students are not allowed on campus while suspended, these requests should be made via phone calls or through parents. **ALL SUSPENSION MAKE UP WORK IS DUE THE DAY THE STUDENT RETURNS TO SCHOOL.** Look over this and tell me if you want to have no make-up work or if so, is the description okay.

**Search and Seizure (from 6.11.2.10B NMCA)**

School property assigned to a student and a student's person or property while on campus or under the authority of the school is subject to search, and items found are subject to seizure. The principal, student advocate, or any other person authorized to act in a matter involving school discipline or the maintenance of order, certified school personnel, and school bus drivers are authorized to conduct a search when (s)he has a reasonable suspicion that a crime or other breach of disciplinary rules is occurring or has occurred. School property, computers, lockers and school buses, student vehicles when on campus or otherwise under school control, and student personal effects whether or not within his/her immediate physical possession, may be searched with or without the student present.

## **G. FACILITIES**

South Valley Preparatory School has yet to secure a facility. However, the founding members are working diligently to locate a building that will meet the needs of our students, staff and parents, align with a long-range plan as well as meet all rules, regulations and laws set forth by the Public School Facilities Authority and the Public Education Department of New Mexico.

**Appendix I contains an illustration of our proposed facility needs.**

Our school seeks to serve students in the South Valley. We are currently working with a South Valley Real Estate agent as well as various other Bernalillo County authorities to locate any available buildings that align with South Valley Prep's educational needs. Sites that we have made inquiries about include but are not limited to the Indoor Mercado building located at Sunset and 5 Points Blvd., the old Elks Lodge building located on Isleta Blvd. and Dead Man's Curve, as well as the State owned Turquoise Lodge located on Isleta Blvd, just south of Don Felipe Road. It is our intent to locate near a variety of public facilities, including facilities owned by Bernalillo County. South Valley Preparatory School recognizes that facilities such as South Valley CNM, Los Padillas Community Center, West Side Community Center, the South Valley Public Library, the Gutierrez-Hubble House and the Los Padillas Elementary Wetlands will serve to enhance the educational opportunities of the students we seek to serve.

South Valley Prep anticipates funding awards from the PSCOC via the Lease Assistance Grant that may range from the \$54,600.00 in year 1 to \$109,200.00 in year 5 based on the maximum allowable lease assistance at \$700.00 per member. South Valley Prep may lease a temporary facility or be temporarily housed in portable buildings until additional capital outlay monies can be secured to construct or remodel a facility that will hold 156 student, or two core team strands, each composed of one 6<sup>th</sup> grade, one 7<sup>th</sup> grade and one 8<sup>th</sup> grade class. In addition to the 6 core classrooms, South Valley Prep will need a Science Lab, a Computer Lab, and two additional classrooms that will be shared between the Art, Health and Intervention Programs. South Valley Prep will need a mini gym to provide an area for Physical Education and a commons area where our students can eat lunch.

According to the 2009 State of New Mexico Public School Facilities Authority Education Specifications Resource Manual and the New Mexico State Adequacy Standards, the approximate square footage for classroom only space required by South Valley Prep would be just under 10,000 square feet. This amount would meet the New Mexico State Adequacy Standards for a public school facility. This square footage does not include a commons area for eating lunch or a mini-gym for Physical Education. Nor does it include any Administrative space. The Founding members will work collaboratively with Community Authorities and knowledgeable community members will use all resources available to produce a long-range plan for facilities construction for South Valley Preparatory School and will do so using the State of New Mexico Public School Facilities Authority Educational Specifications Resource Manual and the New Mexico State Adequacy Standards including the Charter and Alternative School Analysis Variance. The proposed square footage will meet the New Mexico State Adequacy Standards that must be in place by 2016. We recognize that South Valley Preparatory School must be located in a public facility by 2016.

## **H. OTHER STUDENT SERVICES**

### **Counseling Services**

South Valley Prep will provide counseling services as determined by the Student Assistance Team or the Family Advisory Committee.

### **Student Health Needs**

Health services for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. South Valley Prep will comply with all immunization and blood-borne pathogen laws.

### **Ancillary Services**

South Valley Preparatory School will contract with license providers to provide necessary services for students who qualify.

### **Student Transportation**

South Valley Preparatory School may not at this time provide transportation for our “basic” student population. We recognize that students with an Individualized Education Plan (IEP) that require transportation have the right and the opportunity to attend our school. South Valley Prep will negotiate with the transportation contractors if and when a student that fits the above profile enrolls at our school during the first year of operation. In subsequent years, with a more comprehensive understanding of our student population and their particular needs, South Valley Prep will use IDEA funds to provide transportation for special education students that are required to have it based on their IEP

### **Food Services**

On behalf of and with the approval of the Interim Founding Governing Council South Valley Prep has opted to apply for participation in the National School Lunch and Breakfast Program as a Provision 2 School. Based on historical data our proposed student population will come primarily from Universal Free Lunch Program qualifying schools. South Valley Prep will have a high percentage for students that are eligible for free or reduced price meals.

### **Handicap Accessibility**

South Valley Prep will meet all Federal and State requirements for providing full handicap accessibility. The facility at South Valley Prep School will be handicap accessible and all activities will be adapted to meet the need for access.

### **Proposed Health and Wellness Policy**

South Valley Preparatory School recognizes the requirement of developing and implementing a school Health and Wellness Policy to be turned in to the PED. Pursuant to 6.12.5 Sections 1 through 8, South Valley Preparatory School will adhere to all rules and regulations set forth by the State of New Mexico.

#### *School Health Advisory Council*

The South Valley Preparatory School Governing Council shall establish a Health Advisory Council consisting of parents, school board member(s), school administrator(s), school staff, student(s), and community member(s). The Health Advisory Council shall make recommendations to the Governing Council on the implementation, revision, and evaluation of the wellness program. The principal shall be the presiding officer of the Health Advisory Council and shall provide, strengthen, and work within existing school Health Advisory Council to develop, implement, monitor, review, and as necessary, revise school health and physical activity policies. The Health Advisory Council will serve as a resource to school for implementing policies. The Principal is directed to seek the input of the Health Advisory Council in the development of recommendations and administrative regulations to implement this policy.

## VIII. REQUIREMENTS

### A. LEGAL LIABILITY AND INSURANCE COVERAGE

#### **Insurance**

Pursuant to 6.20.2.20 NMAC, South Valley Prep maintains adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978. Surety bonds paid from the operational sub-fund shall be approved by the PED and filed with the secretary of the PED of finance and administration pursuant to Subsection D of Section 22-5-7, NMSA, 1978.

Health benefits will be provided by enrollment in New Mexico Public School Insurance Authority (NMPSIA). South Valley Preparatory School all guidelines set forth in the Public School Insurance Act 22-29-10 NMSA 1978 and the Healthcare Purchasing Act 13-7-1 NMSA 1978.

If you are a full-time employee, or a part-time employee who works more than twenty-five (25) hours per week, you will be eligible to receive insurance. For part-time employees, insurance costs are pro-rated. Insurance Coverage available to the employee and dependents are defined in the benefit summary plan descriptions provided by New Mexico Public School Insurance Authority (NMPSIA).

#### **Group Insurance**

South Valley Preparatory is dedicated to the health and well-being of both our employee and the employee's family. A comprehensive, quality insurance program is available. The employee will become eligible for coverage on the first day of the month following your date of hire.

The following benefits are provided, as defined and limited in the literature provided through the New Mexico Public Schools Insurance (NMPSIA)

- Medical Care Coverage
- Dental Care Coverage
- Vision Care Coverage
- Group Term Life Insurance / Accidental Death and Dismemberment Insurance

Upon enrolling, the employee will obtain summary plan descriptions describing their benefits in detail. Should the employee select coverage, he/she will pay a percentage of coverage based on the coverage he/she selects. SVPS will pay a portion of the insurance premium pursuant to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with SVPS or loss of eligibility to remain covered under our group health insurance program, the employee and his/her eligible dependents may have the right to continued coverage under our health insurance program for a limited period of time at your own expense under the auspices of COBRA.

In addition to the NMPSIA; if deemed necessary, the SVPS will agree to provide for comprehensive general liability, errors and omissions (Governing Council and school leaders), building and contents, blanket occupational accident, and excess workers compensation insurance coverage to extend to the Governing Council, school employees and school activities.

The SVPS consents that it will not grant the faith and credit of the State to any third party or entity. SVPS shall be bound in its authority to contract by the amount of funds secured from the State. Any contracts to which the Charter School is a participant, will be as provided under the 1999 Charter School Act.

Conditional to the requirements and limitations set forth in the state law, authorized to approve contracts, including employment contractual arrangements, will be made by the principal and/or Governing Council.

## **B. WAIVERS**

South Valley Preparatory School shall operate in compliance with all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific state law may be requested, now and at later date, by the Charter School by submitting such a request, in writing, to PED. The request shall include the reasons SVPS is in need of or desires the waiver. Waivers of policies and regulations may be granted only to the extent permitted by state law.

## X. APPENDICES

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## Appendix A

### South Valley Preparatory School English Language Learner Annual Survey

This survey serves the purpose of establishing a consistent and reasonable process for identifying English language learner (ELL) students in private schools. By federal ESEA requirements and expectations charter schools must identify students who are eligible to receive Title III services and to ensure children are counted in determining public school Title III Allocations.

Like participating public school students, identified ELL students in charter schools must be assessed annually for their level of English proficiency in the domains of speaking, listening, reading, writing, and comprehension. SVPS is responsible for administering an annual New Mexico English language proficiency (NMELPA) assessment.

To identify English language learners please consider the following questions. If the answer to any one of these questions would be "Other Language" then that child would be identified as an ELL student.

	English	Other Language(s)
8. What language did the child learn when she/he first began to talk?	.	.
9. What language does the family speak at home most of the time?	.	.
10. What language does the parent(s) speak to her/his child most of the time?	.	.
11. What language does the child speak to her/his parent(s) most of the time?	.	.
12. What language does the child hear and understand in the home?	.	.
13. What language does the child speak to her/his brothers/sisters?	.	.
14. What language does the child speak to her/his friends most of the time?	.	.

Please list on the following table any identified English language learners.

NAMES/GRADES OF ALL CHILDREN IN SCHOOL			
Name	Grade	Name	Grade

<b>SIGNATURE</b>
------------------

---

Signature of Person Completing Survey

Date

Contact will be made by the public school ESL Coordinator for testing of the identified students, in a timely manner.

Created by Melissa Moe, CESA 11 ESL Consultant



# Appendix B

## SEG 9105B

### Proposed Budget

#### Elementary P.E. Program

MEM

Factor  
0.060

Elementary P.E. Units 0.000

**TOTAL MEMBERSHIP PROGRAM UNITS** 92.170

T & E Index (Oct 2006) 1.087

#### National Board Certified Teachers

FTE:

Factor  
1.500

**ADJUSTED PROGRAM UNITS** 100.189

National Board Certified Teachers Units: 0.000

#### Size Adjustment Units

UNITS

Elementary/Mid/Jr. High 47.580  
Senior High 0.000  
District Size 11.472

District Size Adjustment Units 11.472  
Charter Schools not eligible for District Size (11.472)

School Size Adjustment Units 47.580

Rural Isolation Units 0.000

New District Adjustment Units 0.000

**At-Risk Units** At-risk index MEM  
2007-2008: 0.065 78.00

At Risk Units 5.070

Growth Units 0.000

#### Charter Schools Student Activities

(Districts Only)

MEM

Factor  
0.100

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

#### Home School Student Activities

(Districts Only)

MEM

Factor  
0.100

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

**TOTAL PROGRAM UNITS** 152.839

Save Harmless Units 0.000

#### GROWTH & SAVE HARMLESS CALCULATION DATA

2006-07 Actual 40th Day MEM: 78.00

(Enter the District Mem EXCLUDING Charter Mem)

2007-08 Projected MEM: 78.00

(Enter the District Mem EXCLUDING Charter Mem)

2007-2008 Actual 40th MEM

(Enter the District Mem EXCLUDING Charter Mem)

2007-08 Projected MEM (Growth): 78.00

#### Save-Harmless Data

2007-2008 40th Day TOTAL PROGRAM UNITS

(Not Grand Total Program Units)

#### Growth Data

2007-08 Operating Budget Calculation 0.000

Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE

40th Day Calculation 0.000

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

**GRAND TOTAL UNITS** 152.839

x Unit Value \$ 3,674.26

**PROGRAM COST** \$ 561,570.22

#### Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114) \$0.00

Federal Impact Aid (44103) \$0.00

Federal Forest Reserve (44204) \$0.00

**Total Non-Cat Rev Credits** \$0.00

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

#### Other Credits/Adjustments:

Cash Balance Credit \$ -

Energy Efficiency \$ -

Other Misc Credits \$ -

**Total Other Credits** \$ -

Less: Other Credits/Adjustments \$ -

(\$11,231.40)

**STATE EQUALIZATION GUARANTEE \$550,338.82**

**SIZE ADJUSTMENT UNITS:**

PED 910B-6

# Appendix C

## Five Year Budget Plan

School Name:				South Valley Preparatory School				Date:							
FUND	FUNCTION	OBJECT	CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES				Function 1000 - Instruction											
	Personnel Services - Compensation														
11000	1000	51100	1411		Salaries Expense: Teachers Grades 1-12	\$202,500.00	4.50	\$247,500.00	5.50	\$292,500.00	6.50	\$337,500.00	7.50	\$382,500.00	8.50
11000	1000	51100	1412		Salaries Expense: Teachers Special Education			\$22,500.00	0.50	\$45,000.00	1.00	\$67,500.00	1.00	\$90,000.00	1.00
11000	1000	51100	1413		Salaries Expense: Teachers Early Childhood Ed.		0.00								
11000	1000	51100	1414		Salaries Expense: Teachers Preschool (Excludes Special Ed.)		0.00								
11000	1000	51100	1415		Salaries Expense: Teachers Vocational and Technical		0.00								
11000	1000	51100	1416		Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611		Salaries Expense: Substitutes Sick Leave	\$1,800.00		\$2,800.00		\$3,800.00		\$4,800.00		\$5,800.00	
11000	1000	51100	1612		Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613		Salaries Expense: Separation Pay										
11000	1000	51100	1618		Salaries Expense: Athletics										
11000	1000	51100	1621		Salaries Expense: Summer School/After School										
11000	1000	51100	1624		Salaries Expense: Activities Salaries										
11000	1000	51100	1711		Salaries Expense: Instructional Assistants Grades 1-12										
11000	1000	51100	1712		Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713		Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714		Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
					Total: Personnel Services Compensation	\$204,300.00	4.50	\$272,600.00	6.00	\$340,500.00	7.50	\$385,900.00	8.50	\$431,300.00	9.50
Personnel Services - Employee Benefits															
11000	1000	52111	0000		Educational Retirement	\$23,800.95		\$33,802.40		\$44,775.75		\$55,649.10		\$66,520.40	
11000	1000	52112	0000		ERA - Retiree Health	\$2,655.50		\$3,543.80		\$4,426.50		\$5,316.70		\$6,206.90	
11000	1000	52210	0000		FICA Payments	\$12,666.60		\$16,901.20		\$21,111.00		\$23,925.60		\$26,740.20	
11000	1000	52220	0000		Medicare Payments	\$2,962.35		\$3,952.70		\$4,937.25		\$5,926.55		\$6,915.85	
11000	1000	52311	0000		Health and Medical Premiums	\$18,900.00		\$25,200.00		\$31,500.00		\$35,700.00		\$39,900.00	
11000	1000	52312	0000		Life	\$162.00		\$216.00		\$270.00		\$324.00		\$378.00	
11000	1000	52313	0000		Dental	\$1,086.20		\$1,461.60		\$1,827.00		\$2,202.40		\$2,577.80	
11000	1000	52314	0000		Vision	\$340.20		\$453.60		\$567.00		\$680.40		\$793.80	
11000	1000	52315	0000		Disability										
11000	1000	52316	0000		Other Insurance										
11000	1000	52500	0000		Unemployment Compensation										
11000	1000	52710	0000		Workers Compensation Premium										
11000	1000	52720	0000		Workers Compensation Employer's Fee										
11000	1000	52730	0000		Workers Compensation (Self Insured)										
11000	1000	52911	0000		Cafeteria Plan Fees										
11000	1000	52912	0000		Employee Assistance Programs										
11000	1000	52913	0000		Workers Compensation Employee Fees										
11000	1000	52914	0000		Deferred Sick Leave Reserve										
					Total: Personnel Services Employee Benefits	\$62,584.20		\$85,531.30		\$109,414.50		\$126,897.35		\$144,278.60	
Purchased Professional and Technical Services															
11000	1000	53414	0000		Other Professional Services	\$1,500.00		\$1,750.00		\$2,000.00		\$2,250.00		\$2,500.00	
11000	1000	53711	0000		Other Charges	\$1,500.00		\$1,750.00		\$2,000.00		\$2,250.00		\$2,500.00	
					Total: Purchased Professional and Tech Services	\$3,000.00		\$3,500.00		\$4,000.00		\$4,500.00		\$5,000.00	
Other Purchased Services															
11000	1000	55813	0000		Employee Travel- Non-Teachers										
11000	1000	55814	0000		Employee Training - Non-Teachers										
11000	1000	55817	0000		Student Travel	\$1,000.00		\$1,250.00		\$1,500.00		\$1,750.00		\$2,000.00	
11000	1000	55818	0000		Other Travel - Non-Employees										
11000	1000	55819	0000		Employee Travel - Teachers										
11000	1000	55820	0000		Employee Training - Teachers	\$1,500.00		\$1,750.00		\$2,000.00		\$2,250.00		\$2,500.00	
11000	1000	55914	0000		Contracts - Interagency										
11000	1000	55915	0000		Other Contract Services										
					Total: Other Purchased Services	\$2,500.00		\$3,000.00		\$3,500.00		\$4,000.00		\$4,500.00	
Supplies															
11000	1000	56112	0000		Other Textbooks	\$6,225.00		\$8,445.00		\$10,665.00		\$12,885.00		\$15,105.00	
11000	1000	56113	0000		Software										
11000	1000	56118	0000		General Supplies and Materials	\$2,000.00		\$2,500.00		\$3,000.00		\$3,500.00		\$4,000.00	
					Total: Supplies	\$8,225.00		\$10,945.00		\$13,665.00		\$16,385.00		\$19,105.00	
Property															
11000	1000	57331	0000		Fixed Assets (more than \$5,000)										
11000	1000	57332	0000		Supply Assets (\$5,000 or less)	\$0.00		\$1,500.00		\$1,500.00		\$1,500.00		\$1,500.00	
					Total: Property	\$0.00		\$1,500.00		\$1,500.00		\$1,500.00		\$1,500.00	
11000	1000				TOTAL: INSTRUCTION	\$279,109.20	4.50	\$373,326.30	6.00	\$469,054.50	7.50	\$540,447.35	8.50	\$611,844.35	9.50

Function: 2100 - Support Services - Students											
Personnel Services - Compensation											
11000	2100	51100	1211	Salaries Expense - Coordinator/Subject Matter Specialist							
11000	2100	51100	1214	Salaries Expense - Guidance Counselors/Social Workers							
11000	2100	51100	1215	Salaries Expense - Registered Nurse							
11000	2100	51100	1216	Salaries Expense - Health Assistants							
11000	2100	51100	1217	Salaries Expense - Secretary, Clerical, Technical Assistants							
11000	2100	51100	1218	Salaries Expense - School Student Support							
11000	2100	51100	1311	Salaries Expense - Diagnostician							
11000	2100	51100	1312	Salaries Expense - Speech Therapist							
11000	2100	51100	1313	Salaries Expense - Occupational Therapist							
11000	2100	51100	1314	Salaries Expense - Physical Therapist/Recreational Therapist							
11000	2100	51100	1315	Salaries Expense - Psychologist Counselors							
11000	2100	51100	1316	Salaries Expense - Audiologists							
11000	2100	51100	1317	Salaries Expense - Interpreters							
11000	2100	51100	1318	Salaries Expense - Specialists							
11000	2100	51100	1319	Salaries Expense - Special Ed Assistants							
11000	2100	51100	1511	Salaries Expense - Data Processing							
				Total: Personnel Services - Compensation	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
Personnel Services - Employee Benefits											
11000	2100	52111	0000	Educational Retirement	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52112	0000	ERA - Retiree Health	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52210	0000	FICA Payments	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52220	0000	Medicare Payments	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52311	0000	Health and Medical Premiums	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52312	0000	Life	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52313	0000	Dental	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52314	0000	Vision	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100	52315	0000	Disability							
11000	2100	52316	0000	Other Insurance							
11000	2100	52500	0000	Unemployment Compensation							
11000	2100	52710	0000	Workers Compensation Premium							
11000	2100	52720	0000	Workers Compensation Employer's Fee							
11000	2100	52730	0000	Workers Compensation (Self Insured)							
11000	2100	52911	0000	Celebrity Per Fees							
11000	2100	52912	0000	Employee Assistance Programs							
11000	2100	52913	0000	Workers Compensation Employee Fees							
11000	2100	52914	0000	Deferred Sick Leave Reserve							
				Total: Personnel Services - Employee Benefits	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
Purchased Professional and Technical Services											
11000	2100	53211	0000	Diagnostics - Contracted							
11000	2100	53212	0000	Speech Therapists - Contracted							
11000	2100	53213	0000	Occupational Therapists - Contracted							
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted							
11000	2100	53215	0000	Psychologists/Counselors - Contracted							
11000	2100	53215	0000	Psychologists/Counselors - Contracted							
11000	2100	53216	0000	Audiologists - Contracted							
11000	2100	53217	0000	Interpreters - Contracted							
11000	2100	53218	0000	Specialists - Contracted							
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted							
11000	2100	53414	0000	Other Professional Services				\$0.00		\$0.00	\$0.00
				Total: Purchased Professional and Tech Services	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
Purchased Professional and Technical Services											
11000	2100	53414	0000	Other Professional Services	\$4,000.00	\$4,000.00		\$4,000.00		\$4,000.00	\$4,000.00
11000	2100	53711	0000	Other Charges							
				Total: Support Services - Students	\$4,000.00	\$4,000.00		\$4,000.00		\$4,000.00	\$4,000.00
Other Purchased Services											
11000	2100	55200	0000	Property/Liability Insurance							
11000	2100	55813	0000	Employee Travel - Non-Teachers							
11000	2100	55814	0000	Employee Training - Non-Teachers							
11000	2100	55818	0000	Other Travel - Non-Employees							
11000	2100	55914	0000	Contracts - Interagency							
11000	2100	55915	0000	Other Contract Services							
				Total: Other Purchased Services	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
Supplies											
11000	2100	56113	0000	Software							
11000	2100	56118	0000	General Supplies and Materials							
				Total: Supplies	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
Property											
11000	2100	57331	0000	Fixed Assets (more than \$5,000)							
11000	2100	57332	0000	Supply Assets (\$5,000 or less)							
				Total Property	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$4,000.00	\$4,000.00	0.00	\$4,000.00	0.00	\$4,000.00	0.00

Function-2200 - Support Services - Instruction					
Personnel Services - Compensation					
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist	
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants	
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	
11000	2200	51100	1511	Salaries Expense: Data Processing	
		Total: Support Services - Instruction		\$0.00	0.00
Personnel Services - Employee Benefits					
11000	2200	52111	0000	Educational Retirement	
11000	2200	52112	0000	ERA - Retiree Health	
11000	2200	52210	0000	FICA Payments	
11000	2200	52220	0000	Medicare Payments	
11000	2200	52311	0000	Health and Medical Premiums	
11000	2200	52312	0000	Life	
11000	2200	52313	0000	Dental	
11000	2200	52314	0000	Vision	
11000	2200	52315	0000	Disability	
11000	2200	52316	0000	Other Insurance	
11000	2200	52500	0000	Unemployment Compensation	
11000	2200	52710	0000	Workers Compensation Premium	
11000	2200	52720	0000	Workers Compensation Employer's Fee	
11000	2200	52730	0000	Workers Compensation (Self Insured)	
11000	2200	52911	0000	Catereria Plan Fees	
11000	2200	52912	0000	Employee Assistance Programs	
11000	2200	52913	0000	Workers Compensation Employee Fees	
11000	2200	52914	0000	Deferred Sick Leave Reserve	
		Total: Personnel Services - Employee Benefits		\$0.00	0.00
Purchased Professional and Technical Services					
11000	2200	53414	0000	Other Professional Services	
11000	2200	53711	0000	Other Charges	
		Total: Purchased Professional and Tech Services		\$0.00	0.00
Other Purchased Services					
11000	2200	55813	0000	Employee Travel - Non-Teachers	
11000	2200	55814	0000	Employee Training - Non-Teachers	
11000	2200	55818	0000	Other Travel - Non-Employees	
11000	2200	55914	0000	Contracts - Interagency	
11000	2200	55915	0000	Other Contract Services	
		Total: Other Purchased Services		\$0.00	0.00
Supplies					
11000	2200	56113	0000	Software	
11000	2200	56114	0000	Library And Audio-Visual	
11000	2200	56118	0000	General Supplies and Materials	
		Total: Supplies		\$0.00	0.00
Property					
11000	2200	57331	0000	Fixed Assets (more than \$5,000)	
11000	2200	57332	0000	Supply Assets (\$5,000 or less)	
		Total: Property		\$0.00	0.00
		TOTAL: SUPPORT SERVICES - INSTRUCTION		\$0.00	0.00

Function 2300 - General Administration									
Personnel Services - Compensation									
11000	2300	51100	1113	Salaries Expense: Administrative Associates					
11000	2300	51100	1114	Salaries Expense: Administrative Assistants	\$26,000.00	1.00	\$26,000.00	1.00	\$26,000.00
11000	2300	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants					
11000	2300	51100	1511	Salaries Expense: Data Processing					
				Total: Personnel Services - Compensation	\$26,000.00	1.00	\$26,000.00	1.00	\$26,000.00
Personnel Services - Employee Benefits									
11000	2300	52111	0000	Educational Retirement	\$3,020.00		\$3,020.00		\$3,020.00
11000	2300	52112	0000	ERA - Retiree Health	\$338.00		\$338.00		\$338.00
11000	2300	52210	0000	FICA Payments	\$1,612.00		\$1,612.00		\$1,612.00
11000	2300	52220	0000	Medicare Payments	\$377.00		\$377.00		\$377.00
11000	2300	52311	0000	Health and Medical Premiums	\$4,200.00		\$4,200.00		\$4,200.00
11000	2300	52312	0000	Life	\$36.00		\$36.00		\$36.00
11000	2300	52313	0000	Dental	\$243.60		\$243.60		\$243.60
11000	2300	52314	0000	Vision	\$75.60		\$75.60		\$75.60
11000	2300	52315	0000	Disability					
11000	2300	52316	0000	Other Insurance					
11000	2300	52500	0000	Unemployment Compensation					
11000	2300	52710	0000	Workers Compensation Premium					
11000	2300	52720	0000	Workers Compensation Employers Fee					
11000	2300	52730	0000	Workers Compensation (Self Insured)					
11000	2300	52911	0000	Calelella Plan Fees					
11000	2300	52912	0000	Employee Assistance Programs					
11000	2300	52913	0000	Workers Compensation Employee Fees					
11000	2300	52914	0000	Deferred Sick Leave Reserve					
				Total: Personnel Services - Employee Benefits	\$9,911.20		\$10,106.20		\$10,106.20
Purchased Professional and Technical Services									
11000	2300	53411	0000	Auditing	\$5,000.00		\$5,000.00		\$5,000.00
11000	2300	53412	0000	Board/Board Elections					
11000	2300	53413	0000	Legal	\$6,000.00		\$6,000.00		\$6,000.00
11000	2300	53414	0000	Other Professional Services					
11000	2300	53711	0000	Other Charges	\$1,500.00		\$1,500.00		\$1,500.00
				Total: Purchased Professional and Tech Services	\$12,500.00		\$12,500.00		\$12,500.00
Other Purchased Services									
11000	2300	55400	0000	Advertising					
11000	2300	55811	0000	Board Travel					
11000	2300	55812	0000	Board Training					
11000	2300	55813	0000	Employee Travel - Non-Teachers					
11000	2300	55814	0000	Employee Training - Non-Teachers					
11000	2300	55818	0000	Other Travel - Non-Employees					
11000	2300	55914	0000	Contracts - Interagency					
11000	2300	55915	0000	Other Contract Services					
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00
Supplies									
11000	2300	56113	0000	Software					
11000	2300	56115	0000	Board Expenses					
11000	2300	56118	0000	General Supplies and Materials	\$1,000.00		\$1,000.00		\$1,000.00
				Total: Supplies	\$1,000.00		\$1,000.00		\$1,000.00
Property									
11000	2300	57331	0000	Fixed Assets (more than \$5,000)					
11000	2300	57332	0000	Supply Assets (\$5,000 or less)					
				Total: Property	\$0.00		\$0.00		\$0.00
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$49,411.20	1.00	\$49,866.20	1.00	\$49,996.20

Function-2400 - School Administration									
Personnel Services - Compensation									
11000	2400	51100	1112	Salaries Expense - Principal					
11000	2400	51100	1211	Salaries Expense - Coordinator/Subject Matter Specialist					
11000	2400	51100	1217	Salaries Expense - Secretary, Clerical, Technical Assistants					
11000	2400	51100	1511	Salaries Expense - Data Processing					
Total: Personnel Services - Compensation					\$55,000.00	1.00	\$55,000.00	1.00	\$55,000.00
Personnel Services - Employee Benefits									
11000	2400	52111	0000	Educational Retirement	\$8,407.50		\$6,820.00		\$7,645.00
11000	2400	52112	0000	ERA - Retiree Health	\$715.00		\$715.00		\$715.00
11000	2400	52210	0000	FICA Payments	\$3,410.00		\$3,410.00		\$3,410.00
11000	2400	52220	0000	Medicare Payments	\$797.50		\$797.50		\$797.50
11000	2400	52311	0000	Health and Medical Premiums	\$4,200.00		\$4,200.00		\$4,200.00
11000	2400	52312	0000	Life	\$36.00		\$36.00		\$36.00
11000	2400	52313	0000	Dental	\$243.60		\$243.60		\$243.60
11000	2400	52314	0000	Vision	\$75.60		\$75.60		\$75.60
11000	2400	52315	0000	Disability					
11000	2400	52316	0000	Other Insurance					
11000	2400	52500	0000	Unemployment Compensation					
11000	2400	52710	0000	Workers Compensation Premium					
11000	2400	52720	0000	Workers Compensation Employer's Fee					
11000	2400	52730	0000	Workers Compensation (Self Insured)					
11000	2400	52911	0000	Calsetaria Plan Fees					
11000	2400	52912	0000	Employee Assistance Programs					
11000	2400	52913	0000	Workers Compensation Employee Fees					
11000	2400	52914	0000	Deferred Sick Leave Reserve					
Total: Personnel Services - Employee Benefits					\$15,885.20		\$16,710.20		\$17,122.70
Purchased Professional and Technical Services									
11000	2400	53414	0000	Other Professional Services					
11000	2400	53711	0000	Other Charges					
Total: Purchased Professional and Technical Services					\$0.00		\$0.00		\$0.00
Other Purchased Services									
11000	2400	55813	0000	Employee Travel - Non-Teachers					
11000	2400	55914	0000	Employee Training - Non-Teachers	\$500.00		\$500.00		\$500.00
11000	2400	55914	0000	Contracts - Interagency					
11000	2400	55915	0000	Other Contract Services					
Total: Other Purchased Services					\$500.00		\$500.00		\$500.00
Supplies									
11000	2400	56113	0000	Software					
11000	2400	56118	0000	General Supplies and Materials					
Total: Supplies					\$0.00		\$0.00		\$0.00
Property									
11000	2400	57331	0000	Fixed Assets (more than \$5,000)					
11000	2400	57332	0000	Supply Assets (\$5,000 or less)					
Total: Property					\$0.00		\$0.00		\$0.00
11000	2400	TOTAL: SCHOOL ADMINISTRATION			\$71,385.20	1.00	\$71,797.70	1.00	\$72,622.70



		Function-2600 - Operation and Maintenance of Plant											
		Personnel Services - Compensation											
11000	2600	51100	1113	Salaries Expense: Administrative Associates									
11000	2600	51100	1114	Salaries Expense: Administrative Assistants									
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	2600	51100	1219	Salaries Expense: Duty Personnel									
11000	2600	51100	1614	Salaries Expense: Maintenance									
11000	2600	51100	1615	Salaries Expense: Custodial									
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards									
				Total: Personnel Services - Compensation	\$0.00			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits											
11000	2600	52111	0000	Educational Retirement	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52112	0000	EPA - Retiree Health	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52210	0000	FICA Payments	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52220	0000	Medicare Payments	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52311	0000	Health and Medical Premiums	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52312	0000	Life	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52313	0000	Dental	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52314	0000	Vision	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600	52315	0000	Disability									
11000	2600	52316	0000	Other Insurance									
11000	2600	52500	0000	Unemployment Compensation									
11000	2600	52710	0000	Workers Compensation Premium									
11000	2600	52720	0000	Workers Compensation Employer's Fee									
11000	2600	52730	0000	Workers Compensation (Self Insured)									
11000	2600	52911	0000	Cafeteria Plan Fees									
11000	2600	52912	0000	Employee Assistance Programs									
11000	2600	52913	0000	Workers Compensation Employee Fees									
11000	2600	52914	0000	Deferred Sick Leave Reserve									
				Total: Personnel Services - Employee Benefits	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
		Purchased Professional and Technical Services											
11000	2600	53711	0000	Other Charges									
				Total: Purchased Professional and Tech Services	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
		Purchased Property Services											
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment									
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$3,500.00			\$3,500.00		\$3,500.00		\$3,500.00	\$3,500.00
11000	2600	54313	0000	Maintenance & Repair - Vehicles									
11000	2600	54411	0000	Electricity	\$5,000.00			\$5,000.00		\$5,000.00		\$5,000.00	\$5,000.00
11000	2600	54412	0000	Natural Gas (Buildings)	\$2,500.00			\$2,500.00		\$2,500.00		\$2,500.00	\$2,500.00
11000	2600	54413	0000	Propane/Butane (Buildings)									
11000	2600	54414	0000	Other Energy (Buildings)									
11000	2600	54415	0000	Water/Sewage	\$1,000.00			\$1,000.00		\$1,000.00		\$1,000.00	\$1,000.00
11000	2600	54416	0000	Communication Services	\$10,000.00			\$10,000.00		\$10,000.00		\$10,000.00	\$10,000.00
11000	2600	54610	0000	Rental - Land and Buildings	\$54,800.00			\$54,800.00		\$91,000.00		\$109,200.00	\$109,200.00
11000	2600	54620	0000	Rental - Equipment and Vehicles									
11000	2600	54630	0000	Rental - Computers and Related Equipment									
				Total: Purchased Property Services	\$76,600.00			\$94,800.00		\$131,200.00		\$131,200.00	\$131,200.00
		Other Purchased Services											
11000	2600	55200	0000	Property/Liability Insurance									
11000	2600	55813	0000	Employee Travel - Non-Teachers	\$5,000.00			\$5,000.00		\$5,000.00		\$5,000.00	\$5,000.00
11000	2600	55814	0000	Employee Training - Non-Teachers									
11000	2600	55914	0000	Contracts - Interagency									
11000	2600	55915	0000	Other Contract Services	\$5,000.00			\$7,500.00		\$10,000.00		\$12,500.00	\$12,500.00
				Total: Other Purchased Services	\$10,000.00			\$12,500.00		\$15,000.00		\$17,500.00	\$17,500.00
		Supplies											
11000	2600	56113	0000	Software									
11000	2600	56118	0000	General Supplies and Materials									
11000	2600	56210	0000	Natural Gas (Vehicles)									
11000	2600	56211	0000	Gasoline									
11000	2600	56212	0000	Diesel Fuel									
11000	2600	56213	0000	Propane (Vehicles)									
11000	2600	56214	0000	Lubricants/Anti-Freeze									
11000	2600	56215	0000	Tires/Tubes									
11000	2600	56216	0000	Maintenance Supplies/Parts									
				Total: Supplies	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
		Property											
11000	2600	57331	0000	Fixed Assets (more than \$5,000)									
11000	2600	57332	0000	Supply Assets (\$5,000 or less)									
				Total: Property	\$0.00			\$0.00		\$0.00		\$0.00	\$0.00
11000	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$86,600.00	0.00	\$107,300.00	0.00	\$128,000.00	0.00	\$146,700.00	0.00	\$146,700.00



Function 2700 - Student Transportation												
	Personnel Services - Compensation											
11000 2700	51100	1113	Salaries Expense: Administrative Associates									
11000 2700	51100	1114	Salaries Expense: Administrative Assistants									
11000 2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000 2700	51100	1319	Salaries Expense: Special Ed Assistants									
			Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	0.00
	Personnel Services - Employee Benefits											
11000 2700	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700	52315	0000	Disability									
11000 2700	52316	0000	Other Insurance									
11000 2700	52500	0000	Unemployment Compensation									
11000 2700	52710	0000	Workers Compensation Premium									
11000 2700	52720	0000	Workers Compensation Employer's Fee									
11000 2700	52730	0000	Workers Compensation (Self Insured)									
11000 2700	52911	0000	Cafeteria Plan Fees									
11000 2700	52912	0000	Employee Assistance Programs									
11000 2700	52913	0000	Workers Compensation Employee Fees									
11000 2700	52914	0000	Deferred Sick Leave Reserve									
			Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
	Purchased Professional and Technical Services											
11000 2700	53711	0000	Other Charges									
			Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
	Purchased Property Services											
11000 2700	55111	0000	Transportation Per-Capita Feeders									
11000 2700	55112	0000	Transportation Contractors									
			Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 2700			TOTAL: STUDENT TRANSPORTATION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11000 2000			TOTAL: SUPPORT SERVICES	\$271,221.60	3.00	\$297,866.60	3.00	\$19,511.60	3.00	\$341,156.60	3.00	\$341,156.60

		Function:3100 - Food Service Operations											
		Personnel Services - Compensation											
11000	3100	51100	1113	Salaries Expense: Administrative Associates									
11000	3100	51100	1114	Salaries Expense: Administrative Assistants									
11000	3100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants									
11000	3100	51100	1617	Salaries Expense: Food Service									
		Total: Personnel Services - Compensation											
		Personnel Services - Employee Benefits											
11000	3100	52111	0000	Educational Retirement									
11000	3100	52112	0000	ERA - Retiree Health									
11000	3100	52210	0000	FICA Payments									
11000	3100	52220	0000	Medicare Payments									
11000	3100	52311	0000	Health and Medical Premiums									
11000	3100	52312	0000	Life									
11000	3100	52313	0000	Dental									
11000	3100	52314	0000	Vision									
11000	3100	52315	0000	Disability									
11000	3100	52316	0000	Other Insurance									
11000	3100	52500	0000	Unemployment Compensation									
11000	3100	52710	0000	Workers Compensation Premium									
11000	3100	52720	0000	Workers Compensation Employer's Fee									
11000	3100	52730	0000	Workers Compensation (Self Insured)									
11000	3100	52911	0000	Califera Plan Fees									
11000	3100	52912	0000	Employee Assistance Programs									
11000	3100	52913	0000	Workers Compensation Employee Fees									
11000	3100	52914	0000	Deferred Sick Leave Reserve									
		Total: Personnel Services - Employee Benefits											
		Function:3100 - Food Service Operations											
		Purchased Professional and Technical Services											
11000	3100	53411	0000	Auditing									
11000	3100	53413	0000	Legal									
11000	3100	53414	0000	Other Professional Services									
11000	3100	53711	0000	Other Charges									
		Total: Purchased Professional and Tech Services											
		Purchased Property Services											
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment									
11000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds									
11000	3100	54313	0000	Maintenance & Repair - Vehicles									
11000	3100	54411	0000	Electricity									
11000	3100	54412	0000	Natural Gas (Buildings)									
11000	3100	54413	0000	Propane/Butane (Buildings)									
11000	3100	54414	0000	Other Energy (Buildings)									
11000	3100	54415	0000	Water/Sewage									
11000	3100	54416	0000	Communication Services									
11000	3100	54610	0000	Rental - Land and Buildings									
11000	3100	54620	0000	Rental - Equipment and Vehicles									
11000	3100	54630	0000	Rental - Computers and Related Equipment									
		Total: Purchased Property Services											
		Other Purchased Services											
11000	3100	55913	0000	Employee Travel - Non-Teachers									
11000	3100	55914	0000	Employee Training - Non-Teachers									
11000	3100	55914	0000	Contracts - Interagency									
11000	3100	55915	0000	Other Contract Services									
		Total: Other Purchased Services											
		Supplies											
11000	3100	56113	0000	Software									
11000	3100	56116	0000	Food									
11000	3100	56117	0000	Non-Food									
11000	3100	56118	0000	General Supplies and Materials									
		Total: Supplies											
		Property											
11000	3100	57331	0000	Fixed Assets (more than \$5,000)									
11000	3100	57332	0000	Supply Assets (\$5,000 or less)									
		Total: Property											
		TOTAL: FOOD SERVICES OPERATIONS											
11000	3100												

Function-3300 - Community Services Operations					
Personnel Services - Compensation					
11000	3300	51100	1619	Salaries Expense: Adult Education	
11000	3300	51100	1620	Salaries Expense: Recreation	
11000	3300	51100	1621	Salaries Expense: Summer School/After School	
11000	3300	51100	1622	Salaries Expense: Bus Drivers	
11000	3300	51100	1625	Salaries Expense: Extended Services to Students	
Total: Personnel Services - Compensation				\$0.00	0.00
Personnel Services - Employee Benefits					
11000	3300	52111	0000	Educational Retirement	
11000	3300	52112	0000	ERA - Retiree Health	
11000	3300	52210	0000	FICA Payments	
11000	3300	52220	0000	Medicare Payments	
11000	3300	52311	0000	Health and Medical Premiums	
11000	3300	52312	0000	Life	
11000	3300	52313	0000	Dental	
11000	3300	52314	0000	Vision	
11000	3300	52315	0000	Disability	
11000	3300	52316	0000	Other Insurance	
11000	3300	52500	0000	Unemployment Compensation	
11000	3300	52710	0000	Workers Compensation Premium	
11000	3300	52720	0000	Workers Compensation Employer's Fee	
11000	3300	52730	0000	Workers Compensation (Self Insured)	
11000	3300	52911	0000	Cafeteria Plan Fees	
11000	3300	52912	0000	Employee Assistance Programs	
11000	3300	52913	0000	Workers Compensation Employee Fees	
11000	3300	52914	0000	Deferred Sick Leave Reserve	
Total: Personnel Services - Employee Benefits				\$0.00	0.00
Other Purchased Services					
11000	3300	55200	0000	Property/Liability Insurance	
11000	3300	55813	0000	Employee Travel - Non-Teachers	
11000	3300	55814	0000	Employee Training - Non-Teachers	
11000	3300	55817	0000	Student Travel	
11000	3300	55818	0000	Other Travel - Non-Employees	
11000	3300	553914	0000	Contracts - Interagency	
11000	3300	553915	0000	Other Contract Services	
Total: Other Purchased Services				\$0.00	0.00
Supplies					
11000	3300	56118	0000	General Supplies and Materials	
Total: Supplies				\$0.00	0.00
TOTAL: COMMUNITY SERVICES OPERATIONS				\$0.00	0.00
TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES				\$0.00	0.00
TOTAL: OPERATIONAL FUND				\$550,330.80	7.50

## **Appendix D**

### **South Valley Preparatory School Proposed Governing Council By-Laws**

#### **1. MISSION STATEMENT**

Together with parents and the community, South Valley Preparatory School is committed to creating a professional learning community that empowers students to learn the interconnection between mission of SVPS and the community of the South Valley.

#### **2. EQUAL OPPORTUNITY.**

South Valley Preparatory School affirms its commitment to providing equal treatment of all of its students, parents and employees. Neither SVPS nor the Governing Council shall discriminate against any student, parent or employee on the basis of race, age, religion, color, national origin, ancestry, sex, physical or mental handicap, serious medical condition or sexual orientation or gender identity with respect to his/her rights, privileges, programs, activities, and/or in the administration of its educational programs and athletics/extracurricular activities.

#### **3. GOVERNING LAWS AND POLICIES.**

South Valley Preparatory School must comply with all applicable federal, state, and local laws and regulations as well as the terms and conditions of its charter. Governing council members will, as part of their council orientation program, familiarize themselves with the following key provisions of New Mexico laws:

- Charter School Act (NMSA 1978 §§ 22-8B-1 et seq.)
- School Personnel Act (NMSA 1978 §§ 22-10A-1 et seq.);
- Procurement Code (NMSA 1978 §§ 13-1-1 et. seq.);
- Open Meetings Act (NMSA 1978, Sections 10-15-1 et seq.);
- Public School Finance Act (NMSA 1978 §§22-8-1 et seq.); and applicable rules and regulations issued by the New Mexico Public Education Department (“PED”) (contained in Title 6 of the New Mexico Administrative Code).
- In addition, to the extent the Council has not specifically requested and been granted a waiver from a particular New Mexico Public Education Department (“PED”) those policies which have not been waived, shall apply.

The Governing Council or (“Council”) has a responsibility to ensure that SVPS cooperates in accordance with all applicable laws and regulations, and meets its commitments to its authorizer, the PED, the community it serves, as reflected in its approved charter.

#### **4. GOVERNING COUNCIL POWERS AND RESPONSIBILITIES.**

The primary powers and duties of the Governing Council are to:

- a. Develop operational policies
- b. Recruit, oversee and evaluate the Principal annually;
- c. Review, approve and monitor implementation of the annual budget;

d. Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public schools;

e. Initiate lawsuits or take all necessary steps to protect and safeguard the reputation and interests of SVPS charter school

f. Authorize the repair and maintenance of all property over the amount of \$10,000

g. Enter into contracts consistent with the approved budget for any service or activity that is required to perform in order to carry out the educational program described in the SVP charter and as otherwise in accordance with the New Mexico Charter School Act as amended

h. Adopt rules and policies pertaining to the administration of all powers or duties of the Governing Council

i. Accept or reject any charitable gift, grant, devise or bequest. Each particular gift, grant, devise or bequest accepted shall be considered an asset of SVP

j. Approve amendments to the Charter prior to presentation to the authorizer for approval

k. Make application to the Public School Capital Outlay Council for capital outlay funds

l. Acquire and dispose of property

m. Amend procedures provided for in the Bylaws from time to time consistent with the mission of SVPS charter school;

n. Delegate to the Principal the authority to implement the charter, policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Council from time to time. To the extent reasonable, the Governing Council shall not be involved in the day-to-day operations of the school

o. The Governing Council will have primary responsibility for the development and review of all major policies; be a resource for problem resolution escalated to the General Council by the Principal to the Governing Council according to policies, procedures and appropriate protocol; and review recommendations submitted by the Principal and other Governing Council Advisors. Examples would include, but not be limited to, curriculum, budget development, and final approval of contracts;

p. Promote a cooperative relationship with its charter authorizer; to function in accordance with the New Mexico Charter School Act and resolve any dispute, which may arise between the School and its charter authorizer and the Public Education Department to the mutual benefit of the operation of the Charter School and its authorizer.

q. Such other powers and authorities as provided for by law.

## **5. REPRESENTATIONS BY INDIVIDUAL MEMBERS.**

The Governing Council will not be bound by any statement or action on the part of any individual Governing Council member, unless the Governing Council, by majority vote in a properly convened meeting, delegates authority to that individual member to speak for or represent the entire Council. Unless acting pursuant to said express-delegated authority from the Council, no Council member shall undertake any individual action to implement any plan or action of the Governing Council. In the event a Governing Council member is assisting the Principal to implement school policies, programs or other directives of the Principal, the Governing Council member shall be considered a volunteer and have no special authority beyond that of a volunteer.

## **6. AMENDING GOVERNING COUNCIL BYLAWS.**

Any section or subsection of the Governing Council Bylaws may be altered, suspended or revoked only by a 2/3 (two-thirds) of a quorum vote of the Governing Council unless specifically addressed otherwise by section or subsection.

## **7. COUNCIL MEMBERSHIP.**

### **A. Positions on Council.**

The Governing Council shall have no fewer than 5 (five), but no more than nine (9) voting members. The voting members of the Council shall consist of no fewer than two (2), but no more than four (4) qualified parent members and no fewer than three (3) and no more than five (5) qualified business or local community members. The Council shall determine, prior to February 1 of each election cycle, whether the make-up of the Council shall be increased or otherwise changed. However, in no event shall the number of voting Council members be less than five (5).

One additional position shall exist as *ex officio members* of the Governing Council to serve as advisory to the Council but shall have no vote. He one ex-officio member of the Governing Council shall be the Principal, and this position will be an inherent responsibility of employment of the Principal.

### **B. Qualifications.**

The candidates for positions on the Governing Council shall be considered based upon professional skills and areas of expertise including but not limited to legal, financial, real estate, education, business, workforce development. Potential members must also demonstrate collaborative and problem-solving skills and attitudes, an ability and willingness to devote substantial time and energy to serving on the Council (including the requirement that each Council member shall chair and regularly participate in the activities of at least one Council or school committee), and a willingness and ability to devote their time and energy to acting in the best interests of SVPS as a whole, rather than the interests of any particular interest group. As much as possible, Governing Council members shall reflect the ethnic diversity that makes up the state of New Mexico.

### **C. Staggered Terms.**

Terms and Council seats shall be staggered so that the Governing Council will not lose more than 60% of its members at any one election. Each position will be elected for a 3-year term. Council members may run subsequent terms.

**D. Nominating and Recruitment Committee.**

The Council shall appoint a standing Nominating Committee. The Nominating Committee shall solicit applications, recruit potential candidates, and screen applicants and recruits for each of the positions on the Council to be filled.

**E. Nominating Petitions.**

Any person, who desires to be considered for one of the Elective Positions on the Council, shall submit a letter of interest to the Council. At a Council meeting to be decided by the Council, the Council shall vote to approve or disapprove, as a whole, any candidates for any open position(s). If approved, all such candidates shall be seated as members of the Council for the relevant terms. If the Council as a whole disapproves such candidates, the Council shall reconvene the Nominating Committee to develop a new slate of candidates for the uncontested positions and hold another election. Those members whose position is expired shall serve until their positions are filled. If there is more than one candidate for any Elective Position, then the Council shall interview and appoint members to the Council. The term of the “appointed seat” shall be for one year or until filled during a regularly scheduled election. If the seat is subsequently filled by an election, the position shall only be for the duration of the term for that position.

**F. Restrictions on Council Members.**

In no event shall any of the voting members of the Council be employees of SVPS, which shall for this purpose include persons receiving compensation as an independent contractor, or spouses of another Governing Council member.

**G. Automatic Removal of Certain Council Members.**

(1) Termination of a SVPS Governing Council Member. A Council member who occupies a Council position by virtue of his or her employment relationship to SVPS (e.g., administrator, faculty or adjunct faculty member, parent/guardian of a SVPS student, etc.), will be deemed to have automatically resigned from his or her position on the Council upon termination or severance of his/her relationship with the school.

(2) Termination of Independent Contractor Status. Any candidate for council membership, who may be otherwise qualified except for his/her status as an independent contractor to SVPS, must choose either to withdraw his/her candidacy or terminate his/her contractor status.

**H. Recall of Elective Council Members.**

If at any time the Council shall receive a recall petition with respect to any member serving in an Elective Position, signed by at least seventy-five percent the school community, the Council shall arrange for a recall election to be held within thirty (30) days thereafter. Constituents eligible to vote for such position shall vote by ballot in such recall election, and such member shall be recalled and removed from office if more than fifty percent (50) of the votes cast in such election are cast for removal.

**I. Vacancies.**

A vacancy on the Council caused by a member’s resignation, removal by vote of the Council, a recall, death, refusal to serve, or incapacity, will be filled by majority vote of the remaining

Council members, unless the Council elects to convene a Nominating Committee to fill the vacancy. In the event the Council elects to convene a Nominating Committee, Elective Positions may be subject to election as provided above.

#### **J. Attendance**

Governing Council members are expected to regularly attend Council meetings. If a Council member anticipates that he or she will not be able to attend a meeting, the Council member shall notify the Chairperson or designee of the Council of his or her impending absence in advance of the meeting. If a Council member, as a result of an emergency or illness, is unable to notify the Chairperson or designee of the Council in advance that he or she will be unable to attend a meeting, the Council member shall notify the Council Chairperson or designee in a timely manner following the meeting of the reason for his or her absence.

#### **K. Removal from Council**

A Council member may be removed by a majority vote of the remaining Council members for the following reasons:

1. If a member of the Governing Council misses three consecutive regular meetings or three out of six consecutive regular meetings, the office of such member may be declared vacant by a vote of a majority of the remaining members of the Council.
2. If a member of the Governing Council knowingly violates any policy or procedure adopted by the Governing Council, the office of such member may be declared vacant by a vote of a majority of the remaining members of the Council.
3. If a member uses his or her position to gain from the school, financially or otherwise.

#### **L. Filling Vacancy upon Removal.**

Any vacancy of an office on the Governing Council created pursuant to this section shall be filled in the same manner as other vacancies on the Governing Council are filled. Any member of the Governing Council who has his or her office declared vacant or vacated pursuant to this section shall not be eligible for appointment or election to the Governing Council until the term for which he or she was originally elected or appointed has expired.

As used in this section, "regular meeting" means a meeting of the members of the Governing Council about which notice has been published. No office of a member of the Governing Council shall be declared vacant under this section for any absence or other event that occurred prior to the date of adoption of these Bylaws.

### **8. CONFLICT OF INTEREST POLICY.**

#### **A. General Principles**

All Council members have a duty of loyalty and a duty of care towards SVPS charter school. It is the responsibility of all Governing Council members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude conflict between the interest of SVPS and the personal interests of the Governing Council member. Likewise, it is the responsibility of the school to conduct all its business and operations impartially in accordance



with all laws and in conformity with the highest ethical and professional standards. All hiring and other transactions imposing financial and/or legal obligations on the school shall be made with the best interests of the school as the foremost consideration.

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

### **B. Conflict of Interest Definition**

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

Hiring a Governing Council member's relative as an employee, whether full-time or part-time.

Acquiring, leasing, and selling any property, facilities, materials, or contract services (e.g., financial, legal, public relations, and computer) under circumstances in which there is direct or indirect compensation to a Governing Council member or his/her relative or a Related Entity of the member.

Using confidential information acquired by virtue of their associations for their individual or another's private gain.

Requesting or receiving and accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as Council members.

Influencing or having the appearance of influencing business with suppliers to SVPS, which results in the financial benefit to a Governing Council member, his or her relatives or a Related Entity.

### **C. Deliberations and Voting on Conflict Issues:**

In order to avoid conflicts of interest and the appearance of impropriety Council members shall not participate in open meeting or Closed Session deliberations or votes relating to the discipline of (i) himself or herself; (ii) any relative of the Council member; or (C) any transaction between SVPS and any Related Entity of the Governing Council member. "Closed Session" shall mean any portion of a Governing Council meeting that is properly closed to the public in accordance with the provisions of the state Open Meetings Act.

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

(i) The transaction is financially no less favorable to the school than would be available in an arm's length transaction between unrelated parties;

(ii) no Governing Council member will be in a position to influence decisions relating to the employment, supervision, compensation or discipline of a relative;

(iii) no Governing Council member will be in a position to influence decisions relating to any transaction between SVPS and any Related Entity; and (iv) the benefits of SVPS outweigh any appearance of a conflict of interest.

#### **D. Violation of Conflict of Interest Policy.**

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

#### **E. Transactions with Interested Council Members.**

SVPS shall not enter into any financial transaction with any Council member, any relative of a Council member, or any other person or entity in which the Council member or relative of the Council member has a direct or indirect financial interest unless during a public meeting: (a) the nature of the direct or indirect financial interest is fully disclosed to the Council; and (b) the transaction is expressly approved by a majority of the Council members present at such meeting who have no direct or indirect personal financial interest in the transaction, provided a quorum of the full Council is present at such meeting. A written contract or other written memorandum shall evidence all such interested transactions approved by the Council, and be reflected in Council Minutes. Each Council member shall be responsible for disclosing to the Council the existence of any such direct or indirect interest. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Council.

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

#### **9. NEPOTISM.**

The Council will not initially employ or approve the initial employment in any capacity of a person who is a Council member (unless the offer of employment is contingent upon such

member's resignation from the Council), the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, or daughter-in-law, or sibling of any Council member. The Council may waive the nepotism rule for family members of a head administrator. The Council shall carefully consider the potential impact on the integrity, efficiency, discipline and public perception in the employment of any person who is the parent of a student. Nothing in this section shall prohibit the continued employment of a person employed on or before the adoption date of these Bylaws.

#### **10. MISUSE OF POSITION.**

No Council member will use his/her position to attempt to influence the decision of any employee to grant special treatment to (a) the child or ward of such Council member, (b) any relative of such Governing Council member, or (c) any "Related Entity". For purposes of these Bylaws, a "Related Entity" is a business enterprise, nonprofit organization or other entity with respect to which such Governing Council member, or a relative of such Governing Council member (i) has a direct or indirect financial interest; (ii) is an officer or director; or (iii) is otherwise in a position to control the management or decision-making of such entity. Every Council member and every SVPS employee who is a parent or ward of a SVPS student shall inform his or her child that he or she is required to follow all rules, policies and procedures applicable to SVPS students, that he or she is not entitled to special treatment by virtue of the relationship with a Council member or employee, and that any attempt to seek such special treatment may result in disciplinary action.

#### **11. COUNCIL COMMITTEES.**

The Council may establish standing committees, which may consist of Council members and non-Council members. Committee assignments and chairmanships will be determined by action of the entire Council, provided that at least one Council member shall serve on each committee. Standing committees of the Council shall include a finance committee; nominating committee, the time and place of all Committee meetings shall be announced to the Council. All Council members may attend any committee meeting if the meetings are properly noticed pursuant to the Open Meetings Act. In addition, the Principal is empowered to establish committees within the school that report to the Principal or, if necessary, report to the Governing Council. The function of committees will be fact-finding, deliberative, and advisory, rather than legislative or administrative. Committee recommendations that require school-wide policy changes must be submitted to the Council. The responsibility of each committee shall be reflected in a memorandum approved by the Council and filed with these policies.

The Council may appoint ad hoc advisory committees when and as determined to be necessary or advisable by the Council. Ultimate authority to make decisions will continue to reside with the Council.

All committees shall keep written minutes of their meetings, and shall periodically present written reports to the Council containing committee recommendations. Committees shall comply with the Open Meetings Act, when applicable. At no time shall a Governing Council Committee act or vote on behalf of the Governing Council without prior written approval to do so.

## **12. COUNCIL ORGANIZATIONAL MEETING.**

The Council will hold its annual organizational meeting at which officers shall be elected, during the first regular Council meeting in Fall 2010, unless no incumbent officers remain on the Council at the time a new Council takes office. In this instance, the Council will hold its annual organizational meeting during the first regular Council meeting after the approval of the charter. The offices of the Council to be elected include at least a President and Secretary. Responsibilities of these offices shall be those ordinarily incumbent thereon.

## **13. REGULAR COUNCIL MEETINGS.**

Regular meetings of the Council will be scheduled for the third Tuesday of each calendar month. The date and time of regular meeting may be changed by action of the Council, provided notice of the change has been properly published as required by the Open Meetings Act. Council meetings will be held at a location determined by the Council. A special Council meeting may be called by the Council President, or by a quorum of Council members. Advance notice of a special meeting will be given to all Council members in accordance with the Open Meetings Act (NMSA 1978, Section 10-15-1).

The Council shall consider at least once annually what constitutes reasonable notice for all regular, special and emergency meetings as contemplated by the New Mexico Open Meetings Act and, thereafter, pass an appropriate resolution adopting policies and procedures for complying with the Act. The Resolution shall be posted for public information.

Additional notification of meetings shall be sent to the Teacher's Representative, the PTA/PTO parent organization executive, and posted on the SVPS website for community access in accordance with the New Mexico Open Meetings Act.

## **14. COUNCIL AGENDA.**

The Chairperson or Chairperson's designee sets council agendas. A request to have an item placed on the agenda must be submitted to the Chairperson at least 24 hours prior to the required time the agenda must be posted. The Chairperson shall have the discretion to add agenda items up to the time the agenda must be posted. A request to have an item placed on the agenda must be made in writing and include all documents and materials the person anticipates presenting. The Chairperson or designee shall provide a copy of the agenda and all documentation to be considered by the Council at the meeting to each Council member at least 24 hours prior to the meeting.

## **15. COUNCIL AND COMMITTEE DELIBERATIONS.**

All Council members shall work collaboratively with each other, with the sole goal of achieving the SVPS educational mission. The Council has been constituted so as to include a broad spectrum of experience and perspectives, and every Council member shall be afforded the opportunity to express his or her opinion, in a professional manner, about matters before the Council. Council members shall refrain from non-constructive or personality-based comments that do not advance SVPS mission. Because the Council makes decisions as a deliberative body, it is expected that, except in extraordinary circumstances, Council members will voice their

opinions to other Council members about Council matters in the context of Council and/or committee meetings, rather than in private communications among Council members. Council members shall be expected to keep confidential any deliberations or discussions that take place in the closed session meetings. It is expected that Council members will raise concerns or share information about closed session meetings within the context of Council and/or other committee meetings with other members of the Council and appropriate staff members only. Until such decisions are ready for public comment, such information will not be shared with the school community at large.

#### **16. ADDRESSING THE COUNCIL.**

An individual may speak at a Council meeting on any item(s) that appears on the adopted agenda after being recognized by the Chairperson, or in his or her absence, the acting chair, of the Council. All presentations should be brief and each individual speaking on an agenda item will be limited to three (3) minutes, unless otherwise instructed by the Chairperson.

Complaints about individual employees will not be heard at Council meetings or at community meetings, but should be raised pursuant to the general complaint policy adopted by the Council.

#### **17. COUNCIL MINUTES.**

A record of all actions of the Council will be set forth in the official minutes of the Council. The minutes and recordings will be kept on file pursuant to New Mexico record retention requirements at a minimum. The Council will maintain a separate handbook of its minutes and resolutions passed by the Council.

#### **18. COUNCIL MINUTES AND RECORDS.**

The Principal, or administrative staff to whom the Principal shall delegate such responsibility, shall take the minutes of all Council meetings, and provide a written copy thereof for approval at the next Council meeting. The Principal shall also supervise the handbook of resolutions passed by the Council and the indexed record of action. A draft copy of the minutes shall be made available for public review by no later than 10 days after each meeting of the Council. Minutes shall be approved at the next regularly scheduled meeting of the Council.

#### **19. PARLIAMENTARY AUTHORITY/QUORUM.**

Roberts' Rules of Order, newly revised, will govern the Council, except when in conflict with applicable laws or regulations, which then prevail. Although most items are handled by appropriate motion procedures, *consensus action* is also used.

Unless otherwise specified by Council policy, procedure or resolution, a quorum shall consist of a simple majority of Council members in office, and any action may be taken upon the approval of a majority of those members present, provided a quorum is present.

#### **20. ALTERNATIVE DISPUTE RESOLUTION PROGRAMS.**

The Council recognizes the existence and effectiveness of alternative dispute resolution programs. Use of alternative dispute resolution programs can result in the early, fair, efficient, cost effective, and informal resolution of disputes. Appropriate use of alternative dispute resolution methods is hereby determined to be in the best interest of the charter school. The

Governing Council shall publish a thorough and concise set of dispute resolution policies and provide them in the appropriate school policy publications as they apply

## **21. POLICY ADOPTION.**

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Council. Proposals regarding policies may only originate with a Council member, Council advisors, or committees formed by the Council for the purpose of investigating and developing policy. Staff members, students, civic groups, parents or other interested citizens may request that a Council member or the Principal sponsor a proposed policy.

The Council will adhere to the following described procedure in considering and adopting policy proposals to ensure that such proposals are thoroughly examined before final action. After review, the Governing council will make such proposed policies available for public comment by staff members, students, civic groups, parents or other interested citizens, for a period of at least seven (7) days. Notice of such proposed policies shall be included in SVPS newsletter and/or posted in a prominent location at the school. Upon request, the Principal shall make copies of the proposed policies available to interested parties. Comments on the proposed policies must be submitted in writing to the Principal by the deadline specified by the Council. Following such public comment period, the Council shall consider any comments received and determine whether changes to the initial draft policies should be implemented. After such consideration by the Council, and adoption of any recommended changes, the Council shall present its final recommended policies or revisions. The public comment process shall apply to all policies proposed by the Council after the date these Bylaws are adopted by the Council.

## **22. SIGNATORY AUTHORITY**

Unless otherwise revised by a Governing Council resolution, all contracts entered into by the Charter School shall be signed by the Council Chairperson and/or the Principal with the consent of a quorum of the Council members. The Council members shall from time to time establish the dollar limits of checks and contracts requiring the signatures of more than one authorized person. The Governing Council may by a majority vote, delegate authority to sign contracts within a certain dollar amount as described by resolution, to the Principal.

## **23. INSURANCE, BORROWING AUTHORITY, FUND DEPOSITS, MISCELLANEOUS**

A. Insurance. The school shall purchase and maintain insurance for all past or present employees, volunteers, and Council members for their activities while acting on behalf of or in the service of SVPS.

B. Authority to Borrow, Encumber Assets. No governing council member, officer, agent or employee shall have any power or authority to borrow money on the school's behalf, to pledge its credit or to mortgage or pledge its real or personal property.

C. Deposit of Funds. All funds shall be deposited to the credit of the school in such banks, trust companies or other depositories as the governing council may approve or designate, and all such funds shall be withdrawn only in the manner or manners authorized by New Mexico Public School Finance Act, or other applicable law or regulation.

**24. DISSOLUTION.**

If deemed advisable by the Council that South Valley Preparatory School should be dissolved, the Charter School in collaboration with the Public Education Commission and the New Mexico Public Education Department shall devise an appropriate plan for closing the school and transferring assets as required by applicable statutes and regulations.

**CERTIFICATE OF ADOPTION**

The undersigned officers hereby certify that these Bylaws were duly adopted by South Valley Preparatory School Governing Council on \_\_\_\_\_, 2010.

By: \_\_\_\_\_  
Chairperson

By: \_\_\_\_\_  
GC Member

By: \_\_\_\_\_  
GC Member

By: \_\_\_\_\_  
GC Member

By: \_\_\_\_\_  
GC Member

By: \_\_\_\_\_  
GC Member

## **Appendix E**

### **South Valley Preparatory School Proposed Employee Handbook**

#### **Communication Policy**

South Valley Preparatory School promotes open communication among employees to discuss issues concerning but not limited to the educational process, student's needs, and educational planning. If a conflict were to arise the employees need to directly speak to one another, first. If a resolution is not reached, a meeting needs to be arranged with the principal to discuss the issues, problems or concerns. Retaliation and gossip against a person who uses correct channels of communication is unacceptable.

#### **Sexual Harassment**

South Valley Preparatory School offers its employees a working environment free of discrimination. South Valley Preparatory School recognizes that acts of sexual harassment, as defined in Section 703, Title VII of the Civil Rights Act of 1964 (Pub. L. 88-352), as amended, and in the New Mexico State Human Rights Act 28-1-7 NMSA 1978, are illegal and will not be tolerated.

While all forms of unlawful discrimination and harassment are prohibited, it is the policy of South Valley Preparatory School to emphasize that sexual harassment is specifically prohibited. The school is committed to providing a workplace that is free of sexual or other prohibited harassments. The School has zero tolerance for sexual harassment. No individual is to threaten or insinuate, either explicitly or implicitly that submission to sexual advances is a term or condition of an individual's employment, evaluation, compensation, advancement, assigned duties, shifts or any other term or condition of employment or career development. No individual is to favor in any way an applicant or employee because that applicant or employee has performed or shown a willingness to perform sexual favors for the individual. Sexual harassment also includes conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Examples of conduct, which may constitute sexual harassment but are not limited to, are:

1. Sexual flirtations, touching, advances or propositions
2. Verbal abuse of a sexual nature
3. Sexually graphic or suggestive comments about an individual's dress or body
4. Sexually degrading words to describe an individual
5. The display of sexually suggestive objects or pictures in the workplace, including nude photographs
6. Derogatory gender-based humor
7. Unwelcome touching, patting, pinching, or leering
8. Derogatory or sexually explicit statements about an actual or supposed sexual relationship



Any employee who believes that the actions or words of a supervisor, fellow employee or non-employee constitute sexual harassment or other prohibited harassment has a responsibility to report or complain about such conduct promptly to the principal.

Pursuant to NMAC 9.1.1.8, all complaints of sexual or other prohibited harassment shall be investigated promptly, impartially, and in as confidential a manner as possible by the principal. If an employee is not satisfied with the handling of a complaint or the action taken by the principal, then the employee should bring the complaint to the attention of the South Valley Preparatory Governing Council President. In all cases, the complaining employee will be advised of the relevant findings and conclusions. Any complaint against the principal should be reported to the South Valley Preparatory Governing Council President.

No employee will be discharged or retaliated against in any manner because the employee complained of sexual or prohibited harassment, or cooperated with an investigation of a complaint of prohibited harassment. However, if the complaint or the information provided in the investigation is found to be false and made in bad faith, the employee may be subject to discipline up to and including discharge.

Any employee who is found after appropriate investigation to have engaged in sexual or other prohibited harassment of another employee as well as any employee who retaliates against an employee in violation of this policy shall be subject to disciplinary action up to and including termination.

### **Violence in the Workplace**

South Valley Preparatory School prohibits violence in the workplace. Any act or threat of violence will result in disciplinary action, up to and including discharge, and referral to law enforcement.

Examples of workplace violence include, but are not limited to:

- All threats or acts of violence occurring on South Valley Preparatory School property, regardless of the relationship between the SVPS employee and the parties involved
- All threats or acts of violence occurring off South Valley Preparatory School property involving someone who is acting as a representative of SVPS
- Grabbing, hitting, or shoving an individual
- Threatening an individual or his/her family, friends, associates or property with harm
- Intentional destruction of or threats of SVPS property
- Making harassing or threatening phone calls
- Harassing, surveillance or stalking
- Unauthorized possession or inappropriate use of firearms or weapons
- Intimating or harassing students, staff or parents

### **Drug/Alcohol/Smoke/Gun Free Workplace**

South Valley Preparatory School complies with the Federal Drug Free Workplace Act of 1988, which states that it is unlawful to manufacture, distribute, dispense or use a controlled substance in the workplace.

Any employee with a criminal drug statute conviction or participation in a Drug or Alcohol Rehabilitation (DAR) program arising from the same shall so inform the School in writing within in five (5) days of such conviction whether appealed or not, or upon entry in a DAR program, or face immediate suspension. Alcohol and smoking are prohibited inside the School or on its premises.

Firearms and/or other weapons are not permitted in the workplace. Full-time law enforcement officers, while in performance of their duties or attending meetings or classes while on duty, are excluded from this requirement.

### **Political Activities**

Employees of South Valley Preparatory school are encouraged to participate as citizens in the electoral process. However, in order to protect the School's non-partisan stance, the School requires staff whom run for electoral office or who serve on behalf of partisan political appointments to make clear that they are not acting on behalf of the School in doing so. Such political activities must be kept separate from the employee's duties for the School. An employee contemplating seeking elective office or serving on behalf of a political appointment should discuss these issues in advance with the principal. The employees who hold public office will observe compliance with the laws, especially those relating to Article Nine, Section Fourteen (the anti-donation clause) of the Constitution of New Mexico.

### **E-Mail and Internet Use Policy**

E-mail and Internet access are provided only in connection with the employee's duties for the School. Use of e-mail, School computers and computer systems, or Internet for any other purpose may subject the employee to disciplinary action up to and including dismissal.

### **Proper Use of Email**

Email is an almost instantaneous communication tool that must be treated as a formal means of communication. Employees should use care in composing and sending e-mail. The following guidelines set forth practices that should be followed when using e-mail:

- Be careful and sensible when composing and sending e-mails
- Treat and use e-mail communications like other forms of communicating, such as written letters
- Delete messages regularly unless there is a reason to maintain access to them on the computer. But, remember, e-mail messages may still exist even after they are deleted.
- Print, retain, and file paper copies of relevant messages needed for future reference or to confirm sending or receipt.
- Employees should exercise caution before opening attachments to e-mail received from outside the School. There is a risk that such attachments may contain programs or executable viruses that carry viruses. Do not open attachments unless the source and/or sender can be verified.

### **Prohibited Conduct through E-mail**

Employees may not use School-granted e-mail, computers and computer system, or Internet Access for any of the following:

- Personal use or any use unrelated to the employee's duties; soliciting business opportunities or money for personal gain or conducting personal business
- Communicating, viewing, transferring, making, copying, sending, retrieving, receiving, printing, or disseminating obscene, pornographic, abusive, slanderous, defamatory, harassing, sexually oriented, discriminatory, vulgar, threatening, and/or offensive material
- Communicating, viewing, transferring, making, copying, sending, retrieving, receiving, printing, or disseminating frivolous material or any material not appropriate for School purposes
- Communicating, viewing, transferring, making, copying, sending, retrieving, receiving, printing, or disseminating that are disparaging to others
- Unauthorized communicating, viewing, transferring, making, copying, sending, retrieving, receiving, printing, or disseminating of material that is confidential or proprietary to the School, including authorized posting of any material on the World Wide Web
- Communicating, viewing, transferring, making, copying, sending, retrieving, receiving, printing, or disseminating unauthorized messages concerning the School or its operations
- Communicating, viewing, transferring, making, copying, sending, retrieving, receiving, printing, or disseminating any copyrighted materials in violation of copyright laws; unauthorized downloading, uploading, copying, or using software off of the Internet; accessing the Internet through any means or services other than the account provided by the School; accessing or using non-School e-mail accounts through the School's computer system
- Making, copying, transmitting, communicating, sending, or disseminating e-mail messages that constitute "chain letters"; gambling; engaging in any activity in violation of local, state or federal law; any other activity; deemed by the School to be in conflict with this policy.

The above list is non-exhaustive and is illustrative only. Engaging in enumerated conduct or other inappropriate conduct via e-mail, school computers and computer system, or the Internet will subject the employee to disciplinary action up to per discretion of the administrator.

### **Solicitations and Distributions**

Solicitation for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-SVPS literature in work areas at any time during working time. Working time is defined as the time assigned for the performance of your job and does not apply to break periods and meal times. Employees are not permitted to sell raffle tickets, merchandise or otherwise solicit or distribute literature without principal approval.

Persons who are not employed by SVPS are prohibited from soliciting or distributing literature on SVPS property.

### **Tutoring or Advising**

With the exclusion of school personnel receiving stipends for extra- or co-curricular activities, school personnel are not permitted to receive pay for tutoring or advising any students assigned to them for classroom teaching or other school functions.

**Field Trips/Activity Trips**

The principal must approve field trips for students. A field trip is defined as a school sponsored trip for students, which is a first-hand educational experience to supplement class activities away from the campus.

"Activity trips" are trips sponsored by school activity clubs or trips that are non-educational in nature and are used to reward academic, athletic or behavioral accomplishments. The principal can approve activity trips that are non-educational in nature providing that the trips have been defined and structured as part of the educational environment. Activity trips require insurance.

**Parent Permission**

Students going on field trips to supplement class activities or activity trips must have the approval of the principal in advance and the written consent of the parent/guardian prior to the trip. The signed permission forms will be in the possession of the teacher/sponsor who accompanies the students on the trip. A list of students who have signed permission forms will remain in the school office during the trip. The list should indicate which students with permission forms were absent. It is the teacher's responsibility to arrange for supervision of students who did not provide signed permission forms.

**Approval Requirements**

Within the city boundaries: Written request, 5 days in advance for principal approval

In and Out of State (Outside of the city boundaries): Written request on, 10 days in advance for principal approval.

**Proposed Transporting Students**

The preferred mode of transportation is contracted bus. If the required mode of transportation is not adhered to, the field trip will not be approved.

Specialized busing may be required for students with IEP mandates.

**Chaperone Minimum Standards**

At least one member of the school staff shall be the primary chaperone for student field and activity trips; however, if sufficient staff is not available for the remaining required number of chaperones, the next preferred would be parents or guardians. It is important to advise parents or guardians that non-school aged children will not be allowed, since chaperones will need to provide full attention to the students on the trip. The principal will approve a list of chaperones prior to each field trip. The principal and trip sponsors are responsible for the reliability of non-school staff chaperones.

The middle school chaperone minimum standard is 1 chaperone for every 10 students. These are minimum standards; higher chaperone/student ratios are encouraged to reduce the risk of student injury/accident. The chaperone minimum standard for students with disabilities requires higher chaperone/student ratios in order to reduce the risk of student injury/incident. Some students may need 1 to 1 supervision; whereas, supervision ratios for others may be decreased as per the individual student's mobility, mental capacity, and behavior. The principal and teacher working

with a particular group of students are the best authority regarding the appropriate ratio of supervision.

### **Controversial Issues and Outside Speakers**

In accordance with negotiated contracts, teachers will observe the following with regard to direct student instruction:

1. Without minimizing the importance of generally accepted truths and values, SVPS staff agrees to foster dispassionate, unprejudiced, scientific studies of controversial issues in an atmosphere free from bias and prejudice.
2. The teacher will serve as an impartial moderator and will not attempt, directly or indirectly, to limit or control the opinion of pupils on controversial issues. It is the intent of the policy that the teacher will foster a balanced study of issues.
3. Freedom to teach is essential to the accomplishment of the SVPS goals. Therefore, teachers have the right and responsibility to exercise professional judgment, within the limits of the above guidelines, in initiating and actively pursuing consideration of controversial issues.
4. Teachers must inform the principal three days in advance of all guest speakers appearing in their classrooms.
5. A method of involvement of teachers will be provided at the school when complaints are received on controversial issues. A copy of recommendations made at the school level will be provided to the governing board.
5. In the event the Principal believes that a teacher's presentation (oral, written, or visual) of a controversial issue falls outside these Guidelines, the Principal will so advise the teacher, discuss the basis of his/her objections and recommend an alternative approach to the issue. The teacher shall adopt the Principal's recommendation.
6. Political signage or discussion will be balanced and no particular political position or candidate will be advocated for by the teaching staff or any other employee of South Valley Preparatory.

Students will observe the following:

1. Students have the right to encounter diverse points of view. They will have opportunities to hear speakers and view presentations representing a wide range of views in classes, clubs, and assemblies under guidelines established by SVPS.
2. If it is established that a student and/or parent objects as a matter of principle to participation in an activity assigned by school personnel, an alternative activity will be assigned without penalty or embarrassment to the student.
3. As a public institution the schools have a commitment to objectivity and fairness in the presentation of all sides of an issue.

### **Use of Videos and DVDs**

For the use of videos, DVDs, and other instructional media consider the following:

- Capacity of the video, DVD, or instructional media to support the curriculum.
- Capacity to reach the personal interest level and ability of students.
- Importance of the subject matter.
- Compliance with all copyright laws and regulations

- Age appropriateness using Motion Picture Association of America guidelines where applicable and reviews from other recognized sources.

### **Procedures for Using All Videos/DVDs and Other Instructional Media**

Teachers or other staff members using videos, DVDs, and instructional media will be responsible for following all school procedures regarding their use. Lesson plans should support valid instructional standards. If it is established that a student or parent/guardian objects as a matter of principle to viewing of a particular video/DVD, a meaningful alternative, related activity will be assigned without penalty or embarrassment to the student.

### **Movies**

Movies shown at SVPS are to be instructionally focused, unless the movie is shown as part of the school wide student incentive program. The following guidelines are to be followed:

- G - No signed permission form is necessary.
- PG – Permission slip is required for 6<sup>th</sup> grade only.
- PG13 – All students 13 years old and under must have parent permission. (Parents/Guardians must receive one week advanced written notice)
- R and X movies are not to be shown on SVPS campus.

### **Alternative Assignments**

Alternative assignments must consist of useful work related to valid instructional goals. They may not be punitive or burdensome in length of time or type of work required. Parents may be asked to assist in designing an alternative assignment.

### **Proposed Standards of Conduct**

At South Valley Preparatory School all employees will adhere in the up most professional manner. Whenever people gather together to achieve goals, some rules of conduct are needed to help everyone work together efficiently, effectively, and congenially. By accepting employment with SVPS, you have a responsibility to the School and your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary.

### **Personnel Conduct with Students**

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

### **Personnel/ Student Confidentiality**

Employees are prohibited from using or distributing confidential information of employees or students of SVPS acquired by virtue of their associations with the School for their individual or another's private gain.

### **Employee Dress Policy**

South Valley Preparatory School recognizes that professional attire helps set the tone of an educational system. Our professional appearance helps reflect the finest traditions of the teaching profession by establishing a sense of trust and confidence within our community. Our

professional appearance should be one that enhances our primary goal of student learning and achievement. Employees' attire should at all times be distinguishable from students' attire.

### **Rule**

All employees should exhibit a professional appearance in a manner and style in accordance with the following guidelines set forth by South Valley Preparatory School.

### **General Expectations**

Employees of South Valley Preparatory School shall:

1. Maintain a level of personal hygiene necessary to
  - Ensure an appropriate educational environment and to refrain from any mode of dress which is not exemplary for students.
  - Ensure a healthy school or work environment.
2. Adhere to administrative regulations related to appropriate dress/equipment for safety purposes.
3. Observe a standard of grooming and appearance consistent with the level of formality of the school or work situation.

### **Minimum Standards:**

- During the work day and anytime employees attend work-related activities, employees shall exhibit a professional appearance. Examples of clothing fostering a professional appearance include the following but are not limited to: collared shirts; dress slacks; dress coordinates, dresses, etc. Exceptions would include those positions which have specified separate dress expectations such as School Food Service, Transportation, and Maintenance.
- Body alteration or modification is prohibited if it is intentional and results in a visible, physical effect that detracts from a professional image. Tattoos and brands anywhere on the body that are obscene, advocate sexual, racial, ethnic or religious discrimination or that are of a nature that tends to bring discredit to the School are prohibited. Prohibited alterations, modifications, tattoos or brands must be covered with articles of clothing, or other appropriate material is small, so they are not visible to students or other employees.
- Employees are prohibited from attaching, affixing or displaying objects, articles, jewelry or ornamentation to or through the nose, tongue, face, or any exposed body part except for earring worn only on the ear(s).
- Every Friday is "Spirit Day"; therefore, the acceptable clothing for this designated day includes the following: jeans; wind suits; non-collared shirts with the school logo or school colors; athletic shoes; other items deemed appropriate by the Governance Council or principal.
- Some school-sponsored activities, such as field trips, necessitate dress other than that appropriate for a normal workday. Employees who have questions regarding acceptable dress for these activities should consult the principal.
- The minimum standards of employees regarding dress and grooming will exceed those standards required of students per dress code.

**Enforcement of the standards of professional appearance**

The Principal shall be responsible for enforcing the standards of professional appearance based on his/her evaluation of the impact an individual's appearance has upon the school climate, educational process, or the school's image in the community. The Principal shall be the final judge as to the appropriateness of wearing apparel.

**Culturally or Ethnically-based attire**

South Valley Preparatory values the racial, ethnic, and cultural diversity of its employee base and demonstrates sensitivity to it by establishing as the school's goal that employees of all backgrounds feel welcome.

Principals are authorized to approve, on a case-by-case basis, expectations to the code for employees who want to occasionally wear culturally or ethnically-based clothing. Exceptions must be requested and granted prior to the employee's wearing the clothing to their work site. If a Principal is approached by an employee requesting permission to wear cultural or ethnic-based clothing, he/she should observe the following guidelines:

- Ask the employee to put his/her request in writing to you, specifying what he/she wants to wear, why and when he/she wants to wear it.
- If the request is appropriate, will not present a health or safety hazard, and will maintain the professional image of the school, it should be approved.
- Approval should be documented in writing to the employee.
- A copy of the written approval should be retained in the school's files.

If the principal believes the request should be denied then the request and the principal's rationale for the denial should be forwarded to the Governing Council in an open meeting with the final decision made by the Governance Council at that point in time. Employee will be notified in writing of final decision.

**Uncertainty of Proper Attire**

Employees who have specific questions about a garment's acceptability should consult their principal

**Unacceptable Activities**

South Valley Preparatory employees are expected to act mature and responsible at all times. The following list of unacceptable activities or behaviors does not include all types of conduct that can result in disciplinary action, up to and including discharge.

- Violation of any SVPS policy or procedural directive.
- Violation of security or safety rules or failure to observe safety rules of SVPS safety practices.
- Negligence or any careless action which may endanger the health, safety or well being of another person.
- Insubordination or refusing to obey instruction properly issued by your supervisor pertaining to your work.
- Threatening, intimidating or coercing fellow employees on or off SVPS premises at any time, for any purpose.



- Threat or unauthorized possession of SVPS property or the property of fellow employees; unauthorized possession or removal of any SVPS property, including documents, from the premises without prior permission from management; unauthorized use of SVPS equipment or property for personal reasons
- Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
- Immoral conduct or indecency on SVPS premises
- Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
- Excessive use of telephone, cell phones, computers during work hours not pertaining to the instructional impact of the students is prohibited, such as for personal use.
- Failure to report and absence or late arrival; unauthorized or excessive absences or lateness.
- Obscene or abusive language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on SVPS premises.
- Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee's timesheet or records, or causing someone to alter your timesheet or records.

### **Absence or Lateness**

If you are unable to report to work, or if you will arrive late (after 7:30 a.m.), contact the secretary immediately. If you know in advance that you will be absent, you need to fill out a leave slip and get approval from the principal. The leave slip will be developed.

A consistent pattern of absences can be considered excessive. In addition, excessive lateness or leaving early may carry the same weight as an absence. Other factors, like the degree and reason for the absences or lateness, will be taken into consideration.

Unauthorized or excessive absences, lateness, or leaving early may lead to disciplinary action, up to and including discharge.

### **Severe Weather and Emergency Conditions**

#### **Site Closure**

In the event of severe weather conditions or other emergencies, the principal may decide to close the school for the remainder of the day. If the school closes, you will be notified as soon as possible and will not lose pay as a result of early dismissal for this reason. In addition, if you report to work and find SVP is unexpectedly closed due to an emergency, no loss of pay will occur.

#### **Abbreviated Day**

The proposed abbreviated day is a shortened school or work day that begins two hours later than the regular school schedule (teachers report at 9:00; students report at 9:35) but ends at the regular time. The most common use of the abbreviated day schedule occurs when severe weather causes street conditions that would endanger the safety of students and employees on their way to school.

An abbreviated day schedule is announced on the local news media, generally by 6:30 a.m. On mornings when weather conditions are severe, employees should listen to the radio or watch television for announcements concerning the school schedule. Following the announcement of an abbreviated schedule, weather conditions may worsen to the point that is necessary to close the schools. The announcement will be made to the local media no later than 9:00 a.m.

*The reporting time for all employees may be delayed up to a maximum of two hours. The principal and custodial personnel are encouraged to report as early as possible to prepare the buildings for the school day.*

### **Parking Areas**

Employees are encouraged to use the designated parking lot. Remember to lock your car every day and park within the specified areas. SVPS is not responsible for any loss, theft or damage to your private vehicle or any personal property.

Courtesy and common sense in parking will help eliminate accidents, personal injuries, or damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and other pertinent information you may have to the secretary. Remember that SVPS is not responsible for the damages; the claim will have to go through your own insurance company.

### **Staff Personal Security and Safety**

A staff member may use physical force, when trained, to restrain or remove a person when it is essential for self-defense or for the protection of the individual, other persons or property, or if the person is unreasonably defiant or dangerous.

### **Unauthorized Persons on School Property**

School staff should challenge suspicious persons who loiter on school property. If there is no logical explanation for their presence, or if their use of school property is contrary to its intended use, and they refuse to leave after requested to do so, notify the principal and local police immediately.

### **Sick Leave**

Sick leave shall be granted to employees during the illness of the employee, his/her spouse, or his/her dependent child. Sick leave may also be used, with prior approval of the Principal or his/her designee, for illness of other relatives, providing that the relative who is ill is living with the employee or is dependent upon the employee for his or her care, for the care of seriously ill parents or children not living with or dependent upon the employee, up to five (5) days sick leave may be granted to the employee with the prior approval of the Principal or his/her designee.

Employees shall earn sick leave as per contract with no less than of 10 days (such to change). The unused portion of such allowance shall accumulate from year to year. If an employment is terminated and the employee has a negative balance in their sick leave the amount will be deducted from the employee's final payment.

Physician's Certificate: Classified and Certified Employees may be required to submit a physician's certificate to the business office when they are absent four (4) or more consecutive days and/or absent a Friday and the following Monday.

Sick leave benefits shall not be paid during any period for which an employee is eligible for workmen's compensation payments unless the employee has elected in writing to assign or pay his/her workmen's compensation payment to the school for the period during which the sick leave benefits are paid. In no event shall an employee be entitled to both sick leave benefits and workmen's compensation during the same period.

As used in this policy, "workmen's compensation payments" refers only to wage replacement benefits under any worker's compensation act. In the event an employee received both sick leave benefits and workmen's compensation for the same period, the school will deduct the amount of sick leave benefits paid (in the event no election has been made) or the amount of workmen's compensation payments received by the employee (in the event an election has been made) from the next amount due the employee from the school. Inappropriate use of sick leave may be cause for disciplinary action including dismissal.

### **Personal Leave**

Licensed and non-licensed employees will be entitled to use two (2) days of leave without loss of pay each school year for personal, legal, business, household, educational or family matters. Notice to the Principal will be given at least one week before taking such leave (except in cases of emergency). The employee is not required to state the reason for taking such leave and his/her signature on the notice of absence form will attest that the leave is being taken under the conditions stated above. Personal leave shall be taken at the discretion of the Principal so that the needs of the program are not compromised. Personal leave is not accumulative.

### **Family and Medical Leave**

Family and Medical leave will be granted to employees who have worked for SVPS for at least twelve (12) months and who have worked at least 1250 hours in the previous 12 months. This leave is granted without pay for the following reasons:

1. To care for a child upon the birth or placement for adoption or foster care of the child.
2. To care for a spouse, child or parent who has a serious health condition.
3. When the employee has a serious health condition. In the event of a serious health condition to the employee or his/her child, spouse, or parent, creating a need for unforeseen family or medical leave, the employee must provide notice, as soon as practicable, of any needed time off, and a written doctor's certificate.

The certification must include the date on which the health condition occurred, the probable duration of the condition, an estimate of the amount of time you need to be off work to care for the family member or for your own health condition, and confirmation that the nature of the condition warrants you to be away from work to care for yourself or your dependent.

Employees may request up to twelve (12) weeks of leave in the 12-month period beginning on the first day the Family Medical Leave Act leave is taken. Employees shall be required to give thirty (30) days advance notice in the event of a foreseeable medical treatment. To assist us in

arranging work assignments during your absence, we ask that you give us prior notice, to the extent possible, of an expected birth or adoption, as well as an indication, to the extent known, of your expected return date. To facilitate your return to work, we also ask that you provide us with two (2) weeks advance notification of your intended return date. Failure to do so may delay your return date. All benefits that accumulate on an accrual basis (e.g., vacation, sick and personal days) will cease to accrue during the leave period. Employees may choose to use all accrued, unused vacation and personal days during the leave period.

Once such benefits are exhausted, the balance of the leave will be without pay. All group health benefits (e.g., medical, life, and dental insurance) will continue during the leave provided the employee continues to make required contributions to these plans. Failure to make such contributions will result in the termination of these benefits. If an employee fails to return to work after FMLA leave, the employee will be held liable for the amount of health insurance premiums paid by SVPS during the employee's unpaid FMLA leave. In the case of an employee's own serious health condition, before the employee will be permitted to return from medical leave, he or she will be required to present SVPS with a note from the employee's physician indicating that the employee is capable of returning to work and performing the essential functions of his or her position, with or without reasonable accommodation. Where required, SVPS will consider making reasonable accommodation for any disability an employee may have in accordance with applicable laws.

### **Professional Leave**

Employees may be entitled to attend professional meetings at his/her own expense provided attendance is considered beneficial to the instructional program and the school. Request must be submitted in writing and have prior approval of the Principal. The school will provide substitute teachers to perform duties of teachers who have been granted professional leave to attend meetings unless other mutually agreeable arrangements have been made. Professional leave shall be taken at the discretion of the Principal so that the needs of the program are not compromised.

### **Jury Duty and Court Subpoena Leave**

Absence will be granted when an employee is subpoenaed to appear in an official proceeding if such proceeding does not involve self-employment and does not concern the employee's own personal affairs. Leave will be granted to an employee for appearance in court as a witness, to serve on a jury, or to respond to an official order from another governmental jurisdiction for reasons not brought about through the misconduct of the employee. Employees must notify his/her immediate supervisor of their desire to apply for such leave as soon as possible prior to the date service must be rendered. Such leave of absence will be granted with pay. Any amount received for jury or witness fees shall be assigned to South Valley Preparatory School, not including reimbursement for transportation expense.

### **Bereavement Leave**

In the case of death in the immediate family during the contract period of the employee, the employee shall be allowed leave with full pay for up to three (3) working days immediately following the date of such death. The immediate family is defined to include: husband, wife, domestic partner, child, grandchild, parents, grandparents, sister, brother, mother-in-law, father-

in-law, brother-in-law and sister-in-law. If requested, two (2) additional days leave with pay may be granted when travel out of state is required.

### **Military Leave**

Any employee, who is a member of an organized unit of the National Guard, or a reserve unit of any of the military branches, shall be given military leave not to exceed fifteen (15) days each federal fiscal year when ordered to active duty training with such organized units. Such leave is to be in addition to other leave or vacation time in which such employees are otherwise entitled. Such military leave will be granted with full salary regardless of the amount of money drawn by him/her while on such military duty.

### **Military Reserves or National Guard Leave of Absence**

Employees who serve in the U. S. military organizations or state militia groups may take the necessary time off during the school year, with pay up to 15 days, to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may apply accrued personal leave and unused earned vacation time to the leave if they wish; however, they are not obliged to do so. **You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.**

### **Court Leave**

Except as a plaintiff or defendant, court leaves with pay will be provided to an employee where absence of duty is required by a lawful subpoena to testify in a court or administrative proceeding.

Court leave with pay will be granted to employees called for jury duty, provided; however, those employees may be required to submit money received for jury duty, except that paid for mileage and/or subsistence, to the Business Manager. A copy of a legal summons or subpoena must be attached to the Request for Leave form when requesting court leave. Only one (1) leave request is necessary for a term of jury duty. Since SVPS continues to pay an employee's salary while on jury duty, all remuneration received for this duty other than that specifically paid for mileage and meals must be turned in to the office. If the employee wishes to retain jury duty remuneration, the days missed may be charged to annual leave, leave without pay, or personal leave, as available.

### **Professional Leave**

Professional leave may be granted at the discretion of SVPS, upon request, for professional development, professional organizational activities, school-related professional activities, or other activities related to the employee's assignments. This leave is granted with pay if the employees are representatives of SVPS at the abovementioned activities.

### **Religious Leave**

Religious leave may be granted, upon request, to all employees for observance of recognized religious events. Personal leave may be used or leave without pay will be granted. This leave may be granted for up to two (2) days per year.

**Voting Leave**

Time to vote will be given to employees who are eligible voters and whose work day begins less than two hours after the polls open and ends less than three hours before the polls close. This leave will be granted for a maximum of two (2) hours with pay in order to vote in an election recognized under the law. Written requests for this leave must be submitted prior to the day of the election. Employees utilizing this benefit must vote in the election for which they are granted leave. The principal will schedule voting leave to ensure department work is covered.

**Personal Leave of Absence**

In special circumstances, SVPS may grant a leave for a personal reason, but not for taking employment elsewhere or going into business for themselves. You should request an unpaid personal leave of absence from the principal. A personal leave of absence must not interfere with the operations SVPS. A personal leave of absence may be granted for up to one year. If unpaid leave is granted, vacation and other benefits will no longer continue to accrue. Consult your group insurance booklet to determine your insurance coverage during a leave of absence. Failure to return from a leave at the time agreed may result in termination of employment.

**Holidays**

Full-time employees and part-time employees on a pro-rated basis may receive paid time off for holidays recognized by SVPS.

The following holidays are recognized by SVPS:

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

All national holidays are scheduled on the day designated by common business practice. In order to qualify for holiday pay, you must be paid for the scheduled workday immediately before and after the holiday.

If a holiday occurs during your scheduled vacation, you are eligible for the paid holiday.

You are not eligible to receive a paid holiday when you are on an unpaid leave of absence.

## Appendix F

### Proposed Salary Schedule

#### LEVEL I

LEVEL I							
EDUCATION	BA	BA+15	BA+45	MA	MA+15	MA+45	Doctorate
GRADE	13	14	15	16	17	18	19
STEP	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
1	\$30,000	\$30,001	\$30,002	\$30,002	\$30,004	\$30,005	\$30,006
2	\$30,767	\$30,768	\$30,769	\$30,769	\$30,771	\$30,772	\$30,773
3	\$31,280	\$31,383	\$31,485	\$31,485	\$31,690	\$31,895	\$32,100
4	\$31,793	\$31,998	\$32,203	\$32,203	\$32,408	\$33,844	\$34,870
5	\$31,794	\$31,999	\$32,204	\$32,204	\$32,409	\$33,845	\$34,871
6	\$31,795	\$32,000	\$32,205	\$32,205	\$32,410	\$33,846	\$34,872
7	\$31,998	\$32,306	\$32,511	\$32,511	\$32,716	\$33,847	\$34,873
8	\$32,286	\$32,596	\$32,803	\$32,803	\$33,010	\$34,149	\$35,183

## LEVEL II

LEVEL II							
EDUCATION	BA	BA+15	BA+45	MA	MA+15	MA+45	Doctorate
GRADE/STEPS	20	21	22	23	24	25	26
	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL	ANNUAL
1	\$40,000	\$40,300	\$40,600	\$40,600	\$40,900	\$41,900	\$42,200
2	\$40,001	\$40,301	\$40,601	\$40,601	\$40,901	\$41,901	\$42,201
3	\$40,002	\$40,302	\$40,602	\$40,602	\$40,902	\$41,902	\$42,202
4	\$40,003	\$40,303	\$40,603	\$40,603	\$40,903	\$41,903	\$42,203
5	\$41,026	\$41,334	\$41,641	\$41,641	\$41,949	\$42,975	\$43,282
6	\$41,433	\$41,638	\$41,946	\$41,946	\$42,459	\$43,382	\$44,202
7	\$41,434	\$41,639	\$41,947	\$41,947	\$42,460	\$43,383	\$44,362
8	\$41,435	\$41,640	\$42,459	\$42,459	\$42,992	\$43,384	\$44,363
9	\$41,436	\$42,151	\$42,460	\$42,460	\$42,993	\$43,895	\$44,782
10	\$41,437	\$42,152	\$43,177	\$43,177	\$43,730	\$44,254	\$45,013
11	\$41,438	\$42,664	\$43,178	\$43,178	\$43,731	\$44,255	\$45,014
12	\$41,439	\$42,665	\$43,179	\$43,179	\$43,733	\$44,256	\$45,015
13	\$41,440	\$42,666	\$43,180	\$43,180	\$44,797	\$46,631	\$47,432
14	\$41,441	\$42,667	\$44,797	\$44,797	\$45,120	\$46,632	\$47,628
15	\$41,946	\$42,668	\$44,798	\$44,798	\$45,121	\$47,429	\$47,629
16	\$43,613	\$44,259	\$44,799	\$44,799	\$47,176	\$47,430	\$48,445
17	\$43,614	\$44,260	\$44,800	\$44,800	\$47,177	\$47,431	\$49,415
18	\$43,615	\$44,261	\$44,801	\$44,801	\$47,178	\$48,577	\$50,053
19	\$43,616	\$44,262	\$46,111	\$46,111	\$47,179	\$49,552	\$51,054
20	\$43,617	\$44,263	\$46,112	\$46,112	\$47,180	\$50,180	\$51,683
21	\$43,618	\$46,993	\$47,074	\$47,074	\$47,182	\$50,476	\$51,981
22	\$44,449	\$46,994	\$47,075	\$47,075	\$47,279	\$51,399	\$52,973
23	\$46,989	\$46,995	\$47,076	\$47,076	\$47,452	\$51,694	\$53,273
24	\$46,990	\$46,996	\$47,709	\$47,709	\$49,733	\$52,623	\$54,198
25	\$46,992	\$46,997	\$48,445	\$48,445	\$50,500	\$53,334	\$54,880
26	\$46,993	\$47,734	\$48,817	\$48,817	\$51,698	\$54,529	\$56,077
27	\$47,734	\$48,926	\$50,914	\$50,914	\$52,893	\$55,728	\$57,274
28	\$49,065	\$50,113	\$52,115	\$52,115	\$54,066	\$56,926	\$58,472
29	\$50,112	\$51,297	\$53,310	\$53,310	\$55,291	\$58,136	\$59,674
30	\$51,297	\$52,484	\$54,509	\$54,509	\$56,490	\$59,324	\$60,870
31	\$54,863	\$55,067	\$55,705	\$55,705	\$57,689	\$60,520	\$62,087
32	\$56,081	\$56,260	\$56,903	\$56,903	\$58,885	\$61,734	\$63,309
33	\$56,082	\$57,028	\$58,103	\$58,103	\$60,085	\$62,954	\$64,530
34	\$56,083	\$60,226	\$59,301	\$59,301	\$61,287	\$64,178	\$65,752
35	\$56,084	\$58,423	\$60,429	\$60,429	\$62,509	\$65,397	\$66,976



### LEVEL III

LEVEL III				
EDUCATION	MA or NBC	MA+15	MA+45	Doctorate
GRADE	27	28	29	30
STEPS	ANNUAL	ANNUAL	ANNUAL	ANNUAL
1	\$50,000	\$50,500	\$51,000	\$51,500
2	\$50,001	\$50,501	\$51,001	\$51,501
3	\$50,002	\$50,502	\$51,002	\$51,502
4	\$50,003	\$50,503	\$51,003	\$51,503
5	\$50,004	\$50,504	\$51,004	\$51,504
6	\$50,005	\$50,505	\$51,005	\$51,505
7	\$50,006	\$50,506	\$51,006	\$51,506
8	\$51,285	\$51,798	\$52,310	\$52,823
9	\$51,286	\$51,799	\$52,311	\$52,824
10	\$51,287	\$51,800	\$52,312	\$52,825
11	\$51,288	\$51,801	\$52,313	\$52,826
12	\$51,289	\$51,802	\$52,315	\$52,827
13	\$51,290	\$51,803	\$52,316	\$52,828
14	\$51,291	\$51,804	\$52,317	\$52,829
15	\$51,292	\$51,805	\$52,318	\$52,830
16	\$51,293	\$51,806	\$52,319	\$52,831
17	\$51,294	\$51,807	\$52,320	\$52,832
18	\$51,295	\$52,099	\$52,817	\$53,843
19	\$51,296	\$52,100	\$52,818	\$53,844
20	\$51,297	\$52,101	\$52,819	\$53,845
21	\$51,298	\$52,612	\$52,820	\$53,846
22	\$51,299	\$52,613	\$53,330	\$54,355
23	\$51,300	\$52,614	\$53,330	\$54,356
24	\$51,301	\$52,615	<b>\$53,330</b>	\$54,357
25	\$51,302	\$53,638	\$54,868	\$56,407
26	\$51,303	\$53,639	\$54,869	<b>\$56,408</b>
27	\$51,304	\$53,640	<b>\$55,791</b>	\$58,970
28	\$52,115	\$54,868	\$57,432	<b>\$58,970</b>
29	\$53,310	<b>\$55,381</b>	<b>\$58,253</b>	\$62,457
30	\$54,509	\$56,919	\$60,611	\$62,458
31	\$55,705	\$57,842	<b>\$60,612</b>	<b>\$62,459</b>
32	\$56,903	\$58,885	\$62,409	\$64,816
33	\$58,104	\$60,085	\$62,954	\$64,817
34	\$59,301	\$61,286	\$64,177	\$65,752
35	<b>\$60,501</b>	\$62,509	\$65,397	\$66,976
36	<b>\$63,280</b>	<b>\$63,729</b>	<b>\$66,620</b>	<b>\$68,198</b>
37	<b>\$65,265</b>	<b>\$68,376</b>	<b>\$69,376</b>	<b>\$71,581</b>
38	\$69,132	\$72,444	\$77,680	\$79,404

## SPE: School Principal and Assistant Principal

SPE SCHEDULE		GRADE	WORK PER DAY	HOURS PER DAY	FLSA STAT	MINIMUM START		MAXIMUM START	
						HOURLY	ANNUAL	HOURLY	ANNUAL
Assistant Principal Elementary School	APES	1	206	8	E	\$33.3738	\$55,000	\$38.3799	\$63,250
Assistant Principal Middle School/Alternative High Schools	APMS/APAS	2	216	8	E	\$33.2755	\$57,500	\$38.2668	\$66,125
Assistant Principal High School	APHS	3	226	8	E	\$34.5686	\$62,500	\$39.7539	\$71,875
Principal Elementary School	PES	4	206	8	E	\$36.4078	\$60,000	\$41.8689	\$69,000
Principal Middle School/Alternative High Schools	PMS/PAS	5	216	8	E	\$40.5093	\$70,000	\$46.5856	\$80,500
Principal High School	PHS	6	226	8	E	\$44.2478	\$80,000	\$50.8850	\$92,000

## Appendix G

### South Valley Preparatory School Behavior Modification Plan

<b>South Valley Preparatory Classroom Discipline Policy</b> <b>Level One: Minor Infraction</b> <b>ALL STUDENTS BEGIN EACH DAY WITH A FRESH START</b>	
Step One:	Verbal Warning and/or Seat Change Name on the Board
Step Two:	Verbal Warning and/or Seat Change Checkmark Next to Name Lunch Detention (1 Day)
Step Three:	Verbal Warning and/or Seat Change 2 <sup>nd</sup> Checkmark Next to Name Lunch Detention (2 Days) Phone Call to Parent – Parent Conference or Notice of Misbehavior sent home Additional consequences possible (i.e. Loss of Field Trips or other Privileges, Discipline Essay, Character Counts Presentation to other students, Letter of Apology, etc...)
Step Four:	Notification to Family Advisor regarding incident/behavior
<b>Level Two Action: Major Infraction</b>	Student is given an <i>Unacceptable Behavior Report</i> and is sent to the office to see an Administrator for <i>Additional Disciplinary Action</i> .

\*Note: if you take a privilege and replace it with losing recess, picking up trash, etc...the classroom teacher is expected to monitor that activity.

**IMPORTANT:** You must go through *all four steps* before an *Unacceptable Behavior Report*\* can be filled out on the student. Each time a student exceeds Step Three, it is recorded as an “Offense”. After documenting “Three Offenses”, students are sent to the administration along with the *Unacceptable Behavior Report for the Classroom*. A student **does not** need to display the “exact same” behavior three times before they can be sent to the administration. For example, offense 1 may have concerned *general disruptive behavior*, while offenses 2 and 3 may have involved *Inappropriate or Offensive Language*. ***The crucial part of this procedure involves consistency, follow through and the documentation of “direct parent contact”.*** *Documentation via the classroom process, the Unacceptable Behavior Report and the phone log is important in helping the administration and the parent effectively address the situation and arrive at a solution. This type of open communication can effectively put an end to misunderstandings and create a positive and supportive parent/teacher relationship*

A teacher may refer a student to the office for immediate administrative action for several reasons:

- If the offense is of such a nature as to merit immediate suspension (such as but not limited to violence, threats, possession or use of drugs or weapons)
- If the offense is of such a nature to merit immediate expulsion (such as but not limited to firearm possession, or arson or vandalism that exceeds \$1000 in damages)
- If a student receives three level 1 offense(s) on an Unacceptable Behavior Report



## SOUTH VALLEY PREPARATORY SCHOOL UNACCEPTABLE BEHAVIOR REPORT

DATE:	STUDENT NAME:
HOMEROOM TEACHER:	OFFENSE: 1   2   3

<b>UNACCEPTABLE BEHAVIOR</b>		
<b>LEVEL 1: CLASSROOM or PLAYGROUND LEVEL</b>		
General Disruptive Conduct Date(s):	Defiance of School Personnel Date(s):	Non-Physical Conflict Date(s):
Language, Profane and/or Abusive Date(s):	Verbal Harassment Date(s):	Other: Date(s):
<b>LEVEL 2: REPORT TO ADMINISTRATION IMMEDIATELY</b>		
Arson I (< \$200)	Drug Paraphernalia Possession	Robbery
Arson II (\$200-\$999)	Drug Sale or Distribution	Theft
Arson III (>\$1000)	Drug Use or Distribution	Tobacco, Possession or Use
Assault/Bullying	Extortion	Trespassing/Unauthorized Presence
Assault, Aggravated	Firearm Possession/Use	Vandalism I (>\$200)
Battery, Fighting	False Accusations	Vandalism II (\$200-\$999)
Bomb Threats and/or False Alarms	Gang Related Activity	Vandalism III (\$1000)
Bus Disruption	Harassment – Disability / Sexual	Weapon Possession
Drug Possession	Materials, Obscene	Weapon Use

TEACHER ACTION: CLASSROOM OFFENSES – PHONE LOG (THIS SECTION <i>MUST BE</i> COMPLETED AND CONTACT MUST BE MADE <i>WITH THE PARENT/GUARDIAN FOR EACH OFFENSE</i> . <i>TEACHER MUST PERSONALLY COMMUNICATE WITH THE PARENT OR GUARDIAN!</i> )		
LEVEL 1 OFFENSE #1:	DATE & TIME OF PARENT CONTACT:	CLASSROOM CONSEQUENCE AND INTERVENTION:
LEVEL 1 OFFENSE #2:	DATE & TIME OF PARENT CONTACT:	CLASSROOM CONSEQUENCE AND INTERVENTION:
LEVEL 1 OFFENSE #3:	DATE & TIME OF PARENT CONTACT:	CLASSROOM CONSEQUENCE AND INTERVENTION:

*After the **third Level 1 offense**, student will be referred to the administration for further disciplinary action. All **Level 2 offenses** are immediately referred to administration for disciplinary action.*

UNACCEPTABLE BEHAVIOR DEFINITIONS		
General Disruptive Conduct: Willful conduct which disrupts or interferes with the operation of the school	Bomb Threats and/or False Alarms: Falsely stating there is a bomb or interfering with the alarm system	Robbery: Taking property belonging to another by way of force or fear
Defiance of School Personnel: Refusing to comply with any reasonable demand or request by any school personnel	Bus Disruption: Interfering with the safe operation of a school bus	Theft: Unauthorized possession of property of another without consent
Non-physical Conflict: Hostile Contact in which at least one party has contributed to the situation	Drug Possession: Any substance capable of producing a change in behavior or altering a state of mind	Tobacco, Possession or Use: Possession or use of tobacco anywhere on a school campus is prohibited
Language, Profane and/or Abusive: Using language which is crude, offensive, or insulting	Drug Paraphernalia Possession: Possessing any paraphernalia, such as but not limited to rolling paper, pipes or bongs	Trespassing/Unauthorized Presence: On school grounds or within the building without permission
Verbal Harassment – teasing and/or making fun of others that may result in conflict	Drug Sale or Distribution: Selling or distributing a controlled substance; including a “look-alike”	Vandalism I (>\$200): Deliberately or maliciously destroying, damaging and/or defacing property
Arson I (< \$200): Maliciously, willfully and/or neglectfully starting a fire causing minor property damage	Drug Use or Distribution: Absorbing a substance capable of producing a change in behavior or altering a state of mind	Vandalism II (\$200-\$999): Deliberately or maliciously destroying, damaging and/or defacing property
Arson II (\$200-\$999): Maliciously, willfully and/or neglectfully starting a fire causing property damage or injury to a person	Extortion: Intimidation or threat to obtain money, object of value, or information	Vandalism III(\$1,000 or more): Deliberately or maliciously destroying, damaging and/or defacing property
Arson III (\$1,000 or more): Maliciously, willfully and/or neglectfully starting a fire, causing property damage or injury to a person	Firearm Possession/Use: Possession or use of any weapon which will propel a projectile by way of explosive	Weapon Possession: Possessing a weapon that may cause injury or death. This includes “look-alike” toys
Assault/Bullying: Threatening physical harm, causing a present fear of imminent danger; threats, gestures or verbal assault	False Accusations: Falsely reporting crimes or purposely giving false information to a school administrator or other investigator during the process of an investigation	Weapon Use: Use of any weapon to threaten, intimidate, attack, injure or kill a person
Assault, Aggravated: Intending or performing assault with a weapon or instrument likely to cause harm	Gang Related Activity: Activity that can be intimidating and is disruptive to the educational process	
Battery, Fighting: Hostile contact with a weapon or causing great bodily harm	Harassment: Disability/Sexual: Conduct that discriminates against another individual	



## SOUTH VALLEY PREPARATORY SCHOOL

### NOTIFICACION DE COMPORTAMIENTO INACEPTABLE

FECHA:	NOMBRE DEL ESTUDIANTE:
MAESTRA(O) TITULAR:	INFRACCION: 1 2 3

COMPORTAMIENTO INACEPTABLE		
NIVEL 1: SALON Y RECREO		
Conducta que perturba o distrae Fecha(s):	Desafío al personal escolar Fecha(s):	Agresión o pelea Fecha(s):
Lenguaje indecente y abusivo Fecha(s):	Acoso verbal: Fecha(s):	Otro: Fecha(s):
NIVEL 2: NOTIFIQUE LA ADMINISTRACIÓN IMEDIATAMENTE		
Incendio intencional I (< \$200)	Tenencia de parafernalia asociada con drogas	Robo
Incendio intencional II (\$200-\$999)	Venta o distribución de drogas	Hurto
Incendio intencional III (\$1,000 o mas)	Uso o distribución de drogas	Uso o tenencia de tabaco
Agresión o intimidación	Extorsión	Entrada o permanencia ilegal
Agresión con agravante	Tenería o uso de arma de fuego	Vandalismo I (>\$200)
Agresión con daños físicos graves	Acusaciones Falsos	Vandalismo II (\$200-\$999)
Amenaza de bomba/falsa alarma	Actividades relacionadas con pandillas	Vandalismo III (\$1,000 o mas)
Conducta que perturba el autobús escolar	Acoso sexual o en base a una discapacidad	Tenencia de armas
Tenencia de drogas	Material obsceno	Uso de armas

MEDIDA TOMADA POR LA MAESTRA(O): INFRACCIONES DE NIVEL UNO – LLAMADAS POR TELEFONO (ES NECESARIO <b>DOCUMENTAR Y HACER CONTACTO CON LOS PADRES/PARIENTES</b> DEL ESTUDIANTE PARA <b>CADA INFRACCIÓN.</b> )		
NIVEL 1 INFRACCIÓN1:	FECHA Y TIEMPO DE LA COMUNICACION CON LOS PADRES:	CONSECUENCIAS DE LA CLASE E INTERVENCIONES:
NIVEL 1 INFRACCIÓN 2:	FECHA Y TIEMPO DE LA COMUNICACION CON LOS PADRES:	CONSECUENCIAS DE LA CLASE E INTERVENCIONES:
NIVEL 1 INFRACCIÓN 3:	FECHA Y TIEMPO DE LA COMUNICACION CON LOS PADRES:	CONSECUENCIAS DE LA CLASE E INTERVENCIONES:

*Después de la tercer **infracción del Nivel 1**, referirán al estudiante a la administración para acción disciplinaria adicional. Todas las **infracciones del Nivel 2** son inmediatamente referidas a la administración para la acción disciplinara.*

DEFINICIONES DEL COMPORTAMIENTO INACEPTABLE		
Conducta que perturba o distrae: conducta intencional que perturbe o interfiera con el funcionamiento de la escuela.	Amenaza de bomba/falsa alarma: Declarar falsamente que hay una bomba o interferir con el sistema de alarmas.	Robo: Tomar la propiedad ajena a la fuerza o infundiendo miedo.
Desafío al personal escolar: Negarse a cumplir con cualquier demanda razonable o solicitud de un integrante del personal.	Conducta que perturba el autobús escolar: Interferir en el manejo seguro del autobús escolar.	Hurto: Tenencia de propiedad sin el consentimiento del dueño.
Conflicto: El contacto hostil en el que por lo menos una de las partes haya contribuido a la situación.	Tenencia de parafernalia asociada con drogas: Tenencia de parafernalia como papel para envolver cigarrillos, pipas o “bongs”.	Uso o tenencia de tabaco: Tenencia o uso de tabaco en cualquier parte de plantel.
Lenguaje indecente y abusivo: Uso de lenguaje vulgar, ofensivo o insultante.	Tenencia de drogas: Tenencia de cualquier sustancia capaz de provocar un cambio en el comportamiento o de alterar el estado de ánimo; tenencia de una sustancia que se parezca a una droga.	Entrada o permanencia ilegal: Estar sin permiso en el terreno escolar o dentro de un edificio.
Acoso Verbal: haciendo burlas de otras personas que resulta en conflicto	Venta o distribución de drogas: vender o distribuir drogas o sustancias que se parezcan a una droga.	Vandalismo I (>\$200): Deliberada o maliciosamente destruir, dañar o mutilar propiedad.
Incendio intencional I (< \$200): Empezar un incendio por maldad, deliberadamente y (o) por negligencia, causando daños menores.	Uso o distribución de drogas: Absorber una sustancia capaz de provocar un cambio en comportamiento o de alterar el estado de ánimo.	Vandalismo II (\$200-\$999): Deliberada o maliciosamente destruir, dañar o mutilar propiedad.
Incendio intencional II (\$200-\$999): Empezar un incendio por maldad, deliberadamente y (o) por negligencia, causando daños a la propiedad o lesionando a una persona.	Extorsión: Intimidar a una persona o amenazarla para obtener dinero, un objeto de valor o información.	Vandalismo III (\$1,000 o más): Deliberada o maliciosamente destruir, dañar o mutilar propiedad.
Incendio intencional III (\$1,000 o mas): Empezar un incendio por maldad, deliberadamente y (o) por negligencia, causando daños a la propiedad o lesionando a una persona.	Tenencia o uso de arma de fuego: Tenencia o uso de cualquier arma que dispare un proyectil mediante explosivos.	Tenencia de armas: Tenencia de una arma que pueda lesionar o causar la muerte. Incluye juguetes que se parezcan a un arma.
Agresión o intimidación: Amenazar por medio de advertencias, gestos o insultos, con hacerle daño físico a otra persona, haciéndole sentir miedo de estar en peligro inmediato.	Acusaciones Falsas: reportando un crimen falso o dando información falsa al administración o otra investigador durante el proceso de una investigacion	Uso de armas: Uso de cualquier arma para amenazar, intimidar, atacar, lesionar o matar a una persona.
Agresión con agravante: Intentar o efectuar agresión con un arma, instrumento o cualquier otro medio de fuerza que pueda producen daño.	Actividades relacionadas con pandillas: Actividades que intimiden o que perturben el proceso educacional.	
Agresión con daños físicos graves: El empleo de contacto agresivo y hostil con cualquier tipo de arma, causando daños físicos graves a la persona.	Acoso sexual o en base a una discapacidad: Conducta que discrimine a otros.	

## Appendix H

### Unacceptable Behavior with Minimum Mandatory Consequences Matrix

	THIS CHART LISTS UNACCEPTABLE BEHAVIORS AND DESCRIBES MINIMUM MANDATORY CONSEQUENCES.  If any misbehavior doesn't reach the administrative level, the consequences will be handled at the classroom level.	Administrative/Student Contact	Administrative/Parent Contact	Administrative/Parent/Student Contact	Parent Involvement Program	Tobacco Cessation Program Referral	Short-Term Suspension	Long-Term Suspension	Expulsion	Seek Restitution	Referral for Legal Action	Suspension of Extracurricular
OCCURRENCE	BEHAVIOR VIOLATION	MINIMUM MANDATORY CONSEQUENCE										
Any Offense	Arson I Less than \$200 damage		X	X						X		
Any Offense	Arson II \$200 to \$999 damage		X					X		X		
Any Offense	Arson III \$1000 damage or more		X						X	X	X	X
1 <sup>st</sup> Offense	Assault/Bullying	X										
2 <sup>nd</sup> Offense			X									
1 <sup>st</sup> Offense	Assault, Aggravated		X				X					
2 <sup>nd</sup> Offense			X					X			X	X
Any Offense	Battery/Fighting		X				X					
Any Offense	Bomb Threats and /or False Alarm		X					X			X	X
Any Offense	Bus Disruption	X	X									
Any Offense	Drug Possession and/or Paraphernalia		X		X		X				X	X
Any Offense	Drug Sale and/or Possession		X		X			X			X	X
Any Offense	Drug Use and/or Under the Influence		X		X		X				X	X
Any Offense	Defiance of School Personnel/Authorities		X							X		
1 <sup>st</sup> Offense	Extortion		X	X						X		
2 <sup>nd</sup> Offense			X				X			X		
Any Offense	False Accusations		X									
Any Offense	Firearm Possession		X						X		X	
Any Offense	Gang Related Activity		X									
1 <sup>st</sup> Offense	General Disruptive Conduct	X										
2 <sup>nd</sup> Offense			X									
1 <sup>st</sup> Offense	Language/Profane and/or Abusive	X										
2 <sup>nd</sup> Offense			X									
1 <sup>st</sup> Offense	Materials, Obscene (Brought	X										

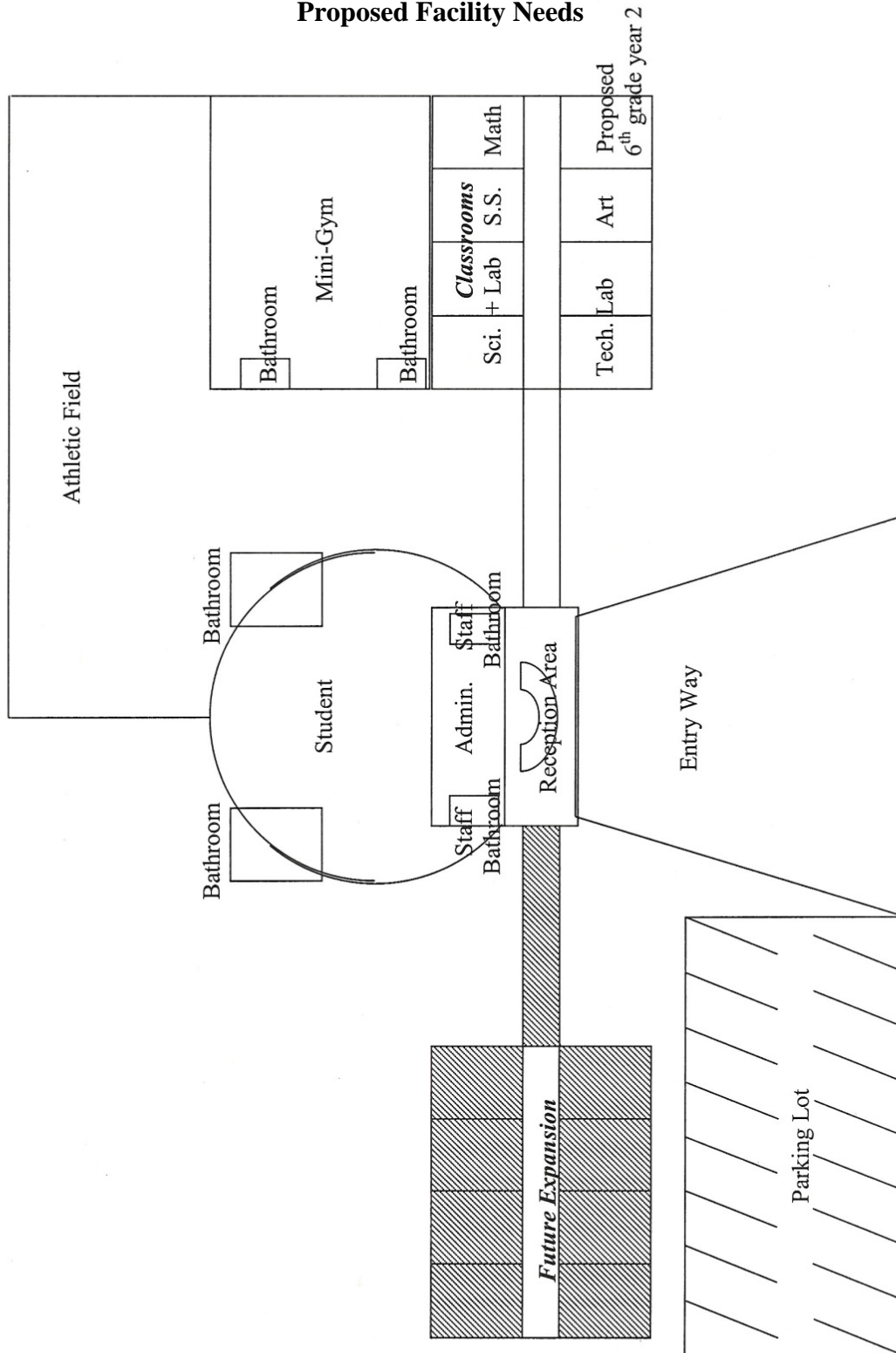


	and/or downloaded)											
2 <sup>nd</sup> Offense			X									
1 <sup>st</sup> Offense	Robbery	X		X			X			X	X	
2 <sup>nd</sup> Offense			X					X		X	X	X
1 <sup>st</sup> Offense	Harassment		X									
2 <sup>nd</sup> Offense								X				
1 <sup>st</sup> Offense	Theft		X	X						X		
2 <sup>nd</sup> Offense							X			X		
1 <sup>st</sup> Offense	Tobacco, Possession or Use	X										
2 <sup>nd</sup> Offense			X			X						
Any Offense	Trespassing/Unauthorized Presence		X									
Any Offense	Vandalism I less than \$200 damage		X	X						X		
Any Offense	Vandalism II \$200 to \$999 damage			X				X		X		
Any Offense	Vandalism III \$1000 damage or more			X					X	X	X	X
1 <sup>st</sup> Offense	Weapon Possession			X			X				X	
2 <sup>nd</sup> Offense				X				X			X	X
Any Offense	Weapon Use			X				X			X	X

# Appendix I

## Proposed Facility Needs

### Proposed Facility Needs: South Valley Prep



## Appendix J

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## **Appendix K**

### **Acronyms**

ADA	American with Disabilities Act
ARI	Analytical Reading Inventory
AYP	Annual Yearly Progress
BA	Bachelor of Arts
COBRA	Consolidated Omnibus Budget Reconciliation Act
CPU	Central Processing Unit
DFA	Department of Finance and Administration
DVD	Digital Versatile Disc
ED	Emotionally Disturbed
ELL	English Language Learners
ERA	Educational Retirement Act
ERB	Educational Retirement Board
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FICA	Federal Insurance Contributions Act
FLSA	Fair Labor Standards Act
FTE	Full-Time Equivalent
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
HB	House Bill
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IPA	Independent Public Accountant
ISS	In-School Suspension
L1	Language One
LAS	Language Assessment Scale
LCD	Liquid Crystal Display
LRE	Least Restricted Environment
MLA	Modern Language Association
NCSS	National Council of Social Studies
NM	New Mexico

NMAC	New Mexico Administrative Code
NMASBO	New Mexico Association of School Business Officials
NMCCS	New Mexico Coalition for Charter Schools
NMPED	New Mexico Public Education Department
NMELPA	New Mexico English Language Proficiency Assessment
NMPSIA	New Mexico Public School Insurance Agency
NMSA	New Mexico Statutes Annotated
OMB	Office of Management and Business
OSS	Out-of School Suspension
PTR	Pupil-Teacher Ratio
PCSP	Public Charter School Program
PE	Physical Education
PED	Public Education Department
PH	Prentice Hall
PHLOTE	Primary Home Language is Other Than English
PFSA	Public School Facilities Authority
PSCOC	Public School Capital Outlay Council
RACED	Restate, Answer, Calculate/Cite, Expand, and Demonstrate
SAT	Student Assistance Team
SCA	Short Cycle Assessments
SEC	Section
SEDL	Southwestern Educational Development Laboratory
SEG	State Equalization Guarantee
SIOP	Sheltered Instruction Observation Protocol
SPIRE	Specialized Program Individualizing Reading Excellence
SPO	Small Purchase Order
SRC	States Records Center
SSR	Silent Sustained Reading
SV	South Valley
SV Prep	South Valley Preparatory
SVPS	South Valley Preparatory School
TBD	To be determined
TESOL	Teaching English to Speakers of Other Languages
T&E	Training and Experience
USB	Universal Serial Bus
USC	United States Constitution
USDA	United States Department of Agriculture
YR	Year