

Charter
Renewal

September 08

2009

South Valley Academy will continue to serve first generation,
college-bound students from the South Valley community,
expanding to grades 6-12 by the 2014-2015 academic school year.

South Valley
Academy

Katarina Sandoval-Tonini, Founder/Principal

Julie Radoslovich, Head Teacher

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PART A – PERFORMANCE REPORT

PART A

PERFORMANCE REPORT

(A Report on the Current Charter Term)

I. REPORT ON PROGRESS

A report on the progress of the charter school in achieving the goals, objectives, students' performance standards, state minimum educational standards, and other terms of the initial approved charter application, including the accountability requirements set forth in the Assessment and Accountability Act.

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PART A – PERFORMANCE REPORT

I. Report on Progress

An Initial Perspective

The community in which South Valley Academy was established ten years ago is considered to have some of the lowest performing schools in the Albuquerque metropolitan area. Once classified as a low-income, semi-rural area that is largely outside the city limits, the South Valley is now home to small farmers, blue collar workers, locally owned businesses, and families that have roots going back nearly 300 years alongside new immigrants from Cuba, Mexico, and Central and South America. Establishing quality schools has been a struggle as the focus on economic survival has often trumped education. The plan to establish a college preparatory academy in the South Valley was a daunting one.

The vision of South Valley Academy was born of its founders' experience in working with students who could excel in many endeavors—when given the proper learning environment, community support, and access to educational opportunities. School founders, Governing Council members, and the faculty have retained a steadfast commitment to the original vision and have been persistent in pursuing the school's goals. They planned and implemented an academic program that prepared students for college while simultaneously reinforcing service to address needs of this community. High academics have been achieved through integrated curriculum, supplemented with student-developed personal learning plans for success.

New Mexico Educational Standards

New Mexico Education Standards are measured by the New Mexico Standards Based Assessment (SBA) and reported in the NMPED School Accountability Reports. These test scores form the basis for determining Adequate Yearly Progress (AYP). South Valley Academy has met academic AYP goals every year in math and reading except for the 2008-2009 academic school year.

AYP SUMMARY – ALL STUDENTS				
Year	Percent Proficient		Met AYP Goal	
	MATH	READING	MATH (yes/no)	READING (yes/no)
2003-04	54.8%	61.3%	Yes	Yes
2004-05	16.5%	37.4%	Yes	Yes
2005-06	21.6%	37.9%	Yes	Yes
2006-07	31%	37.8%	Yes	Yes
2007-08	40%	40%	Yes	Yes
2008-09	31%	39%	No	No

Student Academic Performance Standards

In our last renewal application South Valley Academy indicated it would use the Terra Nova (now SBA), the Gates Reading Test, the NMHSCE, and the Stanford 9 to assess student performance. These assessment instruments, plus others, are used to provide multiple perspectives on student academic performance at South Valley Academy. The school considers

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the data from these tests to be indicative of academic success for South Valley Academy students who come to our institution below level in both mathematics and reading.

SBA and Measure of Academic Progress (MAP) Tests

The South Valley Academy Educational Plan for Student Success (EPSS) defines two academic goals: 50% of students tested on the SBA will be proficient in mathematics and 50% will be proficient in reading. To that end, the MAP test is used as a short-cycle assessment to diagnose math and reading skills performance on the SBA.

MAP and SBA Scores (2008-09)						
	Fall MAP Test*		Spring MAP Test*		Spring SBA Test	
	Math	Reading	Math	Reading	Math	Reading
9 th grade	25%	38%	35%	42%	NA	NA
10 th grade	27%	54%	40%	52%	NA	NA
11 th grade	27%	44%	32%	38%	31%	39%

* Scores indicate the percentage of students likely to be proficient on the SBA Test.

Data from the 2008-09 tests indicate that students are performing as projected and making expected gains. Although the goals of 50% proficiency in math and reading were not reached for the 11th grade class, their entry-level scores were far below grade level. Short cycle assessments for the 9th and 10th grade classes predict strong progress toward the targeted 50% goals.

New Mexico High School Competency Exam (NMHSCE)

The NMHSCE is required to graduate from South Valley Academy. Longitudinal data show that regardless of students' knowledge and skills in the 10th grade, all but a handful of South Valley Academy students complete the NMHSCE successfully by the 12th grade year.

NMHSCE Passing Rates						
	Graduating Class					
	2006	2007	2008	2009	2010	2011
% passing all subtests in 10 th grade	67%	63%	33%	41%	46%	53%
% passing all subtests by 12 th grade	100%	91%	93%	91%	---	---

Students who withdrew from the school before graduation are not included in this data; however, fifteen (15) students who did withdraw over the last three years had passed all NMHSCE subtests in the 10th or 11th grades before transferring to another high school.

The percentage of students passing includes those who completed the NMHSCE even though not required to pass due to Special Education designations.

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Gates Reading Test

The Gates Reading Test is given to entering 9th graders at South Valley Academy to diagnose basic academic skills and has become a marker of school success. The test is administered in August and again in December of the 9th grade year. Scores for the latest 2008-09 freshman class include 90 students who completed the pre-test and 49 students who completed the post-test (most students who scored at or above grade level on the pre-test did not take the post-test).

GATES Reading Scores for Entering 9 th Graders (August 2008)				
Grade equivalency reading score	3-5 grade levels	6-8 grade levels	9-12 grade levels	Post-high school level
% of 9 th grade scores	34%	33%	21%	12%

The results of the entry reading test indicate that two-thirds of students who enroll at South Valley Academy are below grade level in reading skills. This is the initial challenge to the faculty, who provide a concerted effort to improve reading skills as a pre-requisite for future academic success.

On the Gates Reading post-test administered in December 2008

- 22% of students showed no gains;
- 78% of student showed gains, ranging from 1 month to five years;
- 43% of students moved from elementary to middle school reading levels or from middle to high school reading levels; and
- the average grade equivalency gain was just over 2.0 years in one semester.

Stanford 9

The Stanford 9, a nationally-recognized norm-referenced test, was identified in the first year at South Valley Academy as one consistent measure of academic progress beyond what was required by the state. The Stanford 9 has been administered each year at South Valley Academy since 2000. Students take the test in both the fall and spring of their first year and each spring in subsequent years, allowing faculty to track the achievement of the cohort as well as that of individual students. Longitudinal data demonstrate that each class is unique in terms of entry skills; however, every class has shown consistent and significant progress over four years, with exemplary gains in mathematics. In mathematics again, sophomore students demonstrate gains of 4.2 grade levels over a two-year period.

Longitudinal Report of Stanford 9 Scores: Four (4) year gains of Graduates*							
Graduating Class	Reading		Reading Gains Over Time		Math		Math Gains over Time
	Average Entry Score	Average Exit Score			Average Entry Score	Average Exit Score	
2005	7.2	12.4	5.2 years		8.6	13.0	4.4 years
2006	8.0	11.4	3.4 years		8.0	13.0	5.0 years

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2007	7.9	12.8	4.9 years		8.4	13.0	4.6 years
2008	8.0	10.6	2.6 years		8.1	13.0	4.9 years
2009**	7.5	9.9	2.4 years		8.1	13.0	4.9 years

*We use 13 to designate post high school. In some cases, a score of 13 could mean considerably above high school.

**The spring 2009 tests results from the graduating class of 2009 were determined unreliable. Spring 2008 scores of this class are reflected in the table.

Longitudinal Report of Stanford 9 Scores: Two (2) Year Gains *							
Graduating Class	Reading		Reading Gains Over Two (2) Years		Math		Math Gains Over Two (2) Years
	Average Entry Score	Average sophomore Score			Average Entry Score	Average Sophomore Score	
2007	7.9	10	2.1 years		8.4	13.0	4.6 years
2008	8.0	9.4	1.4 years		8.1	13.0	4.9 years
2009	7.5	8.7	1.2 years		8.1	13.0	4.9 years
2010**	6.9	7.9	1.0 years		7.7	10.3	2.6 years
2011**	7.3	8.8	1.5 years		9.2	13.0	3.8 years

*In some cases, a score of 13 could mean considerably above high school.

**These classes have not matriculated to the 12th grade yet.

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Pre-ACT (PLAN) and ACT Tests

College preparation is a major focus at South Valley Academy, and students are encouraged early-on to prepare for the ACT exam. Tenth graders have the opportunity to take the PLAN test, a purported predictor of success on the ACT. Sixty-six 10th graders took the PLAN test in 2009. Of those students, 67% received scores that predicted that they would score a 15 or better on the ACT.

The ACT test serves as an indicator of students' readiness and capability to complete college-level work. ACT scores are required for admission to many universities across the country and are used for a variety of purposes, including college placement. South Valley Academy students may take the ACT in their junior or senior year, and many students take it more than once hoping to improve their scores.

Longitudinal Report on ACT Scores				
	% of class taking the ACT	% of class taking ACT multiple times	Mean ACT scores	% of class scoring 18 or above
2007	89%	54%	18.0	48%
2008	73%	64%	17.7	55%
2009	92%	33%	18.6	55%

Longitudinal ACT data for South Valley Academy indicate that a high percentage of students take the ACT prior to graduation (compared to 42% of students nationally and 63% of students state-wide who take the test). Although some South Valley Academy students score well on the ACT (25 to 32), the final mean score for each class is about 18—a score accepted by all universities in New Mexico. Completion of the ACT is considered to be a first step toward college admission for South Valley Academy students.

Advanced Placement (AP) Test (Spanish)

Many students at South Valley Academy are native Spanish speakers, and they have the opportunity to take upper-level classes in Spanish and prepare for the Spanish Language Advanced Placement test. AP Exams are recognized by over 90% of the colleges in the country, who may grant credits or advanced standing on the basis of AP Exam results. In 2009, 27 students from SVA took the AP Spanish Language Test, of whom 85% earned passing scores.

AP Spanish Language Scores (2009)		
AP Scores	% of SVA students scoring in range	Course credits available at UNM based on AP scores
4 – 5	63%	Spanish 101, 102, 201, and 202
3	22%	Spanish 101 and 102
1-2	15%	

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Post-Secondary Enrollment Data

Between 2004 and 2009, 128 students have graduated from South Valley Academy. To date, 118 students, or 92% of the graduates, have enrolled in or begun a post-secondary program. Thus far, two students have completed an Associate of Arts program and five have received a Bachelor's Degree.

School-Level and Organizational Goals

The mission of South Valley Academy continues to be guided by several principles to which all faculty and staff ascribe: less is more, an integrated curriculum, relevance, personalization, independence, community and family support, and teacher collaboration in the whole school agenda. In the current charter several specific school and organization goals were divided into the following: *academic achievement*, *social learning*, and *community involvement*. For purposes of analyzing progress, these goals have been captured into six statements. In preparation for this charter renewal application, data were collected by the school and by independent evaluators that support achievement of the goals. The data that describes the standards represented by these goals includes school documents, previous charter school evaluation reports, enrollment and graduation data, surveys of students and parents, observations of year-end exhibitions, and interviews with students, alumni, parents, teachers, staff, and administrators.

Goal 1. The Core Curriculum—Humanities, Math, Science, and Service Learning are integrated through interdisciplinary units based on real-world problems and community issues and will focus on depth over breadth of coverage.

All students at South Valley Academy are enrolled in core curriculum courses—humanities (language arts and social studies) and math and science. The interdisciplinary nature of the instruction is exemplified in the culminating exhibitions that students present at the end of each year. For example, in spring 2009, freshmen humanities exhibitions probed the question of “What is *just*?” Freshmen exhibitions in science and math required that students present original experiments based on one of Newton’s laws of physics, including an explanation of the mathematical computations needed to complete the experiment. Sophomores based their exhibitions on the comparison of two cultures of their own choosing, integrating literature and history in a comparative essay along with their presentation. Junior exhibitions integrated literature, personal reading selections, research, history, and art in a field of the student’s interest. Juniors also completed a reflective essay about what they learned throughout the projects. For their exhibition seniors presented their original community service project, including research, participation in community agencies, action planning, and implementation. In all cases, the exhibitions blended academic skills, content knowledge, and personal habits for success. Interdisciplinary instruction and exhibitions of learning have been integral to the program at South Valley Academy since the school opened. The quality and sophistication of the exhibitions have grown as the school has matured.

Although it is not an explicitly stated goal at South Valley Academy, students, parents, and faculty understand that the school encourages preparation for post-secondary education.

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Evidence of achieving this goal is in the number of students who enroll in programs after graduation. Ninety-two percent of South Valley Academy graduates since 2004 have chosen to pursue a post-secondary education at a community college or university. A student survey in the spring of 2009 (Spring 2009) indicates that by the end of their 9th-grade year, South Valley Academy students are well aware of the school's expectations and preparation for college, and they agree that the school provides adequate resources for college planning. All grade levels identify "college preparation" as one of the strengths of South Valley Academy.

Goal 2. Each student develops a Personal Learning Plan with academic and personal goals with the help of the school advisor and parents.

One of the unique features of South Valley Academy is the Advisory program that was defined in the original charter. Every faculty member serves as the personal advisor for 8 to 12 students. Advisories are composed of students in all grades. The advisor becomes the primary contact between the school and the home. Advisors conduct the quarterly parent-student-teacher conferences and complete a quarterly Personal Learning Plan with each student.

Personal Learning Plans identify specific goals that students need to achieve in order to be successful. The goals are accompanied by action plans that identify specific assignments students will work on, classroom behaviors on which students will improve, support programs and assistance students will seek, and work habits that will enhance academic success. Both students and parents have identified the Advisory program as being very beneficial in helping students be successful at school, in personalizing the school experience, and in keeping parents informed about student progress. Teachers report that getting to know students and their families through the Advisory makes what they do at South Valley Academy more meaningful.

To support students with their Personal Learning Plans, South Valley Academy provides opportunities for students to receive additional help outside of class. Eighty-eight percent of students report participation in the after-school tutoring program, and 65% report out-of-school use of the Mac Lab. According to open-ended comments in the 2009 student survey, students believe that part of their success is the result of the personal, individual attention they receive from teachers and the fact that South Valley Academy teachers are interested in, care for, and are willing to help them in school. A parents' survey in the same year indicates that most of them are very satisfied with the instruction their children receive (96%), that the tutoring programs have been helpful (91%), that they and their children are aware of ways they can improve in school (99%), and that they are aware of ways the school helps their children make-up credits if necessary (96%).

Another unique practice at South Valley Academy is the narrative report card. At the end of each quarter, teachers complete a narrative that describes the progress of each individual student and is shared with parents. The actual grades received by students are two-pronged—students receive two grades for each class. One grade represents academic achievement, the second grade is an assessment of the student's "habits of success," and both grades are equally important. Habits of success include such attributes as effort, attendance, preparation, participation, organization, follow-through, completion, and consistency. In order to teach and reinforce these habits, teachers use strategies of clarification, modeling, immediate feedback, reminders,

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encouragement, and conversation with students. Students are aware of the differences between habits and academic skills, and they learn that good habits make you a better student, hence making you more skilled.

Goal 3. Parents participate in their child’s learning and the life of the school by attending parent-teacher-student conferences and community meetings.

The survey of South Valley Academy parents indicates that they are very satisfied with the school’s program and the instruction received by their students. On a five-point rating scale, their average rating for all school characteristics was 4.3. Parents felt that they were treated in a *fair and respectful way* and that the school *communicates effectively with parents*. The most frequent comment made by parents was that their students get personal, individual attention because teachers care for them. Also of great value to parents were: (1) the quality of the academic program, particularly the emphasis on college preparation; (2) the small size of the school; (3) the competence and effectiveness of the teachers and staff; (4) communication with parents, particularly through the Advisor; and (5) the school’s high expectations of students, and modeling of success.

Of the 202 households represented at South Valley Academy, 98% of families participated in the 3rd quarter conferences and 95% participated in the 4th quarter conferences this past school year. Parents acknowledge that the Advisory structure, with a primary point of contact for them through a teacher who knows them and their student well, is of significant value. Participation in the quarterly conferences between parents, teachers and students involves parents in tracking academic progress and personal growth, and students are satisfied that their parents are kept informed about their progress.

Independent interviews with parents indicated that after carefully “shopping” for a high school, they chose South Valley Academy based on its reputation for being a “tough” school—that is, having high expectations and strict rules for students. They identified “easy access to teachers and administrators” and the quality of the academic program as factors in their decisions. Most felt that a smaller school resulted in “better learning.” One parent said that students at South Valley Academy developed a “broader concept of education” because they are taught “to be interested, to be hungry for knowledge.” Another said that for her child, “I can’t find a better school than this one.”

Goal 4. Faculty members serve in multiple roles as teachers, advisors, curriculum designers, and decision-makers.

South Valley Academy was founded on the belief that teachers should be involved in school development, curriculum design, and governance. Teachers working at South Valley Academy understand that they will serve as more than just classroom instructors. Each teacher serves as the advisor for a small group of students. They serve on curriculum teams (grade level and subject matter) and they belong to school committees as well as a Critical Friends group for professional development. A unique practice at South Valley Academy for several years has been the end-of-school, week-long evaluation and planning retreat. At this time, the faculty

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assesses the past year, looks at achievement data, identifies strengths and growth areas, and plans collaboratively for the next school year.

While these multiple roles are demanding of teachers' time and energy, administrators say that one of the unanticipated consequences of involving teachers in all aspects of school is the commitment they develop to the school, to the students, and to their families. Students' and parents' survey results reveal their strong belief that teachers at South Valley Academy are caring, helpful, and committed to student success.

Teachers at South Valley Academy recognized the labor-intensive nature of their involvement at the school, but appreciate the support they receive from administrators, the flexibility to develop a curriculum that is best for their students, and the opportunity to know students and their families well. Teachers value the voice they have in the direction and development of the school. They say that being part of the decision-making process has led to loyalty and willingness to put in the extra effort required. Having multiple roles has been a positive experience for the teachers. One reported: "I feel challenged, and every day I want to improve as a teacher."

Goal 5. Students learn to work collaboratively, to respect the contributions of others, understand and mediate conflict, and evaluate multiple viewpoints and ethical dimensions of societal issues.

At South Valley Academy, developing respect for individuals forms the basis for dealing with diversity, conflict, collaboration, and other societal issues. Interview comments from students, teachers, and administrators provided a variety of forms of evidence that suggests that this sometimes elusive goal is being met at South Valley Academy. Students say that the teacher/student relationship at the school is one of "friendship," and that trust is developed when teachers and friends help the student out. They also point out that "respect begins with yourself," and that self-respect is developed when one's opinions are valued, when teachers and staff trust one, and when one feels that he/she is being "successful in learning and getting a good education." Students at South Valley Academy also say that "respect is more than a rule" because teachers "help you learn it," and that everyone's talent is recognized at the school. Through their school experience, South Valley Academy students report that they are "learning to look at the individual, not the group."

Parents define achievement of this goal in terms of what progress they have observed in their own children, including learning to communicate effectively with their teachers, working hard and staying organized, getting along with peers, and respecting what others think. Parents also note that their children interact with classmates in small groups. They say that their children are learning to solve a problem through talking it out or by coming to an adult for advice. Parents also notice that their students interact more with them and seek their help, and they are proactive in introducing their parents to other students and their families.

Teachers and administrators find evidence of this social learning in student behavior at school—students willingly help one another, refrain from ridicule and embarrassment, and practice politeness and courtesy. They report little tension on campus among student groups, no issues of

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bullying, and a school reputation for tolerance of differences. They particularly point to the ways students encourage one another, especially in public performances and assemblies. Teachers and administrators consistently reinforce ideas of respect, tolerance, and collaboration, both in class and in advisory groups. In fact, visitors to the South Valley Academy campus have frequently remarked on this aspect of the school climate and culture.

Goal 6. Service Learning, meetings with community representatives and field trips make the Albuquerque community an integral part of the learning.

The Service Learning program at South Valley Academy is considered by many to be the one of the most unheralded but successful features of the school. Over the past ten years, the Service Learning program has developed into a comprehensive and cohesive series of activities that help students connect what they are learning at school to applications in the real world through hands-on experience and community involvement. Students are engaged in their service learning projects for half a day every week throughout the year.

Ninth graders in Service Learning are focused on developing stronger connections for their role in the community through the use of leadership skills. Ninth graders are placed in a local elementary school as classroom teaching assistants where they learn to work with children and also develop leadership skills. Tenth-grade students volunteer in non-profit agencies in the community. These agencies range widely, including the food bank for the homeless, senior citizen centers, Explora, a teen pregnancy project, the YWCA, and the New Mexico Forum for Youth. Ninth and tenth-grade students complete weekly sign-in sheets and reflect upon what they learned during the time on their project and in other academic assignments.

In the eleventh grade, students select their own Service Learning placement that is related to a career of interest to the student. Examples of such placements include volunteer auto mechanics, KUNM disc jockey, hospital volunteer, working with immigrant programs, and congressional internships. Juniors reflect about their work regularly and complete three major academic assignments that are related to this work. The Service Learning teachers also contact the students' supervisors often each semester.

During their senior year, South Valley Academy students are required to design and implement their own community projects, and their Service Learning projects become the centerpiece of a final exhibition. Senior students at South Valley Academy have completed projects that have resulted in important community activities: developing a brochure for families based on the relationship between parent involvement and child development; recruiting lawyers to meet with undocumented families to discuss the legal rights of undocumented people; creating fliers for families about places and times to receive immunizations as well as health care information; assisting the Lieutenant Governor to develop legislative material on teen dating violence; advocating for a school-based health clinic to be established at South Valley Academy; and initiating the Dragon Farm at South Valley Academy—a community agricultural revitalization project.

Service Learning is “part of being a student at SVA,” and the results of the program are significant. Many students are able to develop important relationships outside of school, and

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they have the opportunity to work with adults other than their parents or teachers. Teachers and parents report that the Service Learning program has helped students learn how to be more organized, how to take initiative, how to gain others' trust, and how to give voice to their own experience and growth. They also gain interpersonal skills, learn job specific skills, and discover work-place realities. Students have reportedly developed more confidence in themselves and greater self-esteem through the experience of being a participant rather than an observer in the community. The Service Learning program has broadened the students' view of the work and of themselves. As one parent said, "The sooner you look outside yourself, the greater you mature."

Alumni of South Valley Academy testify to the success of the Service Learning program. One graduate became involved in community projects in social justice at her university in San Francisco. She said that at South Valley Academy she learned the difference between community volunteerism and service learning, and that the latter involved learning about the issues that were important to a community and how to find resources to address those issues. Another graduate who served as an intern to U.S. Representative Heather Wilson changed his plans and is now a writing major; he plans to attend law school. Still another graduate said that the Service Learning program broadened her horizons. She is now in college, supported by other South Valley Academy students enrolled at the University of New Mexico. Finally, evidence of the success of the program can be seen in the number of former South Valley Academy students who have returned after college or while they are working to offer their services to a school that they believe has been instrumental in their success.

Summary of Progress

In its first ten years, South Valley Academy has gone through three different stages—an observation described by faculty and supported by the findings of external evaluators. The stages can be described as *survival*, *consolidation*, and *maturity*. Like most of the original charter schools, the first three or four years were characterized by the struggle to define just what a charter school was. Recruiting a student body, developing a curriculum, finding appropriate facilities, and establishing operating procedures that were consistent with the school's mission, public school law, and state regulation monopolized the energies of all school personnel. In the consolidation stage, South Valley Academy worked on finding the right "fit" for itself. That meant focusing on teachers more carefully, defining their roles, and recruiting those who could work best within the school's philosophy. At the same time there was increased focus on students, helping them develop productive habits and attitudes that enabled them to meet the scholastic expectations of the school. In this stage, academic departments, curricular programs and school norms were strengthened.

South Valley Academy is now in the phase of maturity. Along the way, both big and small steps have been taken to insure the attainment of the school's mission and goals. The school has maintained small classes, particularly at the 9th and 10th-grade levels. Academic departments have worked to align curriculum vertically as well as align rubrics with content benchmarks and standards. The school has thoughtfully crafted teacher professional development, establishing Professional Learning Communities (PLCs) as well as Critical Friends Groups (CFGs). The school is refining practices and is now in the position to move toward being a community school. Today South Valley Academy provides ESL classes for parents, offers health services, has an

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after school program with buses, and has a paid parent coordinator. The Dragon Farm, a community-owned enterprise, is integrated into both the Biology and 10th-grade Service Learning curricula. In addition, change in the administrative structure has resulted in new job descriptions, clarification of roles and responsibilities, streamlining operational procedures, and protecting the time for teachers to focus on instruction as well as student learning outcomes. South Valley Academy has built a reputation as a school that prepares South Valley students for college. Word of mouth, one parent at a time, relays the quality of education available at South Valley Academy. At parent involvement meetings, during conferences, even in the school parking lot, parents reiterate one thing: “South Valley Academy is the school where their children have a chance at going to college.”

The evidence of the progress at South Valley Academy can be seen in the success of its students, from those who enroll in college to those who return to the school to volunteer their services. It can be seen in the commitment and engagement of students, teachers, and parents. Success can be seen in programmatic strengths, from the integrated curriculum to the Service Learning initiative. Success is also seen in the student body’s stability and the faculty’s retention as well as the long waiting list of students hoping to attend South Valley Academy. School founders, Governing Council members, and the faculty have retained a steadfast commitment to the original vision and have been persistent in pursuing the school’s goals. They have planned and implemented an academic program that prepares students for college while simultaneously reinforcing service to address needs of this community.

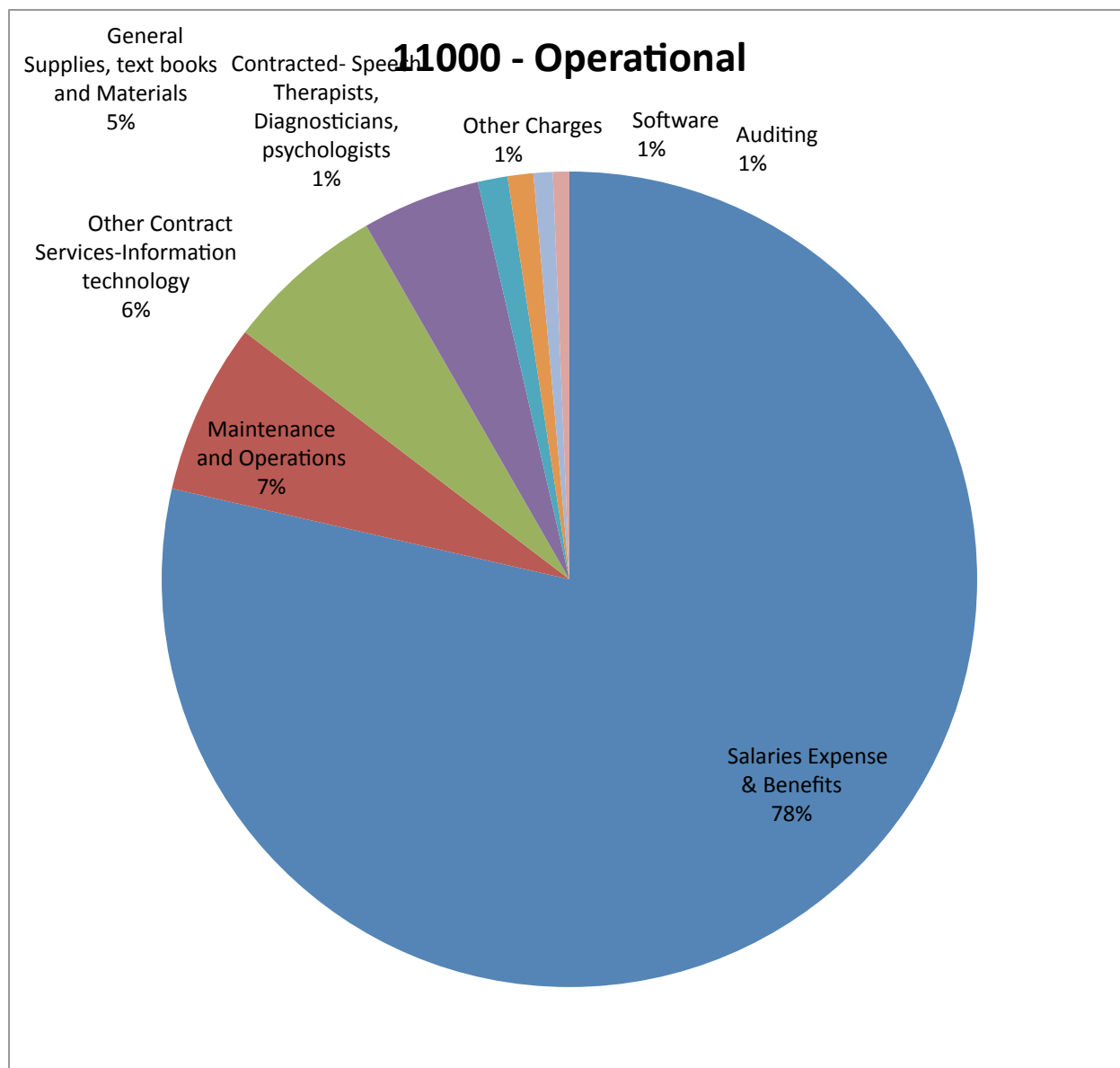
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II. FINANCIAL STATEMENT

A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and will allow comparison of costs to other schools or comparable organizations in a format required by the Albuquerque Public Schools.

South Valley Academy has been fiscally solvent and responsible in its handling of all public monies. The pie graph below demonstrates the total expenditures for our operational account during the 2009 fiscal year. Our total operational revenue in fiscal year 2009 was \$2,446,092.12. Our total operational expenditures in fiscal year 2009 were \$2,351,267.86.

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Every year South Valley Academy has had cash carryover in its operational account. The average cash carryover for the last three fiscal years has been \$50,354.50. Every year, our total student enrollment has increased. In 2006-07 we had 185 students. In 2007-08, we had 200 students, and in 2008-09 we had 220 students.

Audit Findings 2008

June 30, 2008

FS 07-01 – Bank reconciliations (repeat finding)

Condition: Bank reconciliations were not completed in a timely manner for May and June 2008. This is due to receipts/disbursements not being posted on time. During our testwork, we noted a receipt that was not booked in the 2007-2008 fiscal year. An adjustment was made to correct this. We also noted bank reconciliations are not being reviewed.

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Management's Response: We switched from Bank of America to Bank of Albuquerque in March of 2008. Bank of Albuquerque set up the statements incorrectly which made them very confusing when it came time to reconciling. However, the bank reconciliations are currently reconciled through September 2008. We have amended our internal procedures so that the Principal reviews each month's bank reconciliations.

FS 07-02 - Timely Deposits (repeat finding)

Condition: During our testwork, we found one out of three receipts tested (\$137.05) that was not deposited within 24 hours of receipt.

Management Response: Receipts are placed in the safe by the Office Manager, who informs the Business Manager that there is cash to be deposited. The Business Manager prepares the deposit who then informs the Office Assistant that there is a deposit to be made that day. Due to change in the Office Assistant position, the Business Manager has made it clear to the new Office Assistant the importance of timely deposits. Business Manager will ensure that the Office Manager makes deposit on days the Office Assistant is sick or has doctor appointments.

08-03 Fixed Asset Inventory Count

Condition: The school did not perform a physical inventory of fixed assets at the end of the fiscal year.

Management's Response: A fixed asset list exists but has not been updated due to change in personnel. However, the new individual who will be responsible for the duty is currently addressing the issue.

08-04 Difference with General Ledger

Condition: ERB reports did not reconcile to the general ledger for the year ending on June 30, 2008. ERB reports had an irreconcilable difference of \$8,002. 941 reports did not reconcile to the general ledger for the year ended June 30, 2008. 941 reports had a difference of \$5,338.

Management's Response: The discrepancy is possibly due to shifts between fiscal years. There were entries made in one year that should have been recorded in a previous year.

08-05 SAS 112 Compliance

Condition: The individuals responsible for the accounting and reporting functions for the Charter lack the skills and knowledge to apply generally accepted accounting principles in preparing the entity's financial statements. The accounting management has not obtained training to adequately apply generally accepted accounting principles, which includes GASB 34 and subsequent pronouncements.

Management's Response: Our new Business Manager has received training in GASB 34 and has many years experience with GASB 34 reporting.

FS 08-06 Procurement Code

Condition: During the year ending on June 30, 2008 we noted that 1 item did not go out for bid. Total amount paid to vendor was \$56,809.38. We also noted one purchase where a bid was received, however, no documentation was kept on other bids received. Total amount paid was \$53,203.60.

Management's Response: Our understanding about procuring architectural services was not complete. We know that our architect designed schools for a high percentage of the districts in

PART A – PERFORMANCE REPORT

NM and were told his bid was pursuant to an existing contract with a district. We will strictly follow the procurement protocol for obtaining architectural services in the future. The other item was a bid piggybacked off another state contract. Reference to the piggybacked contract will be placed on every such contract.

08-07 Journal entries

Condition: During our journal entry test work, we noted there were ten instances where adjusting journal entries were not properly approved. We also noted 5 instances where documentation could not be obtained.

Management's response: Out of 52 journal entries prepared during the fiscal year there were ten entries that were not properly approved. Currently, the Principal reviews, approves, and signs off on every single journal entry.

08-08 PED Reports

Condition: The School's cash report to the Public Education Department did not match the General Ledger.

Management's Response: The difference is due to an audit entry that was recorded as of 06/30/08, and an amended 4th quarter report will be submitted to PED as soon as the audit is completed.

08-09 Internal Control Structure

Condition: During our audit, we noted the following:

- Functions are not kept for fixed assets causing depreciation to unallocated between functions.
- Amounts were expensed from fund 27145 when all was previously expensed in the prior year.
- We could not determine how much of a subsequent receipt related to the current year due to lack of documentation.

Management's response: A fixed asset list exists but has not been updated due to change in personnel. However, we have identified the individual who will be responsible for the duty and we are currently addressing the issue. We will be reporting the location of each item and will include the functions of all items on the list.

PART A – PERFORMANCE REPORT

III. PETITION OF SUPPORT FROM EMPLOYEES

A certified petition in support of the charter school renewing its charter status signed by not less than sixty-five (65) percent of the employees in the charter school.

One-hundred percent (100%) of South Valley Academy employees support the renewal.

See **appendix 1** for signatures by employees of the South Valley Academy.

PART A – PERFORMANCE REPORT

PART A – PERFORMANCE REPORT

Petition of Support by Employees of the South Valley Academy

I, Katarina Sandoval-Tonini, am the chief administrative officer of South Valley Academy. The attached petition in support of South Valley Academy renewing its charter was circulated to all employees of South Valley Academy. There are 36 persons employed by South Valley Academy. The petition contains the signatures of 36 employees which represents 100% of the employees employed by South Valley Academy.

STATE OF NEW MEXICO)

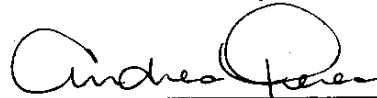
COUNTY OF Bernalillo)^{ss.}

Katarina Sandoval-Tonini being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true to the best of my knowledge and belief.



SUBSCRIBED AND SWORN TO before me this 17th day of September 2009.



My Commission Expires: 4.1.13

Notary Public

IV. PETITION OF SUPPORT FROM HOUSEHOLDS

A certified petition in support of the charter school renewing its charter status signed by not less than seventy-five (75) percent of the households whose children are enrolled in the charter school as identified in the school's 120-day report of the fiscal year prior to the expiration of the charter.

PART A – PERFORMANCE REPORT

Eighty-seven percent (87%) of the **households** whose children were enrolled at South Valley Academy as identified in the school's 120-day report of the fiscal year prior to the expiration of the charter, support the charter renewal

See **appendix 2** for signatures by households of the South Valley Academy.

PART A – PERFORMANCE REPORT

Petition of Support by Households of the South Valley Academy

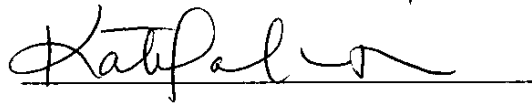
I, Katarina Sandoval-Tonini, am the chief administrative officer of South Valley Academy. The attached petition in support of South Valley Academy renewing its charter was circulated to households whose children are enrolled in our charter school as identified in the school's 120-day report of the fiscal year prior to the expiration of the charter. It contains the signatures of 176 households of 202 which represents 87% of the households whose children are enrolled at South Valley Academy.

STATE OF NEW MEXICO)

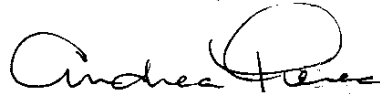
COUNTY OF Bernalillo^{ss.})

Katarina
I, Sandoval-Tonini, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true to the best of my knowledge and belief.



SUBSCRIBED AND SWORN TO before me this 17th day of September 2009.



My Commission Expires: 4.1.13

Notary Public

V. FACILITIES

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

The facilities used by South Valley Academy meet the criteria of **Section 22-8B-4.2 NMSA 1978, specifically Section C. (1) (a).**

SVA's facility is housed in public buildings owned by the school and also meets paragraph (b) under this section. A description of our facilities is as follows:

We own six (6) acres of land at 3426 Blake Road, SW in Albuquerque. On our land we own ten double portable buildings and five single portable buildings. We also own a 3-classroom permanent building. In addition we lease supplemental facilities: a large multipurpose building and 9.7 additional acres from the Center for Educational Initiatives. All of our buildings meet E-Occupancy standards.

See **appendix 3** for a copy of the school's current E-Occupancy Certificates.

VI. TERM OF RENEWAL

A statement of the term of the renewal requested, if less than five (5) years. If a charter school renewal application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five (5) years.

South Valley Academy requests a five-year renewal, but given our long-term, positive relationship with Albuquerque Public Schools (APS), we would welcome the opportunity to renew our charter for a longer term, perhaps ten years.

VII. APPENDICES

See **appendix 1** for certification and verification of signatures by employees of the South Valley Academy.

See **appendix 2** for certification and verification of signatures by households of the South Valley Academy.

PART A – PERFORMANCE REPORT

See **appendix 3** for a copy of the school's current E-Occupancy Certificates.

PART B – PROPOSED CHANGES DOCUMENT

PART B

PROPOSED CHANGES DOCUMENT

(This document specifies the changes requested for the renewal term of the charter.)

PART B – PROPOSED CHANGES DOCUMENT

CHANGE #1 – Section and/or Subsection to be Changed		Page Number(s) From the Renewal Charter (PART C)
V. Educational Plan, B. Educational Program, e. Grade Level		Pages ____ (PART C)
THE CHANGE AS STATED IN THE RENEWAL CHARTER <i>(Exact duplicate of what is written in PART C – The Renewal Charter)</i>	RATIONALE FOR THE CHANGE(S) <i>(Must include a Statement of Need and Supporting Evidence)</i>	
By the academic year 2014-2015, South Valley Academy intends to expand the grades it currently serves to grades 6-12, for a total not to exceed 435.	Measured as a whole, students at the South Valley Academy arrive with below-level scores in math and reading. During time at SVA students raise their scores by nearly four grades, but still do not achieve expected grade level performance. In order to fulfill goals set by No Child Left Behind as well as our charter, the South Valley Academy believes working with students earlier in their academic years will better prepare them for high school success and college-level work.	

PART B – PROPOSED CHANGES DOCUMENT

CHANGE #2 – Section and/or Subsection to be Changed		Page Number(s) From the Renewal Charter (PART C)
Part C – The Renewal Charter, II Renewal Charter Cover Sheet, Abstract of Renewal Charter School <u>and</u> Part C – The Renewal Charter, VII Governance/Management Plan, a. Description of the Governing Body		Pages ____ (PART C)
THE CHANGE AS STATED IN THE RENEWAL CHARTER <i>(Exact duplicate of what is written in PART C – The Renewal Charter)</i>	RATIONALE FOR THE CHANGE(S) <i>(Must include a Statement of Need and Supporting Evidence)</i>	
The Governing Council consists of at least three (3) members from the community who reside in the APS District.	Parents are involved with the Parent Involvement Committee and may advise the Governing Council. Teachers do not serve as voting members of the Governing Council due to conflict of interest concerns.	

PART C – THE RENEWAL CHARTER

PART C

THE RENEWAL CHARTER

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PART C – THE RENEWAL CHARTER

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PART C – THE RENEWAL CHARTER

II. RENEWAL CHARTER COVER SHEET

School Information:

Name of Charter School: South Valley Academy

Name of Principal: Katarina Sandoval-Tonini

Daytime Telephone: 505/452-3132 Fax: 505/452-3133

Cellular Telephone: 505/352-4227 E-mail: ksandoval-tonini@southvalleyacademy.org

Name of Governing Council President: Juan Abeyta

Cellular Telephone: 505/362-2834

E-mail: jrabeyt@animail.net

Name of District Authorizer the school is requesting to transfer from: Not applicable

Enrollment Information:

Grade span at full enrollment: 6-12

Total number of students at full enrollment (enrollment cap): 435

Complete the chart:

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	9-12	235
Second Year	2011-12	9-12	235
Third Year	2012-13	6-12	435
Fourth Year	2013-14	6-12	435
Fifth Year	2014-15	6-12	435

PART C – THE RENEWAL CHARTER

Abstract of Renewal Charter School:

South Valley Academy, located in the heart of Albuquerque's South Valley at 3426 Blake Road Southwest, prepares young people to become lifelong learners in a small school setting, based on high academic standards for all, individual appreciation for each student and teacher, a culture of trust, respect for the diverse traditions of New Mexico, and involvement of family and community.

South Valley Academy opened in August 2000 with 70 ninth-grade students from the South Valley, six teachers, and a Service Learning coordinator. Each year another grade was added until we reached grades 9-12. Classes are frequently linked thematically and taught by an enthusiastic staff who also drives the Staff Council and performs many of the administrative functions of the school. Our target goal for grades 9-12 is 235 students. By the year 2014-2015 we will serve grades 6-12 with a total population not to exceed 435. The main concept of this school is to keep the size small so that everyone knows each other and works together as a family. Our experience shows that small equates with student success. The school also uses the community as a classroom and invites the community to participate actively in the school.

The school believes in embracing its diverse traditions. The school has high standards of respect for one another, high academic standards for everyone, and a real belief that each student has his or her own personal learning style which the school will support. The Governing Council consists of at least three (3) members from the community who reside in the APS District.

Nearly every adult in the school participates in Advisory, in which an adult becomes an advocate for the student and a trusted link to the family. The advisor also deals with advisee discipline issues. In Advisory a student creates a student-developed personal learning plan for success with his or her own individual goals for academic growth. The advisor and the school commit to helping each student meet his or her goals.

The school calendar is very similar to the APS calendar.

PART C – THE RENEWAL CHARTER

III. STATEMENT OF ASSURANCES

This form must be signed by a duly-authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances.

STATE OF NEW MEXICO)
COUNTY OF BERNALILLO)

I, Juan R. Abeyta, after being duly sworn, state as follows:

1. My name is Juan R. Abeyta and I reside in Albuquerque, New Mexico.
2. I am the authorized representative of the governing body, or applicant group, for South Valley Academy, to be located at 3426 Blake Road, SW, Albuquerque, NM 87105.

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 local and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy, including complying with the local fire marshal and zoning office requirements.
7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.

PART C – THE RENEWAL CHARTER

8. If partnering with a non-profit, a MOU will be developed that describes the nature of the relationship including roles and responsibilities of each agency and specifying that financial partners will be considered component units for auditing purposes.
9. The CHARTER SCHOOL shall comply with all applicable local, state and federal laws and rules related to providing special education services.
10. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
11. 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.
12. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
13. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
14. 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;
15. 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.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable APS, federal, and state laws, regulations and rules relative to fiscal procedures, including audit and reporting requirements, and corrective action requests;
17. The CHARTER SCHOOL shall adhere to APS annual audit requirements and timelines including appropriate and timely follow-up as required of reported findings, and providing financial reports to APS as required.
18. The CHARTER SCHOOL shall comply with NMAC Business Official Licensure requirements and adherence to NM Public School Finance rules.

PART C – THE RENEWAL CHARTER

19. The CHARTER SCHOOL shall provide to the APS-CSO Office 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.
20. Meetings of the CHARTER SCHOOL Governing Body shall comply with all Public Body Reporting requirements, ie. inspection public records sunshine laws, Freedom of Information Act the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
21. 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.
22. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
23. The CHARTER SCHOOL shall produce a certificate of E-occupancy prior to opening a facility for use as a school; the facility shall meet all applicable local, state and federal health, safety and code requirements and be suitable for use as a school.
24. 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.
25. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable local federal and state labor laws, regulations and rules implementing them and shall submit the policies to the APS Board for comment prior to the hiring of any employees.
26. The Charter School shall hire Highly Qualified Teachers in compliance with NCLB (No Child Left Behind) requirements.

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, as the authorized representative of the applicant group, or as a member of the governing body, of this charter school, I am responsible for

PART C – THE RENEWAL CHARTER

ensuring that our school complies with these assurances even if that means that the applicant group or governing body must retain counsel to actively research current local, state and/or federal rules, laws, and other requirements referenced herein.

I understand that I, and the applicant group or members of the governing body, may be held liable if our school does not comply with these assurances and non-compliance may result in Charter revocation.

Juan R. Abeyta
[Signature]

9/11/09
Date

Juan R. Abeyta, representative of the applicant group, or governing body member, of the South Valley Academy.

Subscribed and sworn to before me, this 11th day of Sep., 2009.

[Notary Seal:]

Maria Baca
[Signature of Notary]

Maria Baca
[Typed name of Notary]



OFFICIAL SEAL
MARIA BACA
NOTARY PUBLIC - STATE OF NEW MEXICO
My commission expires: March 24, 2010

NOTARY PUBLIC

My commission expires: March 24, 2010.

PART C – THE RENEWAL CHARTER

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the charter school and its mission must be in the best interest of the students and community that it serves.

Mission Statement

South Valley Academy prepares young people to become lifelong learners in a small school setting, based on high academic standards for all, individual appreciation for each student and teacher, a culture of trust, respect for the diverse traditions of New Mexico, and involvement of family and community.

The school draws its student population largely from the South Valley as well as its immediate surrounding communities. South Valley Academy is a college preparatory school designed to prepare first-generation, college-bound students for post secondary education. South Valley Academy believes that every student, regardless of financial resources, ethnic background, or documented status has a right to a quality education. South Valley Academy has developed a practice that works to counter the suppression of communities who have traditionally been underrepresented in college.

How will the school know if it is achieving its mission as stated above?

Goal 1: Measured as an average, student test scores from Stanford 9/Stanford 10 will show an increase of no less than four grade levels over a four year period in both mathematics and reading comprehension.

Goal 2: The number of students who score proficient or advanced will increase by ten percent of the prior year as measured annually by the SBA.

Goal 3: Eighty percent of the students who do not voluntarily transfer away from South Valley Academy will graduate within five years of entering.

Goal 4: Eighty-five percent of South Valley Academy graduates will enter post-secondary institutions.

Goal 5: Ninety percent of students and parents will attend quarterly conferences.

How is SVA in the best interest of the students and community that it serves?

Our school is located in the South Valley, a rural, culturally-rich community within Bernalillo County. According to the 2000 census, more than 75% of the population in the South Valley is Hispanic or Latino and more than 50% speak Spanish at home. More than 80% of students

PART C – THE RENEWAL CHARTER

attending South Valley Academy are English Language Learners (ELL) and immigrants of Mexico.

The greater South Valley community faces high rates of poverty. During the 2008-2009 school year, 93.3% of our students qualified for free or reduced lunch.

In addition to poverty, the South Valley suffers from low high school graduation rates and low-performing schools. In 2008-2009, not a single South Valley middle school, (Polk, Harrison, Truman, and Ernie Pyle), nor high school (Rio Grande and West Mesa), met AYP. Less than half of all middle and high school students scored proficient or advanced in reading on the standards based assessments: a 37% on average for all students at the four middle schools and 45% for the high schools. Even more alarming is the fact that less than a quarter of all middle and high school students scored proficient or advanced in math: 17% on average for all students at the middle schools and 20% average for the high schools.

In Bernalillo County, 15.57% of adults over 25 do not have a high school education; in the South Valley this number is nearly doubled at 34.11%. Since most of our students' parents have no college education, nearly all students who graduate from South Valley Academy will become the first person in their family to go to college.

PART C – THE RENEWAL CHARTER

V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve, what the students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. CURRICULUM FRAMEWORK

South Valley Academy follows the content requirements and expectations provided by the New Mexico Content Standards, Benchmarks and Performance Standards.

Philosophy and Approach to Instruction

The South Valley Academy believes:

Less is more – Real learning requires depth of understanding more than breadth. Its attributes include the ability to see complexities in issues, to analyze media carefully, and to argue logically with good support

Integrated Curriculum – Student learn well when what they learn in one class is connected to their learning in another, when the issues they study involve several overlapping subject areas rather than one.

Relevance – Student learning should be based on a real-world context.

Personalization – Student are unique individuals who have different abilities, needs, and learning styles.

Independence – Students learn better when they take more responsibility for their learning.

Community/Family Support – Students learn better within a culture of community with strong family and community participation in the school.

Teacher Collaboration in Whole School Agenda – Teachers are not just specialists in their field, but mentors, advisors, and collaborators with a sense of commitment of the entire school.

Educational philosophy as aligned with the school's mission and student needs

As a whole, students come to South Valley Academy with math and reading levels far below expected achievement. Struggling learners read on average 2-3 years below grade level. In

PART C – THE RENEWAL CHARTER

2008-2009, 67% of the incoming 9th-grade class read below grade level, and in the 2007-2008 school year, 61% of incoming 9th grade class read below grade level.

Despite the real challenges facing our school, South Valley Academy has met academic AYP goals in math and reading every year of the charter renewal period except for the 2008-2009 school year. Ultimately, our students are expected to learn a great deal of material over four years (our students average 4-6 grade levels of growth during a four-year period). In order to help students prepare for college, we provide an intense, yet intimate level of instruction, while at the same time respect the values important to both students and their families.

Description of the Curriculum Aligned to New Mexico Standards

The educational component of South Valley Academy incorporates the following five components:

- Core curriculum
- Electives/concurrent enrollment
- Advisory
- Senior Action Project
- Extra-Curricular Activities

CORE CURRICULUM

Students study a core curriculum in Humanities, Math, Science, and Service Learning, with communication and study skills integrated across all domains. These classes are developed collaboratively and have a teacher-student ratio of approximately 1:20. The content standards of each domain are broad descriptions of the knowledge and skills students will acquire and are based on the state board of education's educational standards. The student performance standards are specific to the mission and goals of the school. Students actively engage in Service Learning. Curriculum is carefully aligned with the New Mexico Content Standards, Benchmarks and Performance Standards.

The year prior to welcoming our first group of 6th-grade students, a design team comprised of a representative of each academic department will develop a vertical teaming guide for each department which aligns with state benchmarks and standards.

Humanities

Language Arts and Social Studies are linked through grade-level collaboration in this interdisciplinary domain. Students take English 9, English 10, English 11, and English 12. The New Mexico History credit will be earned during the freshman year, World History during the sophomore year, U.S. History during the junior year, government and Economics during the senior year. Geography is taught throughout the humanities curriculum, but in the greatest detail in U.S. History and World History. Selected literature in Language Arts corresponds to the Social Studies curriculum. South Valley Academy meets New Mexico's Language Arts and Social Studies content and performance standards established by the Public Education Department.

PART C – THE RENEWAL CHARTER

Mathematics

South Valley Academy uses the Interactive Mathematics Program (IMP) for all mathematics classes. Students take IMP 1, 2, 3, and 4.

The IMP curriculum is problem-based, consisting of five- to eight-week units. The units are each organized around a central problem or theme. Motivated by this central focus, students solve a variety of smaller problems, both routine and non-routine, that develop the underlying skills and concepts needed to solve the central problem in that unit.

The IMP curriculum challenges students to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. While the traditional curriculum emphasizes rote learning of isolated mathematical skills, IMP calls on students to experiment with examples, look for and articulate patterns, and make, test, and prove conjectures. IMP integrates algebra, geometry, and trigonometry along with probability and statistics as recommended by the national reports, using calculator and computer technology to enhance student understanding.

To the fullest extent possible, students learn mathematics in the context of real problems. They work independently and collaboratively to build their mathematical understanding. In addition, students complete various projects and build mathematical models to enhance their understanding of the applications of the mathematics they are learning.

State content and performance standards are adopted completely within South Valley Academy's mathematics curriculum.

Science

Physical, Life, Earth as well as Health Science are integrated and taught within a real-world context. South Valley Academy meets New Mexico's Science content and performance standards established by the Public Education Department.

Science during grades 9-11 includes laboratory work. The sequence of classes are: Physical Science (grade 9), Biology (grade 10), Chemistry (grade 11), and science elective offerings in grade 12.

Service Learning

Students are required to fulfill an unpaid internship and/or apprenticeship one afternoon each week through a placement in an elementary school classroom, an agency, or a non-profit organization arranged by the Service Learning teachers. As much as possible, students are matched according to their interests. They take increasing responsibility each year in determining their Service Learning placement. The primary purpose of this component is to not only experience the adult responsibilities and organization of a job, but also gain a deeper understanding of social issues impacting the community. In the 12th-grade students complete a research paper and Senior Action Project which demonstrates student learning about social justice issues and a chance to reflect on the previous three years in Service Learning.

ELECTIVES/CONCURRENT ENROLLMENT

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Elective offerings at South Valley Academy include: Foreign language (Spanish) offered in the 10th-grade year, reading offered to our lowest-level readers in the 9th-grade year, Fine Arts (Beginning Drawing, Advanced Drawing, and Ceramics), and Media Literacy. As a small school we are limited in our elective offerings. When able, South Valley Academy also offers Drama and Computer Applications.

During the junior and senior years, the core curriculum allows for electives taken at school as well as concurrent enrollment at Central New Mexico Community College or UNM. We also encourage students to participate actively in summer programs within the State of New Mexico and beyond. We partner with Central New Mexico Community College to offer Financial Literacy.

ADVISORY

The most personal and personalized component of the educational program is Advisory. Students at South Valley Academy are placed with an adult at the school who serves as their advocate, mentor, and confidante. Advisors serve as the primary connection between home and school – they meet with parents/legal guardians, guide students in the creation and maintenance of personal learning plans, and monitor the overall academic progress of their advisees. In addition, advisors are the first point of contact for disciplinary action.

Within advisory students complete Next Step Plans, a document which helps students lay out the courses a student anticipate taking in fulfillment of graduation requirements. The Next Step Plan is approved by student, his/her family, and advisor.

SENIOR ACTION PROJECT

The Senior Action Project is a cumulative, in-depth, integrated action project which provides the capstone experience for the senior year. Students work with faculty members and community partners to develop, design, and implement their project. The faculty member and community partner meet regularly with students to monitor and evaluate their progress. Ample time is afforded during the senior year to review and revise such work.

EXTRA-CURRICULAR ACTIVITIES

South Valley Academy offers a variety of extra-curricular activities to enrich learning including fine arts, chess, MESA, drama, archery, Environmental Club, Male Involvement Project, and a range of sports including soccer, volleyball, and basketball. At any time Staff Council may expand after-school offerings. For the last two years South Valley Academy has benefited from additional funding from the New Mexico Public Education Department's School and Family Support Bureau for the implementation of quality after-school programs with enrichment, physical activity, and nutrition education. Because of these additional dollars, South Valley Academy offers a break dance class, agricultural projects, mural projects, and a student-run Dragon Café during the after-school hours. These activities typically take place after school between 4:00 to 6:00 P.M. South Valley Academy also has an active Student Council. We are committed to providing these types of enrichment

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opportunities so long as the school has the financial capacity to do so and students and families support them.

Strategies and Methods:

South Valley Academy maintains full-inclusion classrooms. Subsequently, students work frequently in groups with diverse talents. With appropriate modifications, South Valley Academy provides a rich curriculum that students can approach at many levels, developmental to honors. Our school values and promotes academic learning, social learning, and community involvement.

ACADEMIC LEARNING

- The core curriculum of Humanities, Math, Science, and Service Learning is implemented with a focus on depth instead of breadth.
- Classes are not exclusive, discrete units but rather interdisciplinary domains that connect several subject areas.
- Curriculum, as much as possible, involves projects based on real-world problems and current issues in the local community of New Mexico.
- Each student, working with his or her advisor, develops a Personal Learning Plan, which typically outlines individual academic goals and strategies for achieving them.
- Students take responsibility for what they learn by setting academic goals in their Personal Learning Plan and assessing their progress.
- Parents are encouraged to participate in their child's learning by helping develop his or her child's Personal Learning Plan and by attending parent-teacher-student conferences and community meetings throughout the year.
- Faculty members fulfill multiple roles as teachers, advisors, curriculum designers, and decision-makers in most school practices.
- Faculty members also engage actively in their own professional growth, participating in professional learning communities throughout the school year and serving as cooperating teachers when appropriate with Central New Mexico Community College or University of New Mexico.

SOCIAL LEARNING

- Students learn to work collaboratively on projects and to respect the contributions of others, who bring different ideas to the learning community.

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- Students self-monitor behavior and learn to mediate behavior.
- Upper division students model expected behaviors within and beyond the classroom through active participation in advisory and integrated curriculum days.
- Students learn to evaluate multiple viewpoints and ethical dimensions of societal issues.

COMMUNITY INVOLVEMENT

- Community resources are an integral part of our classrooms and school. Members of the greater Albuquerque community are regularly invited into the school to celebrate the diverse cultures and traditions of New Mexico.
- Field trips as well as our nationally-recognized Service Learning program encourage student scholarship beyond the traditional classroom.

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B. EDUCATIONAL PROGRAM

Length of School Day and School Year:

Length of school day: 9:00-4:00; instructional time 6 hours and 35 minutes:
176 teaching days (instructional days): 1158 instructional hours; teacher contract days 200.

Grade Levels, Class Size and Projected Enrollment:

By the academic year 2014-2015, South Valley Academy intends to expand the grades it currently serves to grades 6-12, for a total not to exceed 435.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	9-12	235
Second Year	2011-12	9-12	235
Third Year	2012-13	6-12	435
Fourth Year	2013-14	6-12	435
Fifth Year	2014-15	6-12	435

Graduation Requirements:

For the cohorts of 2010, 2011, and 2012:

- 4.0 credits in English
- 3.0 credits in Science (at least 2.0 must contain a lab component)
- 1.0 credit in U.S. History and Geography
- 1.0 credit in World History and Geography
- 0.5 credit in Government
- 0.5 credit in New Mexico History
- 0.5 credit in Economics
- 3.0 credits in Math
- 0.5 credit in Senior Action Project
- 3.5 credits in Service Learning
- 1.0 credit in a foreign language
- 4.5 credits in electives

TOTAL OF 23.0 CREDITS (Note that 1.0 PE credit is a waiver; 1.0 communication credit is a waiver)

For the cohort of 2013:

- 4.0 credits in English
- 3.0 credits in Science (at least 2.0 must contain a lab component)
- 1.0 credit in U.S. History and Geography
- 1.0 credit in World History and Geography

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- 0.5 credit in Government
- 0.5 credit in New Mexico History
- 0.5 credit in Economics
- 4.0 credits in Math (1.0 will be IMP 3)
- 0.5 credit in Senior Action Project
- 3.5 credits in Service Learning
- 1.0 credit in a foreign language
- 4.5 credits in electives

TOTAL OF 24.0 CREDITS (Note that 1.0 PE credit is a waiver; Note that 1.0 credit in any area must be AP, dual enrollment or distance learning).

C. STUDENT PERFORMANCE EXPECTATIONS

Goal 1: Measured as an average, student test scores from Stanford 9/Stanford 10 will show an increase of no less than four grade levels over a four year period in both mathematics and reading comprehension.

Goal 2: The number of students who score proficient or advanced will increase by ten percent of the prior year as measured annually by the SBA.

Goal 3: Eighty percent of the students who do not voluntarily transfer away from South Valley Academy will graduate within five years of entering.

Goal 4: Eighty-five percent of South Valley Academy graduates will enter post-secondary institutions.

Goal 5: Ninety percent of students and parents will attend quarterly conferences.

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

Teachers develop school-wide rubrics that specifically communicate the high academic standards expected in each domain. Additionally, exhibitions, exhibition dossiers or portfolios, and standardized tests gauge student performance throughout the academic year.

Standardized testing and narratives

At the beginning of 9th grade, a battery of tests for each student produces a baseline for entry skills. The battery includes Gates testing for reading and the Stanford 9 standardized test, a norm-referenced test which is aligned with national standards. In the spring 9th-grade students repeat the Stanford 9 and the Gates. Students in grades 10-12 take the Stanford 9 in the spring to measure progress. Students who still require passage of NMHSCE retake the exam in the fall and winter of each academic year. Junior students take the SBA in the spring. South Valley Academy utilizes short-cycle assessment three times each year to measure the predicted achievement level of students in relationship to the SBA. During the 11th and 12th grades, students also take the ACT (which does not align with standards but

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does provide useful feedback). With the narrative, teachers provide detailed comments to students every quarter.

Procedures for taking corrective action

Students and their advisor monitor these standardized tests as well as the narrative reports. At South Valley Academy, Personal Learning Plans help students set targets to improve success. Areas for improvement are highlighted so that student, family, and advisor can support the student in addressing specific weaknesses. With these tests scores and narrative comments students create action plans with specific ways to help the student be successful. Steps could include tutoring, specialized classes, specialized projects, Saturday school, outside help, summer classes, as well as more normal procedures such as additional assignments and one-on-one after school meetings with a teacher in the content area to enhance student skills.

The Personal Learning Plan helps create a school culture in which students are encouraged to take charge of their own learning and to monitor their own progress. In the event that a student shows serious signs of neither achieving nor cooperating, the advisor, along with the student and parents, are placed on either a tutoring contract or behavior contract.

The process for documenting and reporting student data to students and parents

South Valley Academy shares results of all tests through quarterly conferences.

E. SPECIAL POPULATIONS

Services for Special Education Students

Special education services are provided in accordance with IDEA 2004 regulations. Students with special needs are included in the regular classroom. Any students referred for initial testing follow the process and procedures regulated by IDEA. Special Education students participate in all state mandated testing according to the accommodations or modifications stipulated in the student's IEP.

Individualized instruction happens in several ways for any student with a learning disability:

- (1) Reading skills assessed with Gates-MacGinnitie, students testing 2 years or more below grade level receive remedial reading instruction 1 hour daily
- (2) Individualized instructional modifications provided by general education teachers
- (3) Special education teachers assisting the student in the classroom
- (4) Ancillary service staff assisting the student within the classroom
- (5) Pullout by special education teacher
- (6) Pullout by ancillary service staff
- (7) Tutoring after school with general education teacher
- (8) Tutoring after school with special education teacher
- (9) Tutoring after school with ancillary service staff
- (10) Any additional support that the IEP team determines is needed is written in the *Prior Written Notice of Proposed Actions* during an IEP meeting

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When the student's academic performance within any given classroom indicates there is a need, support is provided for as long as it is necessary. Usually this is determined by the nature of the assignment(s). This method has been integrated within South Valley Academy's school structure, allowing the student to experience independence, and build self-confidence in his or her ability to do grade-level class work among peers. "Providing curricular modifications and assessment modifications as needed" is a component of the concept of LRE (Villa, Falvey, & Schraag, 2001) that is clarified in the LRE Assessment and Planning Tool Framework, published by New Mexico State Department of Education.

South Valley Academy contracts out for the following services: speech therapy, language therapy, psychological evaluation, and any other service determined as a need by teacher observation and evaluation.

Standardized Testing for Special Education Students

Special Education students participate in all state mandated testing according to the accommodations or modifications stipulated in the student's IEP.

New Mexico High School Competency Exam/Standards Based Assessment

- Special Education students on the standard program of study and career program of study participate in the state mandated high school competency exam (classes of 2010 and 2011 only) and Standards Based Assessment with modifications and accommodations designated in the IEP by the IEP team, a school-run group.
- Modifications and accommodations from Category 1, 2, or 3 are determined by students' needs.
- Students on the career program of study or ability pathway will have a target level of competency set by the IEP team using the results of the 10th grade administration of the NMHSCE as a baseline for setting competency levels. Beyond the NMHSCE (classes of 2010 and 2011 only), the IEP team uses a combination of Stanford 9 scores and short cycle testing to set baseline competency levels for students taking Standards Based Assessment.
- Students on the ability pathway may be determined eligible for the New Mexico Alternate Assessment by the IEP team after careful consideration of the participation criteria and when documented in the student's IEP prior to the testing window.
- South Valley Academy meets the Full Educational Opportunity Goal required in Title IV. Specifically, the New Mexico Alternate Assessment is inappropriate for students with the following exceptionalities:
 - Specific Learning Disability (SLD)
 - Visual or Hearing Impairment
 - Excessive or extended absences
 - Social, cultural, and/or economic differences

Graduation and Transition

- South Valley Academy meets the Full Educational Opportunity Goal required in Title IV special education students to the maximum extent possible. Special Education students have the opportunity to progress in the general curriculum in order to meet the educational standards applicable to all students. Goals and objectives are aligned with state standards, benchmarks, and assessment.

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- When a child turns 14 years of age, transition planning and progress toward graduation plans are discussed at all IEP meetings.
- When appropriate, strategies and interventions are implemented to help students meet IEP goals, graduation requirements, and transition plans.

Student Health Needs

Upon enrollment students must provide evidence that they are in compliance with immunizations required under New Mexico state laws. South Valley Academy maintains a student health record on all students at the school, and all official records are requested from the student's prior school.

South Valley Academy's Social Work Department helps reduce students' barriers to learning and maximize their educational success. South Valley Academy promotes self and social awareness and communication skills to establish and maintain positive and healthy relationships in our school and surrounding community.

South Valley Academy is committed to providing quality health- and health-related services to our students and families. As part of our commitment to meeting the needs of our student's behavioral health, we work collaboratively with staff, students, families, and various community organizations and providers. The community members and organization that we work with include: NM DOH (Male Involvement Project, Office of School and Adolescent Health, Public Health nurses), Planned Parenthood, YDI Family and Community Services and Gang Intervention, and NM Voices for Children. Our work and discussion with these groups have been vital in delivering our collaborative plan.

Students are identified for service by multiple means. We are a small school and focus on building relationships between staff, students and parents. These relationships foster our ability to identify students in need of services. Students are referred to the school social work department by social workers, staff, students, and families. Once students are referred, they are assigned to a social worker who determines the student's needs. Those needs are provided in-house, if that is within the scope of services provided, on site, or with contracted outside providers.

These referrals and services are available to the whole student population and not limited to Medicaid-eligible or Special Educations families. In our commitment to serve the health needs of our community, South Valley Academy offers and provides services to families of students as well as former students. In addition, the school has a Student Life Committee that regularly discusses how we are being proactive in meeting the needs of our students in order to support them in academic success. We also engage our Parent Involvement Committee in discussion about student health and support on a regular basis.

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VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws.

FISCAL MANAGEMENT

South Valley Academy has established the following procedures to maintain internal control over all assets. The purpose of establishing these procedures is to provide a reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing reliable financial information, promoting operational efficiency and insuring compliance with laws, regulations, and established school policies and procedures.

Personnel

The Principal recruits highly trained, competent, honest individuals. The Business Manager trains staff about the established policies and procedures governing all financial transactions.

Segregation of Duties

The assignment of duties to staff members who have access to AptaFund Accounting software is done with the intent of limiting their ability to cause and conceal errors or irregularities. Added administrative review and over-sight procedures add security to the control system.

Budget

South Valley Academy prepares and adopts an annual budget in accordance with statutory requirements.

The Principal prepares the school's operating budget. The Budget Committee makes recommendations regarding budgetary issues. The composition of this committee is designed to ensure representation from the staff and larger school community. The Governing Council must approve the budget at an open meeting where public input is permitted.

Albuquerque Public Schools reviews and approves South Valley Academy's operating budget and includes it separately in its budget submission to the State Department of Education pursuant to the Public School Finance Act and the 1999 Charter Schools Act.

At the end of each fiscal year, South Valley Academy determines the actual cash balances for all funds and reports them to Albuquerque Public Schools by the designated deadline.

Increases, decreases, and adjustments to the finalized budget are presented to the State Department of Education for approval. Once all approvals are in place, the change is recorded to AptaFund Accounting software and the adjustment is made to the original budget.

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Budget adjustments which do not alter the total amount of the budget but are transferring expenditures between functions are presented to the Governing Council for approval, and then are submitted through PED's Operating Budget Management System as a maintenance Budget Adjustment Request (BAR) to the original budget.

Purchasing Office and Agent

In accordance with Section 13-1-97.C, NMSA, 1978, procurement shall be performed by the business office at South Valley Academy.

Payroll

The Principal oversees the firing of employees, authorizes salaries, initiates employment contracts, and maintains the staffing levels approved in the annual budget unless circumstances call for augmenting or diminishing staff personnel in accordance with upward or downward budget adjustments.

The approved employment contracts are entered into Aptafund Accounting software, and the salary worksheets are prepared for payroll by the Business Manager.

The Office Manager is responsible for reporting absences of all staff employees to both the Principal and the Business Manager on a daily basis. These daily reports are used by the Business Manager to update employee leave balances. Leave taken without an adequate balance is docked from the employee's pay.

All insurance and other deductions are submitted to the Business Manager on the proper forms. Records of these deductions are kept in the personnel files.

Encumbrances

Only authorized staff members, such as department chairs, forward purchase requisitions to the Principal for approval. The Business Manager verifies that sufficient budget exists for the purchase and that the expenditure is correctly classified and coded to the appropriate account.

Upon completion of the required verifications, the purchase document is recorded as an encumbrance on Aptafund Accounting software. A copy of the purchase order is kept by the Business Manager until the order is complete and ready for payment.

Receiving

The packing slip is initialed to document the receipt of goods and to authorize the release of payment to the vendor. A copy of the purchase order, receipt, and invoice are then retained by the Business Manager for processing.

Reporting

The Business Manager furnishes monthly reports to the Governing Council and Principal for all transactions. The Principal is responsible for reviewing the accuracy of the transaction information and reporting discrepancies to the Business Manager to initiate the necessary corrections.

Accounts Payable

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All vendor invoices are retained by the Business Manager. The vendor invoice is matched to the encumbrance copy and receiving copy of the purchase order. Once the documents are matched, the items invoiced are matched to the items listed on the approved copies of the purchase order. The account distribution is verified, and any necessary changes are noted on the invoice.

The invoice is verified by checking extensions, footing, discounts, and freight terms. The Business Manager enters the invoices to be paid from each designated fund. The check batch is posted and payable checks are printed. The business manager will ensure that the checks are printed correctly and agree to the invoice before verifying the checks in the system.

All bank accounts are reconciled on a monthly basis. The Business Manager verifies and approves the bank reconciliations and makes any adjustments necessary to the general ledger. The Business Manager cancels check back-ups once the checks clear the bank.

Travel

Employees and Governing Council members of the school may be entitled to reimbursement of registration fees, mileage, per-diem, and other costs associated with authorized trips for official school business.

All travel must be approved by the Principal for reimbursement to be authorized. The approved purchase order serves as a formal authorization for the trip.

All reimbursements are processed in accordance with the Per-Diem and Mileage Act, as outlined in the DFA regulations. All receipts for out-of-pocket expenditures for transportation, registration, and miscellaneous expenses are required for reimbursement.

Regulations can be found in the Business Office or online at www.nmcpr.state.nm.us/nmac.

Accounts Receivable

The Business Manager is responsible for billing outside agencies and monitoring the collection of all amounts due.

The Business Manager is responsible for tracking and verifying the cash balances for all federal, state, and other grants and contracts awarded to South Valley Academy. The Business Manager prepares the required cash requests, requests for reimbursements, and invoices necessary for collection of amounts due to various programs.

Special Revenue Funds

All proposals prepared by the school staff for special funding require administrative approval from the Principal.

Upon receipt of an award notice, a BAR is prepared and submitted to the Governing Council for review and approval. Once these BARs are approved by the Governing Council, they are forwarded to the Public Education Department for approval.

Final approved budgets are returned to the Business Manager and are entered in Aptafund Accounting Software. Special revenue budgets are monitored by the Business Manager. The

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Program Coordinator acts as the control agent and is responsible for monitoring compliance issues in his or her area.

Insurance

Personal insurance for school employees, as well as property and liability insurance, is provided to South Valley Academy through NMPSIA. Memoranda of coverage are provided to NMPSIA for each fiscal year. The memoranda outline the coverage provided.

In-House Check Signatures

Any recurring amount below \$ 5,000 can be signed in-house. All checks require two signatures on each warrant. The Principal and the Business Manager are the two primary in-house signers with the Head Teacher as an alternate.

Governing Council Check Signatures

Any non-recurring amount above \$ 5,000 requires one signature from the Governing Council and one in-house signature.

Cash Receipts Procedures

The school uses factory pre-numbered receipts for receipting of all monies. All receipt books are located in the administration office for security purposes. They are only be issued to an advisor or teacher when requested. The Business Manager or Office Manager issues such receipt books. All cash must be deposited within 24 hours according to state statute.

Lunch Fees - Advisors collect cash, check or money orders made out to South Valley Academy for the total amount due. All money received from students is deposited with the Office Manager within 24 hours of collection.

The Office Manager provides acknowledgment on a pre-numbered receipt and gives it to the advisor. One copy is kept with the receipt book and one copy is given to the Business Manager for deposit. All collections are deposited to the school's financial institution within 24 hours of receiving funds.

A revenue ledger is required for each receipt and must be coded to the proper fund. The ledger is verified monthly against deposits to the financial institutions. It is used during the audit to verify internal procedures.

The Business Manager records all receipts into AptaFund Accounting software on a weekly schedule. All policies are in compliance with New Mexico state statutes.

Donations

Cash Donations are made in the form of a check or money order written out to South Valley Academy. All checks are given to the Office Manager for receipting and photocopying. They are given to the Business Manager for preparing a deposit slip and making deposit with the bank. The deposit is made within 24 hours of receiving funds.

In-Kind Services or other non-cash donations are recognized by South Valley Academy in the form of a written letter by the Office Manager on official school letterhead signed by the

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Principal, with the original going to the donor and a copy held by the Business Manager. The business office copies the letter to generate the proper recording procedures to account for the donation.

Petty Cash

The petty cash fund is used for urgent, unanticipated needs for small dollar purchases. The Office Manager, in accordance with policy established by South Valley Academy, administers the fund.

The fund is established with a balance of \$100.00. The fund is reimbursed as required to maintain available cash. A pre-numbered petty cash voucher will be used to track all requests for cash. All petty cash vouchers are audited by the Business Manager.

Bank Reconciliation

Monthly bank reconciliation are prepared by the Business Manager and approved by the Principal. Bank reconciliations are completed by the following month.

Purchasing

All procurement is achieved by the competitive sealed bid pursuant to Sections 76 through 83 [13-1-103 to 13-1-110 NMSA 1978] of the Procurement Code, except procurement achieved pursuant to the sections of the Procurement Code [13-1-28 to 13-1-199 NMSA 1978] such as:

- A. competitive sealed proposals;
- B. small purchases of less than \$20,000;
 - ◆ Such purchases are to be done as follows:
 1. Goods and services under \$5,000 may be obtained from the best obtainable source, considering cost, service, delivery, and prior use of similar goods. Quotes are not required but strongly recommended to ensure the best obtainable price is achieved.
 2. For goods and services between \$5000 -19,999, no fewer than three businesses shall be solicited to submit written quotations which are subsequently recorded. If three written quotes cannot be obtained, the document of the reasons shall be included in the file.
- C. sole -source procurement;
- D. emergency procurement;
- E. procurement under existing contracts; and
- F. purchases from anti-poverty program businesses

Any request by staff for purchases are requested on a purchase requisition form and submitted to the Principal for approval. The approved purchase requisition then goes to the Business Manager to generate a purchase order. The Business Manager assigns the correct expense account, approves, and gives the purchase order to the requesting staff member to make the purchase. Under no circumstance will any employee commit South Valley Academy to any purchase without the approval of the Business Manager.

All contracts for purchases of goods or services must be approved and signed by the Principal and Business Manager. No warrant, check, or other negotiable instrument is issued in payment

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for any purchase of services, construction, or items of tangible personal property unless all services, construction, or items of tangible personal property have been received.

All employees will abide by the State Procurement Code. The procurement code can be found in the Business Office or online at www.nmcpr.state.nm.us/nmac.

Cash Disbursement

Cash disbursement shall be for the purchase of supplies, equipment, services, utilities, fixed charges, contract reimbursements, and all other expenditures of the school. Before a check can be issued the following is required:

1. Contracts must be signed and approved prior to any disbursement of checks. All contracts must follow state procurement procedures.
2. All tax information as required by state law. A W-9 must be on file prior to distribution of funds.
3. Purchase orders, invoices, and signed copies of packing slips must be on file

The business office ensures that all invoices are paid promptly in order to take advantage of all applicable discounts, and avoid any hardship to the vendors. All paid invoices are filed in alphabetical sequence for future reference and annual audit.

Reimbursement

Reimbursement is only made if prior approval has been obtained from the Business Manager. All requested reimbursements must be itemized on a reimbursement request form along with all the original receipts attached to this form. All forms can be obtained from the Office Manager.

The school uses numerical purchase orders, and the Business Manager must approve them.

Investment Policy

The school will account for all public money placed in interest-bearing deposits authorized by Section 22-8-40(E) NMSA, 1978 Compilation for investment of public school money.

Deposits of South Valley Academy funds are made in non-interest bearing checking accounts in one or more banks, saving and loans associations, or credit unions as long as the credit union deposits are insured by the agency of the United States and located within the geographical limits of the school.

Repurchasing contracts are limited to \$100,000 for all overnight investment as per Section 6-10-10(M), NMSA 1978.

Fixed-Asset Policy

Each year departments update and certify a physical inventory of movable property and equipment costing more than five thousand dollars (\$5,000) and which is under control of the Business Manager.

A supplemental inventory list is kept for all equipment under five thousand dollars (\$5,000). Items falling under this policy may include furniture, computers, and other equipment.

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In order to safeguard assets against unauthorized use, and to prevent theft, it makes good sense that these items be properly marked and tracked through a supplemental fixed asset list.

No equipment shall be placed in service until properly tagged and recorded by the office staff.

Student Activity Fund

Before any fundraising can be done for student activities, the staff member must first submit a Fundraising Request form. The Principal and the Business Manager must approve the forms. The staff member must give the type of fundraising, duration, and projected sales.

The staff member in charge of the activity turns-in all sales to the Office Manager. The Office Manager will then receipt all cash using pre-numbered receipt books and give the receipt and cash to the Business Manager. The Business Manager verifies and records the deposits then gives the cash to the Office Assistant to deposit in the bank within 24 hours.

The procurement policy for the Student Activity Fund requires that state procurement code is adhered to. Under no circumstance will an activity commit South Valley Academy to any purchase without the proper approval.

Audit

The yearly audit ensures compliance with Public School Finance Act, Sections 22-8-1 through 22-8-42, NMSA, 1978 Budget Preparation and Maintenance Standards, SBE Regulations 6 NMAC 2.2 Public School Accounting, and Budgeting Supplement 6, Manual of Procedures New Mexico State Auditor Rules and Regulations pertaining to audits of state and local government divisions.

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VII. GOVERNANCE/MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school is governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals have, and how those groups relate to one another. The Plan should outline how decisions are made at the school site and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

a. GOVERNANCE STRUCTURE

Governing Council

The Governing Council is currently composed of five members of the community. The powers of the Governing Council include approving the school's annual budget, making broad policy as outlined by South Valley Academy's charter, approving charter amendments, approving school plans and handbooks created by Staff Council, and hiring and evaluating the Principal. It uses the consensus model for decision-making.

Principal

The Principal is responsible for monitoring the hiring and firing of employees, authorizing salaries, initiating employment contracts, creating job descriptions and duties, directing and managing the budget, maintaining appropriate staffing levels, and developing and maintaining the school facility. The Principal has final authority over all employee contracts (employment, re-employment, or termination). The Principal also gives parameters for committee proposals and evaluates proposals for any legal issues. The Principal directly supervises the Office and Business Managers, the Custodian, the M&O/Security Worker, and the Technology Coordinator.

Staff Council

At the school level, South Valley Academy is governed by the Staff Council. Nearly every employee is a member of the Staff Council and has a vote in the day-to-day decisions of the school as outlined in the organizational chart. In cases where the Principal has specific authority, the Staff Council's role is advisory. In all other cases the Staff Council has the authority to make the decisions about carrying out Governing Council policy at the school level and makes decisions using the consensus model. The Staff Council may also make other procedures and policies to help it run the school that are not pre-empted by the charter or the Governing Council. The Staff Council meets weekly.

Committees

Each member of the Staff Council is also a member of one of three committees: High Academics, School Life, and Student Life. Each committee has a chair responsible for meeting with and reporting to the Principal bimonthly. Committee chairs ensure that their committees

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meet every week and that they fulfill the tasks assigned to them. High Academics considers curriculum, assessment, and remediation. Student Life deals with extracurricular activities, sports, parent involvement, and student support. School Life involves technology, student and staff recruitment, and the calendar. Committees are responsible for updating handbooks and creating proposals that will better help us carry out our mission.

Head Teacher

The Head Teacher is responsible for ensuring that teaching and learning are at their highest levels—that teachers are familiar with and implementing effective practices, and that students are improving every year. The Head Teacher supervises all department chairs, educational assistants, and social workers. The Head Teacher also oversees professional development for all teachers. Department chairs meet with the Head Teacher bimonthly.

Instructional Coach

The Instructional Coach is responsible for helping (“coaching”) and mentoring teachers so that they are fulfilling the instructional vision of the Head Teacher. The Instructional Coach mentors all level 1 and pre-intern teachers per state law. In addition, the Instructional Coach oversees student support in general, including supervising the College Guidance Counselor, the Athletic Director, the Activities Director, and the Parent Liaison.

Parent Liaison/Parent Involvement Committee

The Parent Liaison is responsible for chairing the Parent Involvement Committee (PIC), which meets monthly. The Parent Liaison also oversees the Parent Room, a conference room available for parent use. The Parent Liaison creates the agenda and topics for the monthly PIC meetings with parental input and with the help of the Student Life Committee, which she serves on. PIC makes recommendations to the Principal regarding school policy and practice.

Governing Council Policies and Procedures Addressing Powers and Responsibilities

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

A) Employ and negotiate the contract of the Principal of the South Valley Academy. This includes, but is not limited to:

- (1) establishing the criteria and process used to select the Principal;
- (2) determining the duties and responsibilities of the Principal;*
- (3) proposing the compensation package for the Principal; and,
- (4) developing a Principal evaluation plan that specifies areas of assessment, evaluation instruments, process, timeline, and format of required reports.

* **See appendices 4, 5, 6, and 7.** These appendices set out the job description of the Principal, the criteria used to evaluate applicants, the scoring system used, and the timeline from 2008, when a new Principal was hired.

B) Set policy to support the mission and goals of the SVA as set forth in South Valley Academy’s Charter. The Governing Council may amend the Charter as provided for by statute and regulation. The Governing Council will approve any charter renewal applications. **See appendix 8 for charter renewal adoption: statement of assurance by the Governing Council.**

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C) Review and approve the budget for the South Valley Academy. In addition the Governing Council shall:

- (1) oversee the financial operations of South Valley Academy;
- (2) approve changes to the budget as required by regulatory agencies; and,
- (3) participate in audit reviews as necessary.

D) Create committees as necessary to carry out Governing Council functions.

Committees may include members from outside the Governing Council; however, at least one Governing Council member must chair the committee. Members of committees will be appointed by the President, with concurrence and confirmation by the Governing Council.

E) Advocate for the goals and objectives of South Valley Academy to governmental, regulatory, and community agencies and organizations.

F) Make provisions for the continuing professional development of Governing Council members to further their abilities and skills in performing the duties and responsibilities of the Governing Council. Members will attend a state school board association or New Mexico Charter School Association training. In addition, new members will attend an orientation conducted by a current Governing Council member and the Principal to provide an overview of South Valley Academy and Governing Council protocols.

G) Conduct an annual self-assessment and issue a report summarizing activities and performance.

The Governing Council is subject to applicable federal, state, and municipal laws, as well as, New Mexico Public Education Department and Albuquerque Public School District regulations. The Governing Council will follow all federal and state laws regarding the environment, safety and health of its students.

Governing Council Authority

Governing Council members will have authority only when acting as a Council in regular or special session. The Governing Council will not be bound in any way by any statement or action on the part of any individual Council member. No Governing Council member will speak for or represent the entire Governing Council unless so authorized at a Governing Council meeting. The Governing Council will adhere to commonly accepted professional governance standards in conducting all business.

b. DESCRIPTION OF THE GOVERNING BODY

Governing Council Membership and Officers

The current Governing Council members are:

Juan Abeyta
Summers Kalishman

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Alicia Lueras Maldonado
Renee Ornelas
Henry Rael

The Governing Council consists of at least three (3) members from the community who reside in the APS District. Nominations for members are sought from the broader South Valley Academy community of staff, students, parents, volunteers, and supporters. Candidates should have a demonstrated record of community service, commitment to excellence in education, and ability to perform the duties and responsibilities of a Governing Council member. Members will be appointed by a majority vote of the Governing Council. Appointments shall be for a two (2) year term. There is no limit on consecutive terms. A vacancy on the Governing Council caused by the resignation, death, refusal to serve, incapacity, or removal by the Governing Council will be filled within thirty (30) days. A Council member may be removed by majority vote for conduct deemed detrimental to South Valley Academy.

The Governing Council shall elect a President and Vice President/Secretary who will serve for two (2) years. Should a vacancy arise during the term of office, the Governing Council shall elect a member to serve out the remainder of the term of office. The President shall preside at all meetings of the Governing Council and perform other duties as assigned by the Governing Council. The Vice President/Secretary, or other Governing Council member designee, shall preside at any Governing Council meeting that the President is absent. Preparation of the minutes of the Governing Council meetings will be the responsibility of the Vice President/Secretary.

Governing Council Meetings, Agenda, Decision Making, and Minutes

A schedule of meetings of the Governing Council will be established at the beginning of the Academic Year. The Governing Council shall hold at least ten (10) meetings annually. The date of a regular meeting may be changed by action of the Governing Council as provided by law, provided that every Governing Council member and the public are notified. Meetings will be held on the SVA campus unless otherwise specified by the Governing Council. A special meeting may be called by the President or by a quorum of Governing Council members. A notice of regular, committee and special meetings shall be posted in accordance with the New Mexico Open Meetings Act (10-15-1). A majority of all members of the Governing Council will constitute a quorum. A quorum shall be required for the transaction of business by the Governing Council.

The Governing Council agendas are set by the President and the Principal. The Governing Council reserves the right to amend the agenda by majority vote. The Governing Council shall provide for the opportunity for anyone to be heard regarding their concerns, complaints or commendations during a public forum at each regular meeting of the Governing Council. Individuals may request to speak at a Governing Council meeting by directly contacting the President and/or Principal. The time allotted each individual for presentation shall be limited to 5 minutes. An individual may not yield unused time to another individual. The total time for hearing individual presentations shall be no more than thirty (30) minutes at any one meeting unless an extension of time is allowed by majority vote of the Governing Council. Complaints

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about individual South Valley Academy employees will not be heard at Governing Council meetings.

Action items must be approved by a majority of the Governing Council members in attendance provided there is a quorum of at least 60% of members present.

A record of all actions of the Governing Council will be set forth in the official minutes of the meeting. The minutes will be kept on file as the permanent official records of the South Valley Academy. Recordings of all open meetings will be on file for two years. Sensitive information, such as bank account numbers, passwords, personnel matters, student records, etc., will be protected to the extent required and allowed by law.

Governing Council Conflict of Interest

Governing Council members are prohibited from using confidential information acquired by virtue of their association with South Valley Academy for their individual or another's private gain. Governing Council members are prohibited from requesting or receiving and accepting a gift or loan that tends to influence them or appear to influence them in the discharge of their duties as Governing Council members. Business with suppliers to South Valley Academy will not be influenced or appear to be influenced by a Governing Council member's financial interest.

Governing Council members must, in all instances, maintain their conduct at the highest standards. Governing Council members must not engage in activities which violate federal, state, or local laws or which, in any way, diminish the integrity, efficiency, or discipline of South Valley Academy.

Governing Council members shall disclose known potential conflicts of interest in connection with Governing Council contracts, purchases, payments, employment, or other pecuniary transactions in writing to the Governing Council. Governing Council members cannot contract for services or provision of goods and materials for South Valley Academy.

Involvement of Community, Families, and Staff in Governance

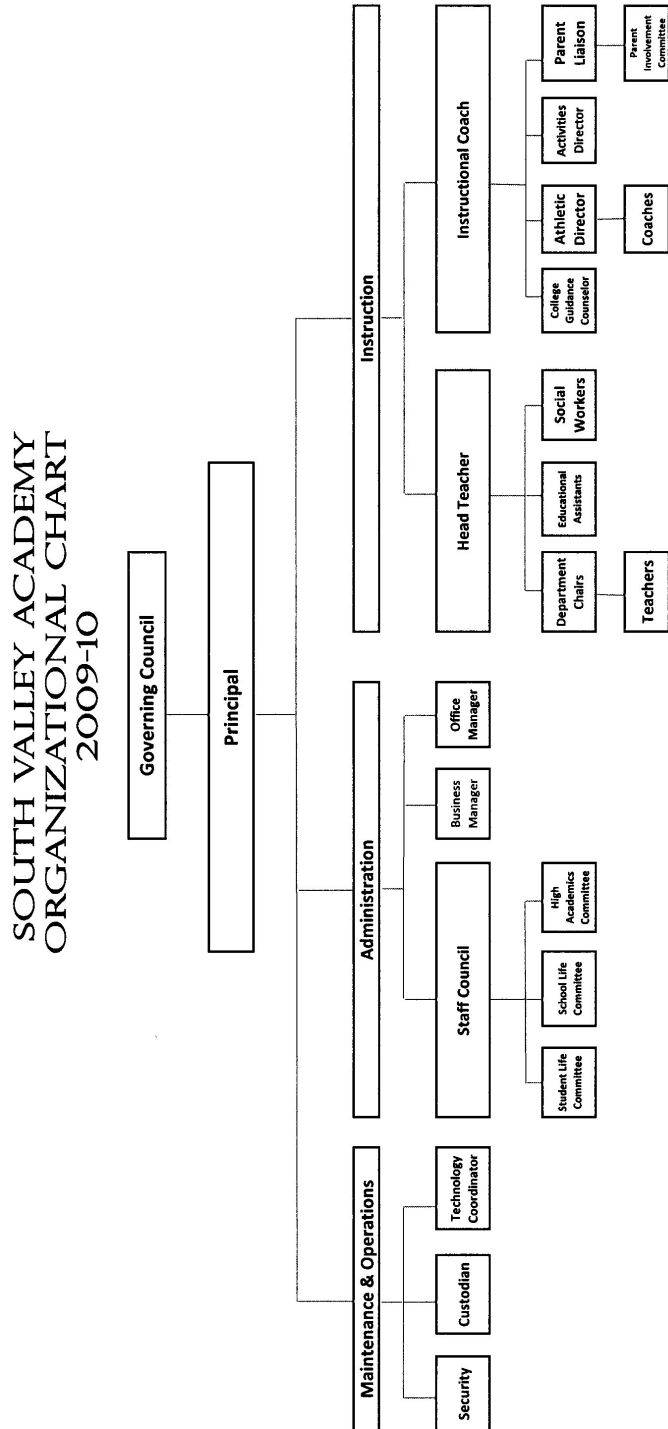
South Valley Academy governs most of its educational plan through teacher and staff decision-making as long as it is in accordance with the charter. Staff are always advised of Governing Council meetings and invited to attend. An Agenda of the Governing Council meeting is always posted in the main office. Parents meet formally with staff at least five times a year, and any issues that affect families or the school are presented to them, as well as invitations to participate in upcoming planning around the development of the school. Parents receive a monthly newsletter which informs them of upcoming meetings. South Valley Academy has numerous community partners who interact with our school, in many cases weekly. South Valley Academy actively solicits their input into making our programs better.

c. PARTNERSHIPS (optional)

South Valley Academy does not have a partner organization that is essential to the existence of the school, its governance, key instructional, and/or management functions.

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d. SCHOOL ORGANIZATIONAL STRUCTURE



Please see Appendix 9 for job descriptions.

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e. EMPLOYEE RELATIONS

Terms and Conditions of Employment

The Principal is responsible for monitoring the hiring and firing of employees, authorizing salaries, initiating employment contracts, creating job descriptions and duties, directing and managing the budget, and maintaining appropriate staffing levels. The Principal has final authority over all employee contracts (employment, re-employment, or termination).

Employees are paid according to the conditions set forth in their contracts, based on the salary schedule. In addition, staff members are eligible for certain benefits and are subject to mandatory withholdings for taxes, retirement, retiree health care, and other voluntary deductions to pay. The annual base salary may be subject to increase per state legislation, but annual increases in pay are not guaranteed.

Faculty Evaluations

South Valley Academy follows the PED's 3-tier system to evaluate all of its licensed teachers. All teachers meet with the Principal before October 1 and create PDP goals derived from the 3 strands and 9 teacher competencies. The Principal oversees administrative follow-up with the teacher's help to obtain evidence of progress in meeting the teacher's goal(s). This includes at least one formal classroom visit in the spring and a follow-up conference to evaluate adequate progress towards meeting the goals. In addition to this formative evaluation, South Valley Academy follows the requirements for summative evaluation for all Level 1 teachers on a yearly basis and Level 2 and 3 teachers every three years. South Valley Academy also evaluates non-instructional duties (based on the job description) through the Principal. For tenured teachers, this also begins with goal setting in the fall (before October 1), mid-year check-in and readjustment as needed, and a spring evaluation.

Mentorship and Support

The Department Head completes one informal observation in both the fall and spring, focused largely on content and how it interfaces with curriculum and identified skills. The Instructional Coach conducts purposeful, informal observations on a regular basis at the start of the year and by need as the year progresses. Support may include strategies for classroom management, narrative writing, advisory support, and rubric development. The Head Teacher conducts at least one formal classroom observation per teacher per year and works closely with Department Chairs to examine curriculum, effective practices, professional development, Critical Friends Groups, and action research.

For tenured teachers at South Valley Academy, the evaluation process will determine whether goals have been met and whether unsuccessful completion of goals may constitute just cause for non-renewal of a contract. The Principal provides written notification prior to March if the performance of the individual teacher is unacceptable. This notice outlines prescriptive steps with measurable outcomes and timelines that must be undertaken by the teacher in order to correct any deficiency. Contracts will be

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renewed or terminated by the end of the last work week of the staff year or whenever necessary if the need to do so arises. For probationary teachers at South Valley Academy, contract renewals during their first two years shall be entirely at the discretion of the Principal. **See appendix 9 for job descriptions for all positions.**

Personnel Policies and Procedures

South Valley Academy's faculty handbook outlines the relationship between the school and its employees, including the terms and conditions of employment. This handbook includes the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act. **See appendix 10 for personnel and policy procedures.**

Employee Salaries

All employees' salaries comply with the minimum requirements as identified in the School Personnel Act. **See appendix 11 for salary schedule for all positions.**

Staff Discipline

The following list is not intended to be all-inclusive, and is a sample of conduct strictly prohibited and cause for disciplinary action, which could lead to termination of contract:

1. Dishonesty, including falsification of records, lying, stealing, fraud, embezzlement, or any other illegal act, as well as knowingly condoning dishonest acts by others.
2. Use of alcohol or illegal or illicit drugs during the workday or in such a manner as would adversely affect job performance.
3. Chronic lack of cooperation and/or poor attitude.
4. Fighting and/or disorderly conduct.
5. Excessive absenteeism or tardiness, including failure to call in when absent.
6. Use of threatening, insulting, or abusive language, or engaging in any illegal conduct.
7. Repeated discourtesy to students, parents, guests, or colleagues.
8. Unsatisfactory job performance.
9. Sexual harassment of any person.
10. Possession and/or use of weapons on school premises.

The Principal documents all violations of the above prohibited behaviors in a written memo which is given to the employee. A copy is also put into his or her personnel file. The written memo includes prescriptive steps with measurable outcomes and timelines that must be undertaken in order to correct any deficiency.

f. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

The enrollment procedure at South Valley Academy is by lottery. We make formal presentations to all the public middle schools in the South Valley and distribute flyers about, and applications for, the school. We also post advertisements in prominent public places such as the South Valley

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Library and community centers. We also post a downloadable application on our school's website.

Open enrollment period runs from February 1st to March 1st of every year. During this time, applications for all grade levels are date -stamped, filed, and entered into a database by our office staff. We then conduct the lottery in mid-March, at which time we accept as many new students as allowed by total enrollment. The remaining students for whom there is no room are placed on a waiting list per their lottery number. All families are notified of the results of the lottery by letter and phone. Students are accepted from the waiting list at the beginning of each semester as allowed by total enrollment and per space in each grade level.

New students and their families must attend a mandatory new-family orientation in the early spring at which time the Principal reviews school rules and expectations. Any family that fails to attend this mandatory orientation forfeits its student's right to attend South Valley Academy, unless special arrangements have been arranged and approved by the Principal due to extenuating circumstances of the family.

Additionally, students who were once enrolled at South Valley Academy but then withdrew may petition for readmission. This petition is a formal letter written by the student to the Staff Council. The student must explain why he or she left South Valley Academy, why he or she wants to return, what challenges he or she faced while at South Valley Academy, and how he or she plans to address those challenges upon return. Staff Council may personally interview the student and/or place him or her on a behavior contract in order to set clear expectations that must be met by the student as a contingency of readmission. If the petition is accepted by Staff Council, the student is granted admission effective immediately. If not, the student is placed on the waiting list.

Finally, siblings of current students and staff as well as children of staff are automatically accepted and do not have to participate in the lottery. Siblings are defined as the brothers or sisters of current students who are blood relatives and /or share the same legal parent/guardians. In the case of foster children or foreign exchange students, the parents must present the school with legal documentations that shows they are the legal guardians of such student(s).

Student Discipline Policy

South Valley Academy is committed to providing and maintaining a safe, just, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. Students' due process rights under federal and state law are strictly observed. Those rights, including rights to a hearing, are outlined and reviewed with both students and parents at registration. See **appendix 11** for South Valley Academy Student Discipline Policy.

g. FACILITIES

The facilities used by South Valley Academy meet the criteria of Section 22-8B-4.2 NMSA 1978, specifically Section C. (1) (a).

South Valley Academy's facility is housed in public buildings owned by the school and also meets paragraph (b) under this section. A description of our facilities is as follows:

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We own 6 acres of land at 2436 Blake SW in Albuquerque. On our land we own ten double portable buildings and five single portable buildings. We also own a 3-classroom permanent building. In addition we lease supplemental facilities: a large multipurpose building and 9.7 additional acres from the Center for Educational Initiatives. All of our buildings meet E-Occupancy standards.

h. OTHER STUDENT SERVICES

Transportation of Students

Transportation to and from South Valley Academy is provided for students free of charge. South Valley Academy contracts with Albuquerque Public Schools Student Transportation Services and works directly with APS to determine routes, times of pick-ups and drop-offs, and eligibility of student riders.

Food Services for Students

As a Title 1 provision 2 school, South Valley Academy provides breakfast and lunch free of charge for all students. We contract with Canteen Food Services to provide a hot, nutritious breakfast and lunch on a daily basis for students. We submit an annual application directly to PED's Student Nutrition Bureau for these monies.

Counseling Services for Students

We have full-time social workers on staff. The goal of the social work staff is to support students in their academic performance by improving their self-esteem, social skills, and ultimately removing barriers to their academic success.

Social workers are available to help staff with crisis intervention, parent conferences, mediations, student observations in the classroom setting, IEP's, training and any other mental-health related issues. Short-term counseling services as well as educational support services are available. Social workers also provide psycho-educational groups on an as-needed basis. Advisors and social workers work with parents and families to address the need for outside counseling such as individual therapy, support groups, or family therapy.

Health Services for Students

South Valley Academy uses the services of local clinics and health facilities for preventative education, health screenings, and urgent care services. First Choice Family Health Clinic is nearby and can provide access to federal and county health programs to our students. The New Mexico Department of Health is available as a community resource.

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VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

a. LEGAL LIABILITY AND INSURANCE COVERAGE

South Valley Academy participates in coverage by the New Mexico Public School Insurance Authority and complies with all applicable rules of that authority.

b. WAIVERS

South Valley Academy requests a PE waiver from the NM State Public Education Department.

South Valley Academy requests District waivers as specified by NM State Statute Section 22-8B-5A.

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IX. APPENDICES

See **appendix 4** for Principal job description

See **appendix 5** for South Valley Academy matrix scoring

See **appendix 6** for South Valley Academy Principal screening matrix

See **appendix 7** for Principal search timeline (2008)

See **appendix 8** for for charter renewal adoption: statement of assurance by the Governing Council

See **appendix 9** for South Valley Academy job descriptions

See **appendix 10** for personnel and policy procedures

See **appendix 11** for South Valley Academy salary schedule

See **appendix 12** for South Valley Academy student discipline policy

APPENDICES to the CHARTER RENEWAL

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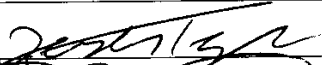
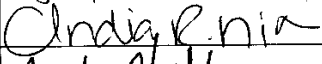
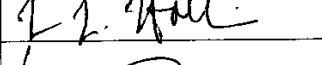
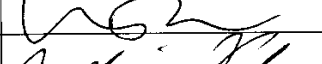
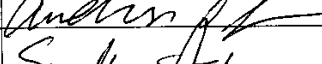
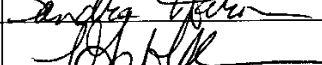
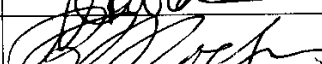
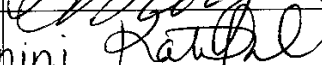
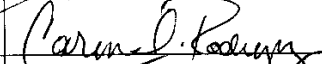
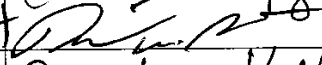
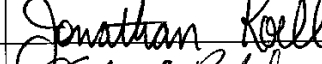
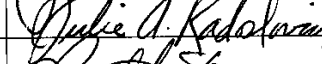
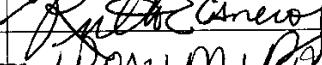
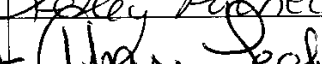
Appendix 1

Certification and Verification of Signatures by Employees of the South Valley Academy

APPENDICES to the CHARTER RENEWAL

South Valley Academy
Staff Petition Supporting Charter Renewal
June 2009

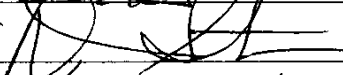
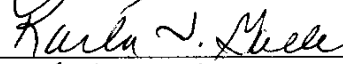
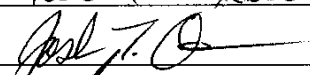
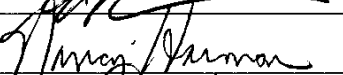
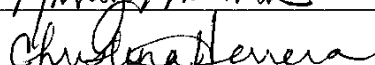
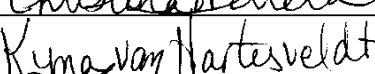
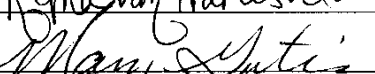
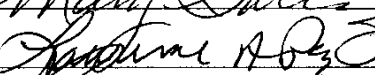
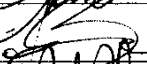
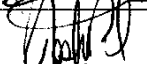
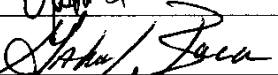
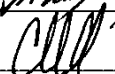
I support the renewal of South Valley Academy's charter for another five years.

PRINTED Name	Signature	Address
JUSTIN TRACER		1717 ESCALANTE SW APO 87101
David Bryant		612 Via Canale SW 87101
India Nixon		223 Solano Dr. NE #A 87108
Jenny Hollis		720 Ortiz Dr. NE 87108
William Richards		851 San Diego Ave 87505
ANDRÉS PLAZA		4041 SIMMS CT Albuquerque, NM
Sandra Aaron		82 Priestley Place Corrales, NM 87048
Jenn Gable		5700 Piedra Dr., NW Albuquerque, NM 87114
Brian Rodgers		2201 N Y Ave SW - B
Katarina Sandoval-Torini		2403 Foothill SW APO 87105
Jacob Kolander		443 Sunrise West Dr SW Albuq, NM 87121
Carmen Rodriguez		5319 Crooked Creek NW, APO 87114
Daniel W. Bryant		1700 Market St NW Apt. 1710 APO 87120
Jonathan Koelling		2001 Burbank Ct. SW APO 87105
Julie A. Radoslovich		235 Apzcal Cir. NW, APO, NM 87105
Ruth Cisneros		1002 Edith Blvd SE Apt A
Rose Medina-Rogers		271 Big Sky Ave LOS LUNAS, NM 87031
Lola Pacheco		9713 Acimira Pkwy NE Albuquerque, NM 87111
Thaxra Lechuga		2829 Linda Pl SW Albuq, NM 87105

APPENDICES to the CHARTER RENEWAL

South Valley Academy
Staff Petition Supporting Charter Renewal
June 2009

I support the renewal of South Valley Academy's charter for another five years.

PRINTED Name	Signature	Address
Sherry Russell		2808 Truman NE 87110
Sean Ottmer		1613 Princeton P. SE 87106
Stewart Valley		2727 (Crosby) NW
DAWN STRAUCH		2824 LOS ALAMOS PL SE 87107
KARLA GADE		4801 Mesa Santa Gloriosa 87105
Joshua Abrams		4901 Homestead TEL 87120
Alma Martinez		2380 Alameda Dr. NW Albuquerque 87120
Claire Jellings		P.O. Box 7202, Albuquerque, NM 87194
Nancy Harmon		412 Lafayette Pl N.E. Albuquerque 87106
Christina Herrera		6569 Monte Serrano, Albuquerque 87111
Kyma van Hartesveldt		3299 Adams St. NE #C86 87110
Mary Gutierrez		6709 Silkwood Ave. NW 87121
Lawrence A Paz		1211 John St SE 87102
FERMIN BECERRA		2825 Wendell SW
Joshua Axel		2211 Julie SW 87105
Gabriel Baca		4405 Rinde Trail SE 87124
Carli Maldonado		8304 Glynview Gtw 87120

Appendix 2

Certification and Verification of Signatures by Households of the South Valley Academy

APPENDICES to the CHARTER RENEWAL

AARUN

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Anthony Lopez	<i>Anthony Lopez</i>	2038 June SW Albuquerque, NM 87115
Trinidad Tzela Cruz	<i>Trinidad Tzela Cruz</i>	3713 Rio Bravo Blvd SW #10 Albuquerque, NM 87105
Annette Perez	<i>Annette Perez</i>	3905 Yellow Pine LNSW Albuquerque, NM 87124
Aracely Tharrs	<i>Aracely Tharrs</i>	5740 Donna Alida Ave 87124
Gracie Castellon	<i>Gracie Castellon</i>	2518 Alyssa Dr. SW 87105
Cristine Q. Alva	<i>Cristine Q. Alva</i>	7623 Jerry Cir SW
Rebecca Gutierrez	<i>Rebecca Gutierrez</i>	535 Fern Spring Dr SW Albuquerque NM 87121
Guadalupe Gaballon	<i>Guadalupe Gaballon</i>	2700 Los Pinos Rd 87105
Carmen Cabrera	<i>Carmen Cabrera</i>	2021 Nancy St SW 87105
SELINA ROMERO	<i>Selina Romero</i>	500 Dolores Dr. SW 87121

APPENDICES to the CHARTER RENEWAL

76272

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Sherry Russell	<i>Sherry Russell</i>	2808 Truman NE Albuquerque 87110
Mary Inez M. Portillo	<i>Mary Inez M. Portillo</i>	1710 EL PATIO PL SW ALB, NM 87105
Alma Rosa Trillo M.	<i>Alma Rosa Trillo M.</i>	2107 Valley SW Alb. NM 87105
Louisa Raught	<i>Louisa Raught</i>	4420 Isleta Blvd SW 87105
ANGELA LADABOUR	<i>Angela Ladabour</i>	4600 Bluewater Rd NW Apt. F259 87121
Yolanda Martinez	<i>Yolanda Martinez</i>	935 Wood Duck SW 87121
WILLIAM BAILEY	<i>William Bailey</i>	5090 COOLS SW SP 200 87124
Claudia Mendoza	<i>Claudia Mendoza</i>	7712 Autumn Canyon SW
Mary Moya	<i>Mary Moya</i>	5732 Donna Albenta SW 87121
Gabe Brea	<i>Gabe Brea</i>	4631 Sunvalley SW 87105
Manuel Zubia	<i>Manuel Zubia</i>	10004 Denton Rd SW, ALB NM 87121

BPY242

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

DAVIS

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

APPENDICES to the CHARTER RENEWAL

6/29/09

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Grisela Flores	Jessica Perez	3317 meade pt SW Alb. NM
Ramon G. Martinez	Ramon G. Martinez	833 59TH ST NW 1/2 NM
Zulaica Fornelli	Julia	4141 Barcelona Rd SW SP 6
Julie Chavez	Julie Chavez	2037 Gun Club SW
Rita Rivera	DEBRA RITA RIVERA	3301 Jamesway Dr SW
MARIA E. Nájera	Maria E. Nájera	8705 TROTTER RD SW
Rosy Marquez	Rosy Marquez	4515 VALLEY PARK SW
Maria de Jesus Pedraza	Maria de Jesus Pedraza	4201 COORS SW 13
Maria Gutierrez	Maria Gutierrez	7605 Dezer Caxon PL SW 57th

1 Gade Advisory

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

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I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

Jellinek

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

LAUTON

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

Maldonado advisory

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

Y. K. K.

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

Melle D'Amour

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

Radio Enriquez - call.

APPENDICES to the CHARTER RENEWAL

Nixon

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Dorothy Blea	Dorothy Blea	1907 FS1212 SW
Anna Marie Vallegas	Anna Marie Vallegas	3913 Elder Ct SW
MELISSA FLORES	Mylor	6902 DELIA CT, SW
Cruz morales	Cruz morales	8400 BRIAN AVE SW
Aracely Piñon	Aracely Piñon	3714 Santa Anita SW
Rebecca Gutierrez	Rebecca Gutierrez	535 Fern Spring Drive
JOANN A CHAVEZ	Joann A Chavez	9608 E1 Patron Rd SW
LARRY CHAVEZ	Larry Chavez	9608 E1 Patron SW
LUZ RODRIGUEZ	Luz Rodriguez	8500 Spring Sage Rd SW
RAYMOND FOSTER	Ray 2 Jr	1510 JUNE NE

APPENDICES to the CHARTER RENEWAL

Ottmer

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Alma Rosa Trillo	Alma Rosa Trillo	2107 Valley
Horacio A. Torres R.	Horacio A. Torres R.	1712 Venado St SW
Cynthia Sanchez	Cynthia Sanchez	2830 La Fonda Dr SW
Karen Baez	Karen Baez	4009 CT CT S.W
Norma Quinonez	Norma Quinonez	4000 BLAKE SW #90
Martha E. Hernandez	Martha E. Hernandez	4000 BLAKE Rd. SW #100
Geraldo Parra	Geraldo Parra	4301 BLAKE RD SW
Laura Mendoza	Laura Mendoza	3406 Lisa rd SW
Leticia Dominguez	Leticia Dominguez	2901 Don Pablito PL SW
David Chavez	David Chavez	2712 Copps BL SW

APPENDICES to the CHARTER RENEWAL

plg

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Luz Estela Banguin	Luz Estela Banguin	4201 Coors SW #142 Codigo 87121 Albuquerque NM
Leticia Lopez	Leticia Lopez de M.	4201 BLAKE SW #17 Codigo 87121 Albuquerque N.M.
Nidia Enriquez	Nidia Enriquez	7990 Pasajito SW 87121 Alb N.M.
Maria Elizabeth Carrasco	Maria Carrasco	1217 Edith St SE Alb. NM. 87102
Isabel Gonzalez	Isabel Gonzalez	4401 BLAKE RD SW #5 Albuquerque NM 87121

South Valley Academy
Parent/Guardian Petition Supporting Charter Renewal
2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

APPENDICES to the CHARTER RENEWAL

Rancho 150005

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Luis C. Torres	Luis C. Torres	1521 Laceyview Rd Alb. NM 87105
Martin Gomez	Martin Gomez	1536 Brian 87121
Delia Barajas	Delia Barajas	515 Vln Patria SW
Yolanda Garcia	Yolanda Garcia	1309 Summerfield Rd SW
Diane Maez	Diane Maez	2285 Bartolo Ave. SW 87105
Maria D. Morales	Maria D. Morales	4141 Barcelona SW Sp 6-10
Alfredo Nico	Alfredo Nico	78704 Trotter Rd SW
Nayely Bonquillo	Blanca Bonquillo	5404 San Luciano Rd
Pierquiel Moriz	Pierquiel Moriz	4141 Barcelona SW Sp 6-10
Christina Melendez	Christina M.	2221 Wilcox Rd SW. Ap 87105.

APPENDICES to the CHARTER RENEWAL

Richards

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Norma Zambrano	<i>Norma Zambrano</i>	11000 Lipizzan Ave. SW.
-Leticia Vasquez	<i>Leticia Vasquez</i>	5305 DON ENRIQUE
Jorge H. Saez	<i>Jorge H. Saez</i>	9611 9th E / Petrol
Maria S. Ontiveros	<i>Maria S. Ontiveros</i>	209 Shirk Ln 9 SW
Sandra Tovar	<i>Sandra Tovar</i>	4612 Karrol SW
Maria Moreira	<i>Maria Moreira</i>	1550 Five Points Rd SW #16
Claudia Mendoza	<i>Claudia Mendoza</i>	7712 Autumn Canyon SW
Alma L. Mendoza	<i>Alma L. Mendoza</i>	709 Sunset Rd SW.
Sandra Carrasco	<i>Sandra Carrasco</i>	6711 YAO DR SW
Dianne E. Patton	<i>Dianne E. Patton</i>	7308 Fremont Rd NW
Jose Aragon	<i>Jose Aragon</i>	1911 Five points SW

Rodgers

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

(2 no-ones)
Kenny, Laura,
Cesar)

APPENDICES to the CHARTER RENEWAL

RV4912

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Delma Iturra	Delma Iturra	1360 Young Ave SW
Alicia Hernandez	Alicia Hernandez	10512 Guadiana Pl SW
Jaydine Mier	Jaydine Mier	9120 Benavides Rd SW
Gerardo Parra	Gerardo Parra	4301 Blake Blvd SW
Margaret Fink	Margaret Fink	3005 Dora Sanita St
Luvia M. Torres	Luvia M. Torres	1143 Galloway St Sp. 4
ERNA GUZMAN	ERNA GUZMAN	10404 Guadiana SW
Clara Ruiz	Clara Ruiz	1303 Vito Romero SW
MARIA RIVERA	MARIA RIVERA	2478 Newish Pl SW
Genaro Mury	Genaro Mury	535 Prosperity Ave

APPENDICES to the CHARTER RENEWAL

G.T.-un

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Andrew Zimmerman		8774 Peridot Ave SW
Yolanda Loma	Yolanda Loma	4201 Coors RD SW #51
Antonia Leal	Antonia Leal	1321 ojo Feliz rd SW
Eva Nunez	Eva Nunez	4401 PAM DR SW
Adali Najera	Adali Najera	712 97th St. S.W
Bella F. Dueñas	Bella F. Dueñas	320 64th ST SW
Juana Pulido	Juana Pulido	2304 Rosendo Garcia SW
Dolores more	Dolores more	4507 PAM Drive SW
Celia Chavez	Celia Chavez	2911 Ervin Ln SW #24
Ortencia Castaneda	Ortencia Castaneda	P.O. Box 78935 Alb NM 87195
MONICA GARCIA	Monica Garcia	1416 Lucrécia 87121

9 TRACE MR

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

ST 72.

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

TRACON / 472225

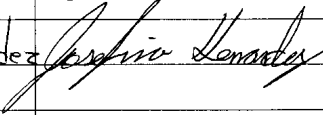
I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

[illegible]

APPENDICES to the CHARTER RENEWAL

South Valley Academy Parent/Guardian Petition Supporting Charter Renewal 2009

I support the renewal of South Valley Academy's charter for another five years.
Yo apruebo la renovación de South Valley Academy por otros cinco años.

PRINTED Name/Nombre	Signature/Firma	Address/Dirección
Josefina Hernandez		2402 Blake sw Albemarle

Appendix 3

Certificate of Occupancy

Certificate of Occupancy



County of Bernalillo

Zoning, Building and Planning Department

This Certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance this structure was in compliance with County ordinances regulating building construction or use.

Owner of Building: CENTER FOR EDUCATIONAL INITIATIVES NM Building Permit No: BCBP 80041

Occupancy Group: E/03

Type of Construction: II B/03

Land Use Zone: A-1

Use of Building: NEW COMMERCIAL BUILDING/ SOUTH VALLEY CHARTER SCHOOL

Building Address: 3426 BLAKE RD SW ALBUQUERQUE, NM 87105

Legal Description: TRACT A-2, PLAT OF TRACTS A-1 & A-2, SOUTH VALLEY ACADEMY / CONT 9.6542 ACRES

Approved By:

A handwritten signature in black ink, appearing to be "M. J. [unclear]", written over a horizontal line.

Authorized Building Official

Approved By:

A handwritten signature in black ink, appearing to be "S. [unclear]", written over a horizontal line.

Authorized Zoning Official

Date: November 21, 2008

APPENDICES to the CHARTER RENEWAL

Certificate of Occupancy



County of Bernalillo

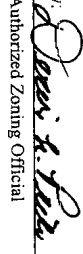
Zoning, Building and Planning Department

This Certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance this structure was in compliance with County ordinances regulating building construction or use.

Owner of Building: SOUTH VALLEY CHARTER ACADEMY
Occupancy Group: E-1/97 Type of Construction: V N
Use of Building: NEW EDUCATION BUILDING
Legal Description: MAP 46 TR 93A
Building Permit No: BCBP 20057
Land Use Zone: A-1
Building Address: 3426 BLAKE RD SW

Approved By: 
Authorized Building Official

Date: December 5, 2002

Approved By: 
Authorized Zoning Official

Appendix 4

Principal Job Description

APPENDICES to the CHARTER RENEWAL

SOUTH VALLEY ACADEMY PRINCIPAL

2009-10 JOB DESCRIPTION

(subject to amendment by Governing Council)

JOB REQUIREMENTS: Master's degree, New Mexico administrator's license, 5 years teaching experience and background check

CONTRACT: 225 days with 10 days of personal/sick leave.

Ambassadorship:

- serve as liaison with APS, Bernalillo County, UNM, CNM, the Charter School Coalition, the Albuquerque Charter School Alliance, and the State Legislature
- ensure that SVA honors and fulfills its charter
- serve as main public relations contact for SVA in the community, city, state, and nation, such as attending district or state meetings required of school administrators, communicating with appropriate elected officials, and serving as spokesperson for the school with media
- ensure that all Governing Council meetings are appropriately advertised and posted in accordance with the Open Meetings Act

Discipline:

- centralize and professionalize discipline for the school by maintaining all behavior contracts in the office and writing and authorizing all suspension letters which are appropriately filed
- serve as support for advisors on discipline issues, including interviewing students, contacting parents and social workers, writing behavior contracts, and attending parent conferences as needed
- communicate with advisors, communicate with parents, and send students to ISS as appropriate who are NO3 for lunch detention

Facilities:

- oversee creation, development, planning, and implementation of school facility
- create and update Facility Master Plan
- serve as liaison between school and school's leaser
- oversee e-rate grant, ensuring that school is appropriately wired for phone and internet service

Budget:

- oversee enrollment and recruitment of students by working with School Life Chair, ensuring that enrollment is adequate for maintaining the school's budget
- oversee school's budget by working closely with Business Manager to ensure that school is fiscally sound and that resources are appropriately allocated to achieve charter's mission and goals
- oversee fund raising for facilities and program development
- create and update salary schedules for all positions

APPENDICES to the CHARTER RENEWAL

Staffing:

- create and update job descriptions
- create and update Staff Handbook
- create and update Hiring Manual
- work with School Life Committee Chair to oversee hiring process for all positions, including advertising, recruitment, communication with candidates, calling references, setting up interviews, and maintaining and updating all files as appropriate
- supervise evaluations of staff in accordance with the New Mexico 3-Tier protocol
- hire and fire staff as appropriate
- evaluate all staff on non-teaching duties once per year, including weekly duties, facilitation of staff meetings, attendance and punctuality, narratives, advisory, SSR, extracurricular activities, Friday activities, and all other administrative duties

Governance:

- communicate with Governing Council on a regular basis, including attending monthly meetings
- serve on School Life Committee
- work with President of Governing Council to create monthly agenda for Governing Council meetings
- write weekly administrative update to all staff that briefly comments on major tasks and projects being worked on
- attend bi-monthly meetings with Committee Chairs
- oversee weekly office staff meeting with Office Manager, Business Manager, Maintenance Worker, and Custodian
- serve as liaison between Staff Council/Governing Council and school lawyers, especially to ensure that all school policies and procedures are legally sound
- directly supervise Business Manager, Maintenance Worker, Office Manager, and Custodian including conducting formal, written evaluations once per semester

Reporting:

- oversee STARS reporting
- oversee all school reporting to APS and PED

Teaching:

- serve as advisor (see Advisor job description) which may be shared
- teach 1 class every other year

Appendix 5

South Valley Academy Principal Scoring Matrix

APPENDICES to the CHARTER RENEWAL

PRINCIPAL SCREENING SCORING MATRIX

Minimal Qualifications – all finalists must meet these two conditions

- At least 7 years successful teaching and leadership/administrative experience.
- Level III licensure or can qualify for an administrative license (degree; 180 hrs. apprenticeship; 18 hrs. educational administration program, etc.) within 12 months of employment start date at the SVA.

Qualifications & Credentials

1) Academic Background

- Exceptional: graduate of nationally ranked program and/or extensive research experience; and varied professional development after graduation; and, candidate will significantly contribute to the SVA's capabilities.
- Strong: some/limited research experience; and, significant professional development after graduation; and candidate will sustain current capabilities of the SVA.

2) Bilingual

- Totally fluent: reads, speaks and writes in Spanish.
- Functional: basic understanding and ability to communicate in Spanish.

Educational Experience

1) At-Risk Population Experience

- Exceptional: Has 5 or more years of teaching experience in a primarily low-income, at-risk Hispanic (with limited English proficiency) school environment; has conducted research, assessments, or facilitated workshops of curricula that promotes cultural diversity; can analyze student achievement data by a variety of variables to ensure that all students are learning.
- Broad: Same as exceptional but working with other ethnic minorities.
- Acceptable: Has worked 3 or more years with low-income at-risk population but not in primarily at-risk school; can analyze student achievement data by a variety of variables to ensure that all students are learning.

2) Small School Experience

- Exceptional: Has participated in the small schools network; works closely with CES or other small school national model for 5 or more years.
- Broad: Same as above with 1-3 years of experience in a small school.

3) Other Experience

APPENDICES to the CHARTER RENEWAL

- Exceptional: has participated in organizing or presenting workshops/seminars at national symposia; has published educational articles; has served on committees and/or advisory boards for national/state educational organizations and/or professional associations/societies; has been involved in policy development that utilizes best practices and demonstrated educational research to improve instructional programs.

Leadership

1) School Performance

- Exceptional: Provided leadership to school and/or program that has received significant recognition for its ability to foster excellent student performance; strong in-depth knowledge in the field of education and 5 or more years of experience in overseeing professional teacher development, program implementation and performance assessment; possesses a deep knowledge of curriculum development and secondary school design, and the ability to work effectively with state and national curriculum standards.
- Strong: Held a formal leadership role and/or can demonstrate the role played in a school/program that resulted in clear academic and student success; broad knowledge in the field of education with 3-4 years experience in overseeing professional teacher development, program implementation and performance assessment; broad knowledge of curriculum development and secondary school design, and the ability to work effectively with state and national curriculum standards.
- Acceptable: Participated as a member of a school that has done above or demonstrates experience in providing leadership in attempting to implement school/instructional reforms; has worked in developing curriculum and coaching teachers.

2) Other Experience

- Exceptional: has worked effectively with local, state or national politicians and/or organizations to accomplish reform; and/or has raised funds to a significant degree for a school or district; and/or has construction management experience; and/or actively participates in educational, youth or community development activities.

Collaborative/Teaming Experience

1) Commitment to Instructional and School Teaming

- Exceptional: proven experience, in a school-wide setting, working collaboratively and building partnerships with diverse groups of teachers, students, businesses and community leaders; significant experience working in an environment that requires using communication and conflict resolution skills to foster dialogue and the building of consensus amongst professionals; articulates a clear and uncompromised commitment to sharing decisions and putting in the extra time to make that work; can explain the significance of the buy-in and commitment which comes from collaborative decision making; is able to draw the lines between

APPENDICES to the CHARTER RENEWAL

what must be collaborative, what needn't be and what must not be and can provide examples of how philosophy has been used in work experience.

- **Broad:** Demonstrates ongoing individual experience working collaboratively and building partnerships with diverse groups of teachers, students, businesses and community leaders; significant individual experience using communication and conflict resolution skills to foster dialogue and the building of consensus amongst professionals; articulates a clear and uncompromised commitment to sharing decisions and putting in the extra time to make that work; can explain the significance of the buy-in and commitment which comes from collaborative decision making.
- **Acceptable:** has participated in a school/work environment that values and fosters collaboration and can identify the role he/she played in making that experience successful; expresses understanding of the above and willingness to work in that environment without acknowledging the time it represents to do it effectively.

Fiscal Management

1) School/District Finance Experience

- **Exceptional:** experience in effective organization and management of fiscal, human, and material resources at a district or state finance office; demonstrated understanding of district budgeting processes and fiduciary responsibilities; experience in utilizing current technologies (software, accepted accounting procedures) for management and business processes.
- **Strong:** has strong accounting background with experience in fund accounting, school budgeting and experience in fiduciary responsibilities.
- **Acceptable:** accounting or finance background or significant budget experience within a school.

Educational Philosophy

- **Exceptional:** Demonstrates understanding of and a commitment to the role of public education in a social justice context; embraces the concept that every student can learn and be successful in a rigorous academic setting; and philosophy is reflected in applicant's work and community experiences.
- **Strong:** Demonstrates understanding of and a commitment to the role of public education in a social justice context; embraces the concept that every student can learn and be successful in a rigorous academic setting.

Appendix 6

South Valley Academy Principal Screening Matrix

APPENDICES to the CHARTER RENEWAL

APPENDICES to the CHARTER RENEWAL

SVA PRINCIPAL SCREENING MATRIX

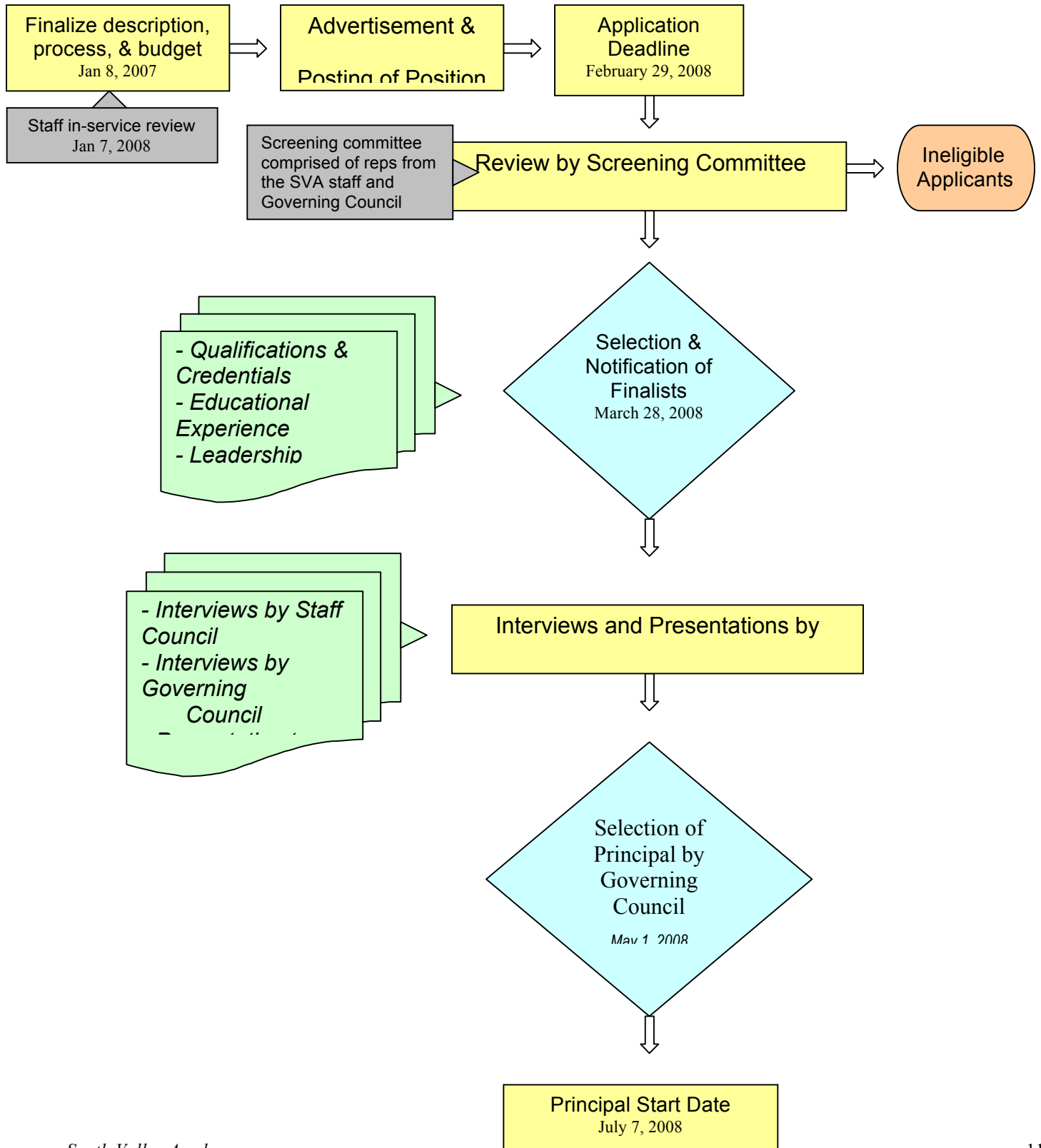
Qualifications and Credentials <i>4 points</i>	Academic Background Exceptional 2 points Strong 1 point	Bilingual (Spanish) Totally Fluent 2 points Functional 1 point	
Educational Experience <i>6 points</i>	At-Risk Population Experience Exceptional 3 points Broad 2 points Acceptable 1 point	Small School Experience Exceptional 2 points Broad 1 point	Other Experience Exceptional 1 point
Leadership <i>4 points</i>	School Performance Exceptional 3 points Strong 2 points Acceptable 1 point	Other Experience Exceptional 1 point	
Collaborative/Teaming Experience <i>3 points</i>	Commitment to Instructional & School Teaming Exceptional 3 points Broad 2 point Acceptable 1 point		
Fiscal Management <i>4 points</i>	School/District Finance Experience Exceptional 4 points Broad 2 points Acceptable 1 point		
Educational Philosophy <i>2 points</i>	Educational Philosophy Exceptional 2 points Strong 1 point		

Appendix 7

Principal Search Timeline (2008)

APPENDICES to the CHARTER RENEWAL

South Valley Academy – Principal Application/Selection Process and Timeline



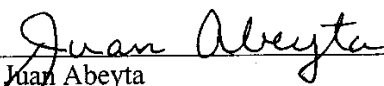
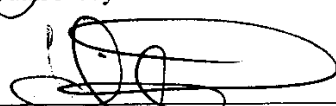
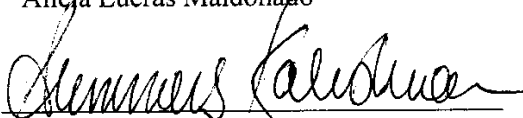
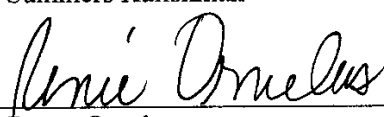
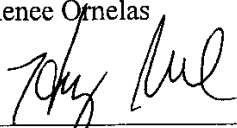
Appendix 8

Charter Renewal Adoption: Statement of Assurance by the Governing Council

APPENDICES to the CHARTER RENEWAL

Assurance by Each Governing Council Member Regarding Knowledge of the Charter Document

Each of us members of the Governing Council of South Valley Academy does hereby assure Albuquerque Public Schools and the state of NM that he/she has read the renewal application and agrees to its submission to APS for renewal.

Member	Date
 Juan Abeyta	<u>9/10/09</u>
 Alicia Lueras Maldonado	<u>9/10/09</u>
 Summers Kalishman	<u>9/18/09</u>
 Renee Ornelas	<u>9-13-09</u>
 Henry Rael	<u>9/11/09</u>

Appendix 9

South Valley Academy Job Descriptions

APPENDICES to the CHARTER RENEWAL

SOUTH VALLEY ACADEMY HEAD TEACHER 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Master's degree, New Mexico teacher's license Level 3, 5 years teaching experience, and background check

CONTRACT: 225 days with 10 days of personal/sick leave.

Professional Development:

- oversee professional development for school
- serve as liaison for the Small Schools Network and for the Coalition of Essential Schools
- oversee the development, implementation, and fulfillment of all PDPs
- oversee Professional Learning Communities and Critical Friends Groups
- provide resources for development of dossier submissions
- observe teachers in the classroom regularly
- supervise Library Aide/Educational Assistant and Academic Department Chairs including conducting formal, written evaluations once per year
- develop, implement, and oversee an intervention plan for staff who are experiencing difficulty in fulfilling their job duties

Governance:

- amend and renew the school's charter as needed
- amend and renew the school's EPSS as needed
- serve on High Academics Committee
- prepare agenda for every Thursday afternoon staff meeting
- assist Principal with public relations as needed, such as attending district or state meetings required of school administrators, communicating with appropriate elected officials, and serving as spokesperson for the school with media
- communicate with Governing Council on a regular basis, including attending monthly meetings as needed
- write weekly administrative update to all staff that briefly comments on major tasks and projects being worked on
- oversee bi-monthly meetings with Department Chairs

Grants:

- oversee grant writing, especially Title I
- pursue grants that are programmatically supportive of SVA's mission and goals

College Guidance:

- ensure that student transcripts are accurate, professional, and legally compliant
- create, update, review, and maintain the School Profile
- update and review the Concurrent Enrollment Policy

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- update and review the Remediation Policy

Testing and Data:

- oversee testing and test preparation for school, especially Stanford-9, NMHSCE, PLAN, PSAT, SBA's, MAP and Advanced Placement exams
- ensure that SVA is in compliance with all state mandated tests
- train staff in the administration of all tests
- compile and socialize appropriate test data with staff, students, and parents

Teaching:

- serve as advisor (see advisor job description) which may be shared
- teach 1 class every other year

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SOUTH VALLEY ACADEMY INSTRUCTIONAL COACH 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Master's degree, NM teacher's license Level 2, 5 years teaching experience and background check

CONTRACT: 210 days with 8 days of personal/sick leave.

Staff Support:

- attend parent conferences as necessary, especially to support staff/advisors who are dealing with serious attendance, academic, or behavioral issues
- mentor all new staff, including regularly scheduled check-ins to support their induction
- observe teachers informally every day
- provide classroom management support for teachers
- fully explain the nature of exhibitions to new teachers
- ensure that all teachers meet all deadlines regarding exhibitions
- maintain vertical files in the professional library
- support teachers in fulfilling their PDPs
- support teachers who are completing their dossiers
- support teachers with updating and applying for licenses and endorsements
- publicly validate and celebrate staff work and successes
- create, implement, and oversee plan to provide feedback to teachers on exhibitions
- provide support to Head Teacher on facilitation of PLCs and CFGs

Governance:

- write weekly administrative update to all staff that briefly comments on major tasks and projects being worked on
- attend bi-monthly meetings with Committee Chairs and/or Department Chairs
- build coalitions with community organizations by promoting school's mission and goals and educational program
- serve on Student Life Committee

Student Support:

- supervise Public Allies, including conducting formal, written evaluations once per year
- supervise Activities Director and Athletic Director, including conducting formal, written evaluations once per year
- supervise Director of Student Support, including conducting formal, written evaluations once per year
- supervise College Guidance Counselor, including conducting formal, written evaluations once per year

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- oversee After School Program including hiring, supervising, and evaluating Program Director, fulfilling all reporting requirements, fulfilling all budget requirements, and attending all required meetings

Scheduling:

- oversee the school's master schedule, including working with Head Teacher, Principal, and Department Chairs to determine which classes will be offered and which staff will teach them, determining where each class will be taught, creating a teaching schedule, creating advisory groups, creating a sign-up sheet for electives, creating class lists for teachers, creating handouts of student schedules, and ensuring that class and advisory groupings are equitable to the extent possible

Teaching:

- serve as advisor (see Advisor job description) which may be shared
teach 1 class per semester

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SOUTH VALLEY ACADEMY ACADEMIC DEPARTMENT CHAIR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB DESCRIPTIONS: same as teacher

CONTRACT: same as teacher

With Head Teacher:

- create, review, update, implement, and maintain the department's curriculum, including skills matrices, individual class rubrics, and course descriptions
- help department teachers create a Professional Development Plan (PDP) that is student-outcome centered and aligned with SVA's mission and goals
- help monitor the PDPs of department teachers, providing ongoing support and feedback
- set department's goals for professional development
- ensure that department teachers are assigning at least 3 major assignments per semester which embody SVA's teaching philosophy, including depth of skills, open-ended, project-based assignments that require revision
- ensure that department teachers are working with appropriate staff to develop and implement integrated, cross-curricular exhibitions at the end of the school year, including descriptions of end products, skills targeted, and rubrics

With Instructional Coach:

- ensure all department sections are equitably assigned
- observe department teachers in the classroom at least twice a year, once in the fall and once in the spring, providing content feedback and support to the teacher
- provide curriculum support for department teachers
- fully explain the nature of exhibitions to department teachers
- mentor new teachers, especially through the exhibition process
- ensure that all department teachers meet all deadlines regarding exhibitions
- maintain vertical files in the professional library for department

On your own:

- order supplies for department
- create, review, update and maintain department budget with department teachers and Business Manager
- maintain inventory of department's books and supplies, communicating such information to Business Manager as required
- facilitate department meetings
- serve on hiring committee for any open positions in department
- provide frequent feedback to IC and Head Teacher about overall progress (successes and difficulties) of each teacher in department
- attend and/or ensure departmental representation at all meetings and school functions as required by HT and Principal

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SOUTH VALLEY ACADEMY BUSINESS MANAGER 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Bachelor's degree, New Mexico business manager license, and background check

CONTRACT: 48 weeks with 10 days of personal/sick leave. The four weeks off are 1 week during Christmas, 1 week during Thanksgiving, 1 week during Spring Break, and 1 week during the summer to be approved by Principal.

- work with the SVA Governing Council and Principal to develop and implement SVA's financial goals, projects, policies, procedures, methods, and controls
- prepare monthly bank reconciliation reports
- prepare monthly financial statement reports for Principal
- inform Principal and President of Governing Council of budget policies passed down from PED
- work collaboratively with Principal in Legislative and Bond Appropriations as well as Capital Acquisition
- prepare the payroll with all applicable reports
- prepare any BARs as needed
- advise Principal on all financial matters including funding shortfalls and anticipated BARs
- work with Principal to prepare and maintain the school budget and to chair the Budget Committee, including providing data, reports, and utilizing the EPSS to assist in the preparation of the annual budget
- administer SVAs workers' compensation insurance program by investigating and processing all claims and maintaining records
- ensure that the school follows and adheres to the state procurement code
- prepare monthly reconciliation of General Ledger
- manage all financial reporting for any grant monies
- prepare all financial PED reports in a timely manner
- ensure that all special revenue funds adhere to state procurement code
- work well with a diverse staff
- work well with students
- create, update, and maintain internal procedures and policies
- ensure that the internal policies and procedures are being adhered to
- ensure that daily cash deposits are made appropriately
- advise Governing Council on all financial matters as requested by Principal
- attend monthly Governing Council meetings
- prepare monthly financial statements and reports for the Governing Council
- interact professionally and appropriately with teaches, staff, and parents

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- ensure that fixed assets are accounted for as required by the Standard Accounting Practices
- understand and implement state auditor's rules
- manage cash
- attend weekly office meetings with Principal, Maintenance Worker, Office Manager, and Custodian
- prepare and generate all salaried and professional contracts
- be present on campus from 8 am to 5 pm with a 40 minute lunch
- at the 4th, 7th, and 10th month of fiscal year, give Principal a report of all potential cash balances and unencumbered funds so that these monies may be directed toward priority projects
- create, update, and maintain prompt processing of requisitions by staff into purchase orders (as appropriate) in a user-friendly form
- provide annual summer training (August) to all staff in the form of a workshop that instructs staff how to request POs, adhere to procurement, and other internal procedures
- ensure that all accounts payable are paid promptly
- provide Principal with a monthly report of accounts payable, dated invoices, and payment record
- coordinate benefits for staff
- provide quarterly reports to club/activity sponsors of account activity and balance

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SOUTH VALLEY ACADEMY CLASSROOM TEACHER 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Bachelor's degree, New Mexico teaching certificate, and background check

CONTRACT YEAR: 200 days with 8 days of personal/sick leave

- teach 4 classes each semester
- be an advisor (see Advisor job description)
- serve on one of SVA's three administrative committees, including attending meetings and satisfactorily fulfilling assigned duties
- perform assigned weekly and daily duties, such as bus and lunch duty
- facilitate staff meetings on assigned dates
- take notes of staff meetings on assigned dates
- serve on Staff Council, including attending meetings
- serve on a grade-level team, including attending meetings and helping to plan and facilitate integrated project days, fieldtrips, and other school events specific to grade-level
- serve in an assigned department, including attending meetings
- participate in ed-teaming
- write quarterly narratives, including a class description and class rubric
- assign at least 3 major projects in each class each semester
- design, create, and implement end-of-year exhibitions in collaboration with appropriate colleagues
- sponsor a Friday activity
- sponsor an extracurricular activity
- take daily attendance in all classes, including Friday activities
- cross-reference daily attendance with DAL to check for ditching
- maintain a grade book and submit grade book to office at end of year
- give homework updates to advisors according to school-wide deadlines
- give progress reports to advisors on assigned dates
- call the office between 7:30 and 8:00 AM on sick days
- ask for personal leave in writing to Principal and communicate appropriately with the lead non-classroom staff for coverage
- provide substitute plans that include class schedule, seating chart and/or attendance list, and appropriate classwork/homework with the Office Manager
- participate in quarterly narrative proofreading
- participate in all Service Learning site visits as required

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SOUTH VALLEY ACADEMY ADVISOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: same as teacher

CONTRACT YEAR: same as teacher

- maintain a sign-in and sign-out book for daily attendance
- email or call list of absent advisees to office by 9:15 A.M. every morning
- give appropriate announcements to advisees regarding extracurricular activities, scholarships, summer programs, and other opportunities
- serve as disciplinarian to advisees, including writing behavior contracts, arranging parent conferences as appropriate, checking for dress code, communicating with other teachers/social workers, and working with Principal as appropriate
- provide homework updates to advisees and parents by the given deadlines
- provide academic progress reports to advisees and parents by the given deadlines
- arrange and conduct quarterly conferences with advisees and parents during assigned times
- be present during all advisory periods, including satisfactorily conducting advisory activities
- conduct SSR by ensuring that students are quietly reading the entire time and that you read as well to serve as a role model
- call parents of absent students when the office cannot
- write cover letters for each advisee at each quarter
- create an action plan of improvement during conferences at each quarter with advisees and parents that serves as the Personal Learning Plan
- report quarter grades of advisees to Office Manager
- give copies of behavior contracts of advisees to Principal
- communicate any appropriate parts of behavior contracts with Staff Council
- serve as advocate to advisees, such as referring students for ed-teaming or social work as appropriate, celebrating birthdays, and arranging and conducting advisory fieldtrips
- communicate regularly with parents
- participate in lunch clean-up and set-up and campus clean-up with advisees on assigned dates
- call parents of advisees on 4th and 7th unexcused absences
- conduct attendance conferences with advisees and parents after the 7th unexcused absence
- give copies of quarterly narratives of SPED advisees to SPED teachers by the given deadline
- refer advisees to school social workers as appropriate, making sure to communicate with school social workers about the referral
- attend IEPs of advisees whenever possible
- check DAL daily to ensure attendance is accurate for advisees, alerting office of any discrepancies

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SOUTH VALLEY ACADEMY **SERVICE LEARNING TEACHER** **2009-10 JOB DESCRIPTION** (subject to amendment by Principal)

JOB REQUIREMENTS: Bachelor's degree, background check, and New Mexico teaching license required for teacher salary.

CONTRACT YEAR: same as teacher

Service learning teachers are responsible to work as a team to ensure all of the following activities are performed:

- conduct community outreach to identify and create student placements
- conduct meetings with potential sites to communicate school and program mission
- communicate expectations to supervisors to ensure quality placements by disseminating program literature and implementing supervisor orientations
- communicate expectations to students to ensure quality placements by facilitating student led orientations
- assign students to appropriate placements according to interests, skills and personal needs
- maintain formal and informal communication with students throughout the year
- create and maintain a database to track placements, supervisors and students
- oversee transportation needs by contracting, developing efficient routes, and maintaining communication with bus company, site supervisors, staff, students, and family
- oversee Service Learning day logistics including enforcing dress codes, notifying supervisors, updating bus lists and addressing individual student and placement issues as they arise
- track weekly attendance and provide regular updates to students, advisors, parents, and site placements
- maintain ongoing communication with supervisors including weekly calls, site visits, and scheduled meetings with the objective of ensuring that each placement provides a quality learning environment
- manage, address and intervene with any issues that arise at placement sites including responding to parent and student concerns as well as performing emergency site visits
- oversee and manage department finances (department chair does this)
- work with SVA Staff Council to identify and develop proposals for external funding
- coordinate all aspects of staff-wide site visits
- work collaboratively with teachers to develop, plan, and integrate curricular lessons at the 9th and 10th grade level and assist with implementation of lessons in classrooms
- develop and write lesson plans for academic skill assignments and transition activities to facilitate future placements
- design and implement transitional activities to facilitate appropriate student placements and bridge learning goals and objectives from year to year
- provide necessary training to staff in order to implement Service Learning activities

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- regularly assess student performance and write narratives
- work collaboratively to set goals and evaluate performance of department
- review and revise program policies and procedures
- develop and update systems and forms appropriately
- plan and host Service Learning and Community Celebration
- plan, develop, and secure appropriate student placements throughout the year.
- plan and oversee service learning orientation for all students at the beginning of the school year, no later than the first week of school
- send 9th and 10th students out to their service learning placements by the Thursday after Labor Day. Juniors will be in class with the Junior coordinator till mid-October.
- develop and update a service learning profile to be used by office for public relations
- present a yearly evaluation of the program to the Head Teacher in June
- be an advisor (see advisor job description)
- serve on one of SVA's three administrative committees, including attending meetings and satisfactorily fulfilling assigned duties.
- perform assigned weekly and daily duties, such as bus and lunch duty
- facilitate staff meetings on assigned dates
- take notes of staff meetings on assigned dates
- serve on Staff Council, including attending meetings accordingly as schedule permits if part time.
- serve on a grade-level team, including attending meetings and helping to plan and facilitate integrated project days, fieldtrips, and other school events specific to grade-level
- serve in an assigned department, including attending meetings
- sponsor a Friday activity only if working on Friday.
- sponsor an extracurricular activity
- take daily attendance in Friday activities – only if applicable.
- cross-reference daily attendance with DAL to check for ditching on Thursdays
- write quarterly narratives, including class rubric and description
- substitute for classroom teachers 16 hours per semester only if full time.
- teach 2 electives per year by the department
- give homework updates to advisors according to school-wide deadlines
- give deficiencies to advisors on assigned dates
- be available for administrative duties including subbing and ISS, etc., after the last day of Service Learning

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SOUTH VALLEY ACADEMY CLINICAL SOCIAL WORKER (LISW or LMSW) 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Licensed masters level social worker (LMSW or LISW) and background check

CONTRACT: same as teacher

- follow methods of school social work practice appropriate to identified concerns, including direct services and program development
- provide family assessments, crisis intervention, group, individual and family counseling, and offer information and referral services
- serve as home-school-community liaison
- establish and maintain relationships with other school personnel, community agencies, students and their families
- provide counseling and/or other services for SPED students as per their IEP, making these students a priority before regular education students
- encourage parent participation in the student's educational placement through home visits and other outreach activities
- establish and maintain appropriate communication with parents regarding students social and behavioral progress regarding social work issues
- consult and share appropriate information with teachers, administrators, and other school personnel
- develop and deliver in-service programs/clinical education and resources for school and community
- act as case manager and coordinate efforts for the management of individual and group cases as appropriate
- advocate for students and their families, as necessary, in the school and community
- assess the quality and effectiveness of school social work services and provide records as necessary
- comply with the Code of Ethics of the National Association of Social Workers
- comply with state-approved Code of Ethics of the Education Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state, and federal regulations
- safeguard confidentiality of privileged information
- prepare and maintain accurate and complete records and reports as required by law, state directives, SVA policy and administrative regulations
- maintain professional relationships and work cooperatively with employees in the community and other professionals
- be responsible (as a department) for being an advisor (see advisor job description)
- serve on one of SVA's three administrative committees, including attending meetings (note, however, that all administrative duties are to be done outside of the 9-4 school day)

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- serve on a grade-level team, including attending meetings and helping to plan and facilitate integrated project days, fieldtrips, and other school events specific to grade-level
- serve in an assigned department, including attending meetings
- participate in ed-teaming, especially by bringing appropriate information on caseload students who are being ed-teamed
- sponsor a Friday activity, making sure to take daily attendance
- sponsor an extracurricular activity
- cross-reference daily attendance with DAL to check for ditching
- substitute for classroom teachers 16 hours per semester
- cover advisory/SSR for absent advisors when appropriate
- follow up with advisors and other appropriate staff to ensure that interventions for non-SPED students developed at ed-teaming are appropriately done in a timely fashion
- write quarterly narratives for caseload students which indicate services rendered, groups participated in, etc.
- follow up and inform appropriate staff on social work referrals
- attend parent conferences as required by advisors and Principal
- help advisors write behavior contracts, especially with interventions and community resources
- perform assigned daily duties
- facilitate staff meetings on assigned dates
- take notes of staff meetings on assigned dates
- help to plan and facilitate integrated project days, fieldtrips, and other school events
- call the office between 7:30 and 8:00 AM on sick days
- request personal leave in writing to Principal

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SOUTH VALLEY ACADEMY SPECIAL EDUCATION TEACHER 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: same as teacher

CONTRACT: same as teacher

- be responsible for working with teachers to plan modifications and adaptations of general education program to help students learn subject matter and skills
- provide program leadership for implementation of the school's inclusion policy
- ensure compliance with the state and federal special education regulations
- manage ancillary services for the Special Education Department
- build trust and confidence with students, parents, teachers, and school social workers
- assist with instruction of individuals and groups within the Inclusion Model
- monitor student progress in the general education classroom, including keeping copies of quarterly narratives for each SPED student
- provide instructional support in the general education classroom
- work with teachers to modify curriculum as needed to meet individual student needs
- purchase instructional and resource materials necessary to support modifications and curriculum adaptations
- maintain contact with parents, advisors, and school social workers regarding the needs and services of SPED students
- write IEPs, develop goals and objectives for annual program review, and hold annual conferences
- participate in special ed students' parent/teacher conferences as called upon by teachers
- prepare IEP forms, educational records, and/or classroom observations forms as needed
- implement standardized testing modifications and accommodations as determined by IEP and in accordance with state and federal regulations
- collaborate with teachers, advisors, and school social workers to identify and develop 504 plans for students needing those accommodations
- assist with identifying undisclosed special education students and initiate procedure for determining need of initial referrals for special education services within the school
- work with APS district and state personnel as needed to procure and facilitate allocation of IDEA funds
- ensure compliance with state and federal special education guidelines and stay informed of best practices regarding special education students within the least restrictive environment
- maintain confidential individual records of students receiving special services
- develop, coordinate and implement transition services contributing to students' development, maturity and independence to assist transitioning into their community in the role of adult citizens
- participate in professional development activities
- oversee management of ancillary support staff

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- prepare and report SPED information for STARS
- create, update, and revise department forms and documents that facilitate compliance with IDEA
- advocate before the Governing Council/PED for LD seniors who fail the NMHSCE and request an exception to graduation requirements
- be an advisor (see advisor job description)
- serve on one of SVA's three administrative committees, including attending meetings (note, however, that all administrative duties are to be done outside of the 9-4 school day)
- serve on a grade-level team, including attending meetings and helping to plan and facilitate integrated project days, fieldtrips, and other school events specific to grade-level
- serve in an assigned department, including attending meetings
- participate in ed-teaming, especially by bringing appropriate information on SPED students who are being ed-teamed
- sponsor a Friday activity, making sure to take daily attendance
- sponsor an extracurricular activity
- cross-reference daily attendance with DAL to check for ditching
- request and attain special ed files from appropriate sources
- substitute for classroom teachers 16 hours per semester
- provide classroom teachers with IEP goals and modifications of SPED students by 3rd week of school year
- follow up with advisors and other appropriate staff to ensure that interventions for SPED students developed at ed-teaming are appropriately done in a timely fashion
- write quarterly narratives for SPED students which indicate IEP goals, progress toward those goals, and any ancillary or other services rendered to the student
- inform all appropriate staff of upcoming IEPs to encourage attendance by classroom teachers and advisors
- ensure that all SPED students are ed-teamed just previous to their IEP in order to have this information for parents and students at the IEP
- follow up and inform appropriate staff on SPED referrals

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SOUTH VALLEY ACADEMY IT COORDINATOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: BS in Computer Science/IT; Ability to oversee data infrastructure, including data, voice, video and wireless; Ability to implement and maintain servers, laptops and audio video equipment; Experience with website development and maintenance; Understanding of the e-rate process and technology plans

CONTRACT: \$25-\$30 per hour or based on experience

DIRECT SUPERVISOR: Principal

- Provide first-line of support for staff and students, on network connectivity, printing or file-access
- Manage a high-school data-network of four servers and 80 computers (Dell and Macintosh)
- Maintain basic server, such as weekly back-ups and installing updates
- Set up and maintain Comcast feed in server room to serve as back-up for video and internet service
- Document problems and resolutions clearly and thoroughly
- Order all software, hardware, and audio visual equipment adhering to procurement procedures
- Maintain and updates school's website
- Maintain and update global address directory so that it is accurate and current
- Adjust spam filter periodically to ensure that appropriate emails are received
- Maintain inventory of all software, hardware, and audio visual equipment of school using tags and working closely with Business Manager
- Analyze, diagnose, and resolve problems with desktop software and hardware
- Provide account support for the active directory, such as password resetting, roaming profiles, and managing email accounts
- Maintain documentation for all systems, including licenses
- Support Principal with e-rate application
- Create, update, and maintain school's information systems and databases for purposes of student information, data collection, and STARS
- Provide professional development training to staff on how to best utilize the computers, labs, and network to achieve the goals of SVA
- Help teachers use technology in the classroom for both instructional and professional development purposes
- Maintain the PC and MAC labs fully functional and orderly
- Organize all software
- Request time off from scheduled office hours on campus in advance

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- Respond to technology work orders within 2 business days
- Write a weekly tech update to all staff members via e-mail
- Co-advise
- Teach a Friday activity
- Teach a spring elective

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SOUTH VALLEY ACADEMY COMMITTEE CHAIR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB DESCRIPTIONS: same as teacher

CONTRACT: same as teacher

- facilitate weekly committee meetings making sure to keep agendas and notes
- conduct additional committee meetings as appropriate
- ensure that assigned tasks are done by committee in a timely manner
- ensure that tasks are assigned equitably among committee members
- report tasks done and in progress to Staff Council on a regular basis via a weekly admin update
- solicit feedback on a regular basis from Staff Council on proposals
- meet bi-monthly with Principal
- evaluate all committee members in writing as required by Principal
- ensure that committee proposals meet legal, charter, and any Principal parameters
- give electronic copies of all approved proposals to Principal in a timely fashion
- create proposals that fulfill SVA's mission and goals and that address staff feedback
- set goals for the committee with Principal's approval

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SOUTH VALLEY ACADEMY TEST COORDINATOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: background check, experience with coordinating logistics, knowledge of Microsoft Office (Word Perfect and Excel)

SUPERVISOR: Head Teacher

Data Collection

- Organize and maintain files of all test data, both electronically and by hard copy
- Organize and maintain all testing material
- File test scores into student cumulative files

Data Distribution

- Distribute test results to advisors at conference time to share with parents
- Share test results with teachers and advisors
- Create a yearly summary sheet of test results

Test Administration

- Review test dates for the school year with Head Teacher
- Order all relevant test material including Stanford 9 score sheets, Stanford 10 booklets and scores (as relevant), NMHSCE, SBAs.
- Organize logistics with oversight by the Head Teacher for the following tests: Stanford 9, MAP testing (short cycle), NMHSCE (through the class of 2011), Accuplacer, and SBAs. The PSAT, ACT, and ACT Plan are managed by College Guidance.
- Ensure that booklets do not have distracting, stray marks
- Schedule proctors with oversight by Head Teacher
- Help proctors in all aspects of test administration including review of testing protocol and collection of all test material
- Package and mail all testing material for scoring

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SOUTH VALLEY ACADEMY LIBRARY ASSISTANT/EDUCATIONAL ASSISTANT 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: High School Diploma, background check, experience working with youth, experience working in libraries

CONTRACT YEAR: 49 weeks with 10 sick days/personal leave. The three weeks off are 1 week during Christmas, 1 week during Thanksgiving, and 1 week during the summer to be determined with Principal.

SUPERVISOR: Head Teacher

Subbing

- substitute unlimited for classroom teachers and advisors, being the main person to provide substitute coverage on a daily basis
- serve as sub point person every day, ensuring that subs have lesson plans and that all classes are appropriately covered

Classroom Assistance

- work directly with teachers and students in the classroom, providing instructional support to teachers, especially in the 9th grade
- be a member of the 9th grade team

Library

- enforce school-wide rules in the library
- maintain cleanliness of library
- maintain inventory of all library books and materials
- purchase materials for library as needed
- work with classroom teachers throughout the year to support them with classroom visits to the library and use of the library for research

Advisory

- serve as Advisor (see Advisor job description) which may be shared

Other Duties

- assist Head Teacher with logistics of charter renewal
- recruit community members and parents/family to observe student exhibitions
- supervise ISS as needed
- perform lunch duties as assigned
- sponsor a Friday activity
- help supervise students on fieldtrips
- help supervise students during Thursday integrated activities
- other clerical duties as assigned

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SOUTH VALLEY ACADEMY OFFICE ASSISTANT/EDUCATIONAL ASSISTANT 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: High School Diploma, background check, experience working with youth, proficiency in Spanish preferred

CONTRACT YEAR: 49 weeks with 10 sick days/personal leave. The three weeks off are 1 week during Christmas, 1 week during Thanksgiving, and 1 week during the summer to be determined with Principal.

- report to SVA at 8:00 A.M. to answer calls from the community and especially staff, making sure to report any tardies or absences of staff to staff council at 8:15 A.M.
- be present on campus from 8:00 am – 5:00 pm with a 40 minute lunch, but lunch cannot be taken during student lunch and cannot coincide or overlap with Office Manager lunch
- file all student and school records appropriately, safeguarding confidential information
- conduct daily attendance, overseeing tardy and early sign-out lists, and preparing the DAL by 12 noon every day
- call parents of those students reported as absent but whose parents have not called in by 11:00 A.M. every morning
- prepare daily lunch detention list by 11 am every day except for Thursdays and email to all advisors
- answer the main phone politely and professionally
- politely greet and assist students, staff, parents, and visitors as appropriate at the front desk
- oversee allocation and validity of parking permits
- oversee allocation and validity of student IDs
- assist with registration of new students throughout the year
- make bank deposits as required by the Business Manager
- ensure the cleanliness of the staff kitchen
- ensure that staff mailboxes are updated and safeguarded
- prepare a fresh pot of coffee every morning by 8:00 A.M.
- ensure that no students are allowed in staff kitchen at any time
- ensure that no students are allowed to use staff bathroom at any time
- receive and handle all incoming school mail
- prepare and mail school correspondence
- enforce school-wide rules in the office
- route all faxes sent to the school to appropriate staff
- maintain professional working environment in office, especially with upset parents or students
- report directly to Office Manager
- serve as Advisor (see Advisor job description) which may be shared
- substitute and provide classroom coverage as needed
- supervise ISS as needed
- perform lunch duties as assigned

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- assist teachers in the classroom as needed
- sponsor a Friday activity
- help supervise students on fieldtrips
- help supervise students during Thursday integrated activities
- other clerical duties as assigned

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SOUTH VALLEY ACADEMY AFTER SCHOOL PROGRAM COORDINATOR 2009-10 JOB DESCRIPTION

Job requirements: High school degree, experience working with youth, Spanish a strong plus, college background, background check

Contract: Approximately 20 hours per week for the duration of the 2009-10 school year.

- Oversee grant monies which fund after school programming
- Oversee budget
- Recruit and select after school programming for the South Valley Academy with strong student input
- Coordinate bus transportation
- Coordinate after school snack within the guidelines of grant
- Hire, supervise, and coordinate activity leaders of the after school programs
- Collaborate and communicate with SVA administrators and staff on a daily basis
- Be available as needed during after school time to coordinate program.
- Reapply for grant monies and/or seek out new grant monies for subsequent school years

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SOUTH VALLEY ACADEMY COLLEGE GUIDANCE COUNSELOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Bachelor's Degree, background check, experience working with college guidance.

SUPERVISOR: Instructional Coach

College Guidance

- Devise and implement a long-term plan for reaching out to all students in grades 9-12 for college support, with specific emphasis on Thursday mornings as a time to reach out to students
- Teach two senior seminar classes on Thursday afternoon as a means to provide access to college support to all senior students
- Implement specific support for all students, particularly juniors in the spring of their junior year
- Help senior students in all aspects of their college application, being mindful to all deadlines and specific communication with parents
- Partner with English 10, 11, 12 teachers to develop a methodology for helping students write the personal statement (10th-grade students would focus their personal statement based on summer application requirements while older students will use the common application as a guide to develop their personal statement)
- Coordinate ACT preparation for senior students
- Oversee dual enrollment by advising students in registering for UNM, selecting appropriate classes, exploring transportation options, partnering with SVA scheduler, purchasing books, and advising students during the year
- Coordinate and implement college visits, initially with juniors and seniors
- Develop a long-term-exposure-to-college plan to make college a real dream for all SVA students
- Coordinate college night in conjunction with Director of Student Support
- Coordinate and facilitate FAFSA night in conjunction with Direct of Student Support
- Offer a professional development that supports teachers in their capacity to write recommendations. In other words, use exemplars to highlight what good recommendations include
- Train Director of Student Support in all aspects of the college advisement program

APPENDICES to the CHARTER RENEWAL

SOUTH VALLEY ACADEMY DIRECTOR OF STUDENT SUPPORT 2009-10 JOB DESCRIPTION

(subject to amendment by Principal)

JOB REQUIREMENTS: Bachelor's Degree, background check, experience working with youth, valid NM drivers license, vehicle for transportation, NM teaching license in Special Education (level 3 preferred)

CONTRACT YEAR: 200 days

SUPERVISOR: Instructional Coach

- serve as college guidance support by meeting regularly with SVA alumni at UNM and CNM, helping them purchase books, helping them access financial aid, helping them access academic resources such as the libraries and tutoring. Off-site schedule to be determined with Instructional Coach
- oversee concurrent enrollment by advising students in registering for CNM courses, taking the Acuplacer, purchasing books, maintaining inventory of CNM books, and doing academic advisement for students taking CNM courses throughout the year
- create, maintain, and update SVA Alumni Status Report, which includes their personal contact information, date of SVA graduation, (anticipated) date of college graduation, name of institution(s) attended, area/concentration of study, employment information, etc
- serve as logistical point person for the Simon Scholar Program by being in regular communication with Mike Ammerman, finding a place for their monthly meetings, getting passes to advisors at least 48 hours in advance, getting school records as requested, holding scholars accountable for tutoring and other obligations, etc.
- collaborate with Social Work Chair, working closely with social work department to provide support and resources for our most struggling students and their families
- collaborate with College Guidance Counselor
- serve as Chair of Special Education Department
- serve on Student Life Committee
- serve as point person for Advisory, working closely with Student Life Committee to develop it as a program so that it continues to serve as the primary component of student support

Summer Programs

- serve as director of summer programs, including advertising programs to the larger school community and recruiting students, assisting students with the application process, communicating with families and advisors as appropriate, etc.
- assist students and families in acquiring financial aid for summer programs

Other Duties

- sub 16 hours each semester
- serve as Advisor (see Advisor job description)
- supervise ISS as needed
- perform lunch duties as assigned
- sponsor a Friday activity

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- help supervise students on fieldtrips
- help supervise students during Thursday integrated activities
- other clerical duties as assigned

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SOUTH VALLEY ACADEMY ACTIVITIES DIRECTOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB DESCRIPTIONS: same as teacher

CONTRACT: same as teacher

- oversee and coordinate Friday Activities, including sign-up for students and staff, location of activities, and attendance sheets
- oversee and coordinate school assemblies, including announcements, speakers, and spirit games
- oversee and coordinate Thursday Advisory schedule throughout the school year, including fine arts performances, guest speakers, transitional activities, and other enrichment activities
- work with staff to coordinate logistics of all school-wide and classroom fieldtrips, including reserving appropriate venues, placing purchase orders, acquiring tickets, reserving buses, and arranging for lunch and/or any other logistics as needed
- oversee and coordinate prom by working with appropriate class sponsors, including reserving appropriate venues, purchasing, and any other logistics as needed
- oversee and coordinate graduation by working with appropriate class sponsors, including reserving appropriate venues, purchasing, and any other logistics as needed
- oversee and coordinate all student dances by working with appropriate class sponsors, including reserving appropriate venues, purchasing, and any other logistics as needed
- create, review, update, and maintain the Activities Manual
- fulfill other special projects as requested by Principal

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SOUTH VALLEY ACADEMY ATHLETIC DIRECTOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Bachelor's Degree, background check, at least 3 years experience as coach/AD, NM coaching certificate

CONTRACT YEAR: same as teacher

- coach one sport
- serve as liaison and active member of the Albuquerque Charter School League (ASCL)
- attend charter league meetings to create game schedules
- serve on ACSL league commission board
- advertise, interview, and hire coaches for individual sports (i.e. soccer, volleyball, flag football, basketball, softball, cross country)
- work with Principal to create contracts and stipends for coaches
- create and update job descriptions for athletic coaches, giving copies to Principal
- work with advisors to ensure that athletes are academically eligible to participate
- ensure that athletes follow charter league policies
- oversee athletic budget for athletic coaches' contracts and equipment
- coordinate fundraising activities for athletic department
- order proper athletic equipment for field and gymnasium
- maintain inventory of athletic equipment
- safeguard athletic equipment
- create, develop, and amend gym policies with Staff Council
- work collaboratively with Maintenance Worker and Custodian to ensure proper gym maintenance and cleanliness and field maintenance
- conduct end of year review of athletic department, including a written evaluation of coaches to be given to Principal
- serve as liaison among student athletes, parents, school, and coaches
- work with Staff Council to set yearly goals for Athletic Department
- develop student athletes by researching and promoting athletic leagues and competitions outside of ASCL, such as AYSO, AYBL, or scrimmages with APS teams as appropriate

With Gym Master (to be hired contractually @ \$10/hr):

- oversee facility use for all athletic events, including setting up gym (bleachers, lights, time clock, bathrooms, ticket table, etc.) and taking down gym
- crowd control (ensure that spectators are not too rowdy/unruly)
- ensure that no food or drink are in gym
- work with coaches and referees to start athletic events on time and according to schedule
- safeguard the cash box for ticket sales and develop procedure with Business Manager for turning in tickets and money
- oversee ticket sales by ensuring tickets are available and hiring ticket takers
- supervise ticket takers

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SOUTH VALLEY ACADEMY CUSTODIAN 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: High School Diploma (preferred) and background check
CONTRACT YEAR: 50 weeks with 6 personal/sick days. The two weeks off are one week during Christmas and 1 week in the summer to be approved by Business Manager. The other days off are Independence Day, Labor Day, 2 days for Thanksgiving, Martin Luther King Day, Presidents' Day, and Good Friday.

- sweep all classrooms and bathrooms, including the office, computer labs, and library on a daily basis
- vacuum the library every Thursday
- dust all classrooms and bathrooms, including the office, computer labs, and library at least once a week
- spot mop as needed on a daily basis
- collect and dump trash on a daily basis from all classrooms, offices, bathrooms, and buildings, ensuring that trash is appropriately placed in bins
- clean all restrooms throughout the facility on a daily basis, ensuring that toilet paper, soap, and paper towels are maintained
- clean chalkboards and trays and whiteboards with cleaning solution at least once a week
- power sweep and mop bleachers once a week (on Thursdays)
- strip and wax classroom floors during school vacation, especially during Christmas and summer breaks
- prepare purchase requisitions for janitorial supplies
- work on special projects, especially to assist Maintenance Worker, as required by Principal
- maintain inventory of janitorial supplies
- maintain daily janitorial supplies for advisory set-up and clean-up of cafeteria, especially in an easily accessible place in storage closet in gym
- remove and clean all graffiti on all school property within 24 hours of its appearance
- be present on campus from 2:30 P.M. to 10:30 P.M. every day or as required by Principal
- sign in and out on sheets as provided by Principal on a daily basis
- report directly to Principal
- secure the entire facility before leaving, ensuring that all windows and doors are locked, that all classroom thermostats are in the auto and off position, that all lights are off, that the alarm is correctly set, and that the gates are closed and locked
- assist Maintenance Worker with security as required, especially after school from 3:55 to 4:15 P.M.
- wash and rinse out all cafeteria garbage cans once a week (on Thursdays)
- clean staff lounge on a daily basis, washing dishes, wiping down tables and counters, and cleaning microwave
- clean refrigerator in staff lounge periodically, making sure to throw out old food, wash out trash cans, etc.
- maintain trash cans/areas and recycling areas in offices and classrooms clean\

**APPENDICES to the CHARTER RENEWAL
SOUTH VALLEY ACADEMY
MAINTENANCE WORKER/SECURITY
2009-10 JOB DESCRIPTION
(subject to amendment by Principal)**

JOB REQUIREMENTS: High School Diploma (preferred), background check, own truck and tools

CONTRACT YEAR: 51 weeks with 6 personal/sick days. The one week off is to be approved by Principal. The other days off are Independence Day, Labor Day, 2 days for Thanksgiving, 2 days for Christmas, 2 days for the New Year, Martin Luther King Day, Presidents' Day, and Good Friday.

- have good carpentry skills
- plan jobs independently
- do general maintenance and construction for all SVA facilities (fences, walls, simple electrical repairs, basic plumbing, waterlines, swamp coolers, sewer lines, simple clean-outs, etc.)
- maintain light bulbs in all buildings
- blow sidewalks
- salt sidewalks as appropriate when rains/snows
- secure gym after school between 3:55 and 5:00 P.M. by ensuring that only supervised student athletes are in the gym after school for school sponsored athletics
- be on after school bus duty from 3:55-4:15 P.M.
- inventory and track fixed assets as required by Business Manager, including tagging and delivering fixed assets deliveries
- assist advisories with lunch set-up and clean-up on Thursdays
- control keys for all SVA staff, including safeguarding, tracking, and inventorying all keys
- report directly to Principal
- pick up all supplies for grounds, custodian, and office
- use tractor appropriately, especially to maintain the field(s)
- mow the field(s)
- manage the bleachers, including ensuring bleachers are in good working order
- set up bleachers for all school assemblies and extracurricular activities
- maintain basic heating and cooling on buildings—winterize and summerize the filters and swamp coolers, pads, etc.
- serve as the first contact for security alarm
- be on call for emergencies
- be present on campus from 8:30 A.M. until 5:30 P.M. with possible flex time to deal with watering, security for evening activities, and any other job duties as authorized by Principal
- periodically roam campus and parking lot for purposes of security
- monitor parking lot before school and after school, ensuring that traffic moves smoothly, no one is speeding or driving recklessly, no one is loitering
- serve as first contact for any fights on campus
- work with Principal to create, update, and maintain a system of work orders for staff that is efficient and user-friendly
- oversee student ID check for students with open campus privileges
- order supplies for maintenance, grounds, and custodial needs of the school

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- adhere to the procurement code of acquiring 3 quotes for bids and supplies
- attend weekly office meeting with Principal, Business Manager, Office Manager, and Custodian
- oversee the maintenance of security cameras

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SOUTH VALLEY ACADEMY PARENT INVOLVEMENT COORDINATOR 2009-10 JOB DESCRIPTION (subject to amendment by Principal)

JOB REQUIREMENTS: Parent of currently enrolled SVA student; excellent interpersonal skills; good writing skills; basic use of computer (Word, email); bilingual; ability to work flexible hours that may include some evening and weekend hours

CONTRACT: \$10 per hour

- **Assist Parent Involvement Title 1 specialist in providing organized and positive programs for parental involvement**
- **Aid in planning workshops based on parental need and interests**
- **Organize and implement monthly Parent Involvement Meetings (PIC)**
- Through PIC determine how Title 1 parental involvement monies should best be utilized.
- Develop a phone tree of involved parents.
- Provide regular communication with parents, SVA staff, SVA Governing Council members, and the community to apprise them of events and opportunities for involvement with the school.
- Participate in Title 1 professional development
- Order and purchases food for PIC meetings and events
- Recruit parent chaperones for school dances, fieldtrips, and other special events
- Recruit parent volunteers to serve on the Budget Committee, Governing Council, and other school committees as requested by SVA Principal
- Recruit paid parent supervisors for weekly duties
- Call parents via phone tree to recruit their participation in Math Night, College Night, Open House, and Albuquerque Interfaith meetings, etc

Appendix 10

Personnel Policies and Procedures

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SOUTH VALLEY ACADEMY PERSONNEL POLICIES AND PROCEDURES

EEO/AFFIRMATIVE ACTION

South Valley Academy is an equal opportunity employer committed to the principles of affirmative action. Our students deserve fully qualified teachers who will serve well as role models. We prohibit discrimination based on race, color, religion, national origin, sex, age, disability, or sexual orientation.

WORKPLACE VIOLENCE

We prohibit violent behavior or threats of violence in the workplace or during a work-related function. For purposes of this policy, workplace violence includes, but is not limited to any action, word, or object that is intended to, or has the effect of intimidating or injuring another person. Violations of this policy will result in disciplinary action up to and including termination.

SEXUAL AND OTHER UNLAWFUL HARASSMENT

We prohibit any behavior that is intended to or has the effect of harassing, denigrating, or intimidating another person on the basis of sex, race, color, religion, national origin, age, disability, marital status, or sexual orientation.

Although the determination of what constitutes harassment may vary with the particular circumstances, it can be described generally to include verbal and/or non-verbal forms of conduct or communication or physical contact which is intended to, or which has the effect of coercing, degrading, humiliating, intimidating, or threatening another.

Any employee who feels that he/she is a victim of harassment at South Valley Academy or who has observed harassment at South Valley Academy of another employee should promptly report the behavior to the Principal or any member of the School Council. All complaints of harassment will be investigated promptly and disciplinary action will be taken if it is determined that the alleged violation did indeed occur.

ATTENDANCE

Faculty members are required to report to work **punctually** as scheduled and to work all scheduled hours and any required after-hours. Punctuality at staff meetings is a professional responsibility and a demonstration of respect to peers. Excessive tardiness and poor attendance are not acceptable and will result in disciplinary action, up to and including termination. Faculty members who are absent from work for 3 days without giving notice of absence will be considered as having voluntarily quit. The employee will be eligible for reinstatement of contract only under extenuating circumstances.

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If staff members have doctor appointments or other urgent reason for absence, if the appointment can be set for the end of the day or the beginning of the day and if the staff member can arrange coverage, South Valley Academy will not count the 2 hour or less absence as a fractional personal day. If you see that you will have numerous such absences, please lump them together and request a personal day or two to handle the absences. When you leave campus during the work day, please sign out at the front office.

PERSONAL / SICK LEAVE

Full-time employees are given a total of 8 days of personal/sick leave. Any days that are not used may be reimbursed at a rate of \$200 per day. Each employee accrues .88 days of leave each month from August to May. Leave may be granted prior to its accrual, but South Valley Academy reserves the right to recover any funds if employment is terminated by either party, prior to full accrual of already used personal leave. The total amount of leave will be prorated for employees who are hired in the middle of the school year or who work part-time. Also, personal leave time will not accrue while employee is on a leave of absence.

Written request for all types of personal leave will be submitted at least one week in advance (unless impossible) to the Principal and either approved or denied based on scheduled time availability.

In the case of illness, emergency, or special circumstances previously cleared by the School Council, faculty members should notify the Office Manager as far in advance as possible but no later than between 7:30 and 8:00 a.m. the morning of the absence. It is the faculty member's responsibility to arrange coverage for advisory and any duties. It is also the faculty member's responsibility to arrange coverage with the Educational Assistant. **It is expected that each teacher will have emergency substitute plans readily available and filed with the Office Manager at all times.**

SUBSTITUTE POLICY

Special education teachers, social workers, service learning staff, and educational assistants serve as the substitute pool. South Valley Academy believes that this time spent in the classroom is beneficial to each member of our community. Full-time professional staff serve 16 hours of subbing per semester and track these hours.

LEAVE CARRYOVER

Faculty members are permitted to carry over no more than four (4) days of paid leave from one academic year to the next, rather than being required to cash out at the end of the academic year. The intention of this policy is to permit a degree of personal reserve in case of the unforeseen need for paid leave beyond the allotted 8 days per annum. The maximum paid leave a faculty member can have in a given year is 12 days.

LEAVE DONATION

Any employee who has exhausted his/her 8 days of leave is permitted to solicit leave donations from staff. This can be accomplished at a staff meeting or via email. The requesting staff person will explain the circumstances to the extent of his/her comfort. (In the event that the requesting staff person is unable to make the request, a family member or other staff member could do so in his/her stead.) Each staff member has the opportunity to donate any amount of his/her own paid

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leave hours/days to the requesting staff member. No one would be under any obligation to donate leave.

If someone chose to donate leave, he/she would inform the Office Manager, the person in charge of tracking employee leave. The leave will be subtracted from the donor's total remaining leave and added to the leave of the requesting staff member. Because this is already budgeted, there is no financial consequence to this policy. This policy intends to allow staff to evaluate their own, individual leave situations as well as the presenting circumstances of the requesting staff member before deciding whether they are willing/able to donate.

In the event that more leave is donated than is needed, this policy will be applied to the donors in the order of their informing the Office Manager of their intentions.

PROFESSIONAL LEAVE

Teaching staff are encouraged to pursue workshops during vacations and weekends where possible. Efforts will be made to bring professional development opportunities to staff on Thursday afternoons and during work days when students are not in classes. Staff may request one professional leave day (which is paid) *in addition* to their 8 personal/sick days of paid leave. Considerations of timing, one-time opportunities, and content of the workshop will be evaluated to grant the leave. Support staff may request leave to attend workshops designed to help them better provide services to the school. All professional leave must be requested in writing by using the Professional Development Request Form and approved by the Principal.

Special Circumstances: Occasionally grants call for presenting at conferences. These requests will be accepted because of the grant and not through professional development approvals. Approved presentations at conferences outside of grants will not be deducted as personal leave. Departments may pool funds/professional days to send a representative to a conference that the department feels is very important to the department. In addition, any teacher who is in the process of submitting a PDD to move to Tier 2 or 3 may request one professional development day (which is paid) for the purposes of completing the PDD, *in addition* to other leave already mentioned. Again, all professional leave must be requested in writing by using the Professional Development Request Form and approved by the Principal.

PER-DIEM

South Valley Academy will reimburse staff participating in a professional conference for meals and drinks (including tip, but excluding tax and alcoholic drinks) on a per diem basis based on the state regulation of \$30 maximum per day in-state and \$45 maximum per day out-of-state. Note that all receipts must be submitted.

LEAVE OF ABSENCE

Once a full-time staff member has served four continuous, contracted years at South Valley Academy, s/he will be eligible for a one-year leave of absence without salary or benefits. The full-time staff member will be guaranteed a job in the same department when s/he returns. Ninety (90) days notice, either way, must be given to the school. If no notice is given by May 1 of the year on leave, the school will assume that the staff member is not returning. Leave for part-time staff may be negotiated.

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FAMILY AND MEDICAL LEAVE

An employee may request additional days of unpaid leave if the employee is seriously ill, or whose spouse, parent, or child is seriously ill. The leave may begin immediately, with the employee requesting such leave in writing to the Principal as soon as possible. A medical certification is required for leave to care for a seriously ill family member, or leave for an employee's own serious health condition.

The Principal shall have the discretion to determine the duration of the leave based upon factors including but not limited to the circumstances of the employee, the present needs of South Valley Academy, and prior requests for leave. Leaves of absence may continue for up to one year, but payment by South Valley Academy of health care benefits will be suspended after 12 weeks. The employee may continue coverage during the remaining unpaid leave of absence by making full premium payments, as arranged with the Business Manager. Payment by South Valley Academy of its share of the costs of other benefits will be suspended during the period that the employee is on his/her unpaid leave of absence. Upon an employee's return to work, these benefits will be restored with no break-in-service.

BIRTH, ADOPTION, FOSTER CARE / PLACEMENT OF CHILD

An employee is entitled to two weeks of paid leave for a "bonding period" after the birth, adoption or foster care/placement of a child. An employee is further entitled to an additional two weeks of unpaid leave.

BEREAVEMENT LEAVE

Bereavement leave of up to one week (five workdays) is provided if a death occurs in the immediate family. Immediate family members are defined as mother, father, mother- or father-in-law, guardian, sibling, spouse, or child. The Principal and Business Manager should be notified as soon as possible for this leave.

VOTING

South Valley Academy recognizes voting as both a privilege and a duty, and encourages employees to exercise this right. State law provides employees to up to 2 hours of absence during normal working hours, excluding the lunch hour, to vote. This time, not to exceed 2 hours, shall be paid. Due to the nature of our jobs and the support we provide each other we hope that teachers will take advantage of early voting opportunities or vote after work hours.

JURY DUTY

Any employees who are called for jury duty will be paid their regular wage for the period of time they are required to participate if all efforts to be excused due to the demanding nature of our assignments at South Valley Academy and the necessity of our reliance on one another have been exhausted.

PERSONAL POSSESSIONS

Employees must bear the responsibility for any personal item they may bring to school, as the school is not in a position to assume responsibility for their loss.

ACCIDENTS AND INJURIES AT WORK

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Employees who have an accident or are injured on the job should first seek appropriate medical attention. It must be reported to the Business Manager as soon as possible so that appropriate forms may be completed. No matter how minor an on-the-job injury may appear, it is important that it is reported immediately. This will enable an eligible employee to qualify for worker's compensation coverage as quickly as possible.

PERSONAL PETS ON CAMPUS

At no time will pets be allowed on campus for any reason. This applies to all pets except service animals. Science teachers wishing to have animals in their classes for science-related activities need to clear this with the Principal.

ALCOHOL, DRUGS, SMOKING

The possession, use, delivery, or sale of alcohol or other drugs is prohibited on campus or while students and employees are participating in off-campus South Valley Academy-sponsored activities. Smoking is prohibited on campus. Failure to abide by this policy is grounds for disciplinary action, which may include termination.

COMPUTER ETHICS AND USER RESPONSIBILITY

Computers are used to support learning and to enhance instruction. All computers used through South Valley Academy are to be used in a responsible, efficient, ethical, and legal manner. It is imperative that you have respect for and take proper care of all equipment. Likewise, it is equally important that you have respect for the work of others and that you not access, copy, or alter files that were not created by you, without proper permission. Items which will be considered grounds for disciplinary action and possible legal action include plagiarism, copyright violations, invasion of privacy, unauthorized access or any action that could result in damage to computer files, systems, or facilities.

1. Do not use a computer to harm other people or their work.
2. Do not damage the computer or network in any way.
3. Do not install your own software, shareware, or freeware.
4. Do not violate copyright laws.
5. Do not view, send, or display offensive messages or pictures.
6. Inform the network administrator if you accidentally violate appropriate use rules.
7. Do not share your password with another person.
8. Do not open someone else's folders, work, or files without permission.
9. Do not waste limited resources such as disk space, printing capacity, or paper.
10. By violating the rules of appropriate use, you will lose network and Internet privileges and will be subject to disciplinary action.
11. You are responsible for all activity on your computer while logged on.

Privacy: To maintain system integrity and insure that systems are being used responsibly network administrator(s) may review computer storage areas at any time. Blanket permission is given to network administrator for repairs and maintenance of files and computers. South Valley Academy reserves the right to monitor, access, and use all electronic and voice mail communications at any time without notice. South Valley Academy reserves the right and has the ability to override individual passwords and codes on all electronic and voice mail communications, security systems and computers.

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Storage Capacity: Users are expected to delete email or other materials that take up excessive storage space.

Illegal Copying: Downloading or installing any commercial software, shareware, or freeware onto network drives, hard drives or disks is prohibited, as is the copying or intrusion into other people's files.

Inappropriate Materials or Language: No profane, abusive, or impolite language should be used to communicate across the school's network or the Internet, nor should materials be accessed or distributed which are not in accordance with the expectations of professional behavior. All use of South Valley Academy computers, networks, and the Internet must be in support of educational goals.

USE OF PERSONAL CELL PHONES DURING WORK HOURS

Use of personal cell phones during work hours by staff should be limited. If you should happen to use one of the school cell phones given the nature of your job (Service Learning, Principal, Head Teacher, Office Staff), you should use it for school business. Staff cell phones are allotted 600 minutes per month. Any additional minutes must be requested in writing to the Principal. If any department exceeds its allotted minutes, the appropriate supervisor will determine how the additional minutes will be paid for by the employees, not the school.

SNOW DAYS

South Valley Academy will cancel classes on those days when Albuquerque Public Schools as a whole (not just the mountain schools) close because of inclement weather conditions. If Albuquerque Public Schools follows an abbreviated schedule, our school day will begin at 11:00 a.m. Radio station KKOB (770 AM) is the primary source for school delay and cancellation announcements. In the event there is inclement weather on a day when APS is not in session, but South Valley Academy is in session, it will be at the discretion of the Principal to make the call to cancel or alter the school day. Information will be made public via KKOB radio and will be available on the recorded school telephone-greeting message.

COMMUNICATION

A school-wide computer network with individual mailboxes, master calendar, and bulletin board will be set up as one communication tool to be used to share general information. Use of direct one-to-one discussion will be used regarding issues of a sensitive nature. In other words, always talk to the person first with whom you have a conflict.

Conflicts that cannot be adequately resolved using the informal one-to-one discussion should proceed to the next step in order to restore a sound working relationship. A neutral third party must be consulted to act as the mediator in a scheduled meeting. The two interested parties will each state their position on the issue, then will re-state the other's position. Each person will state what is needed to satisfy them, each will state what they are willing to agree upon, finally they will all negotiate a verbal or written contract to try and resolve the conflict/issue.

If problem persists despite the use of the informal communication strategies described above, employees are then encouraged to utilize the next level of communication, which is the formal Grievance Policy.

Grievance Policy

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Definition of a grievance:

Disputes, disagreements and complaints about decisions and actions made by supervisors and co-workers. If the grievance involves a supervisor or administrator then the definition of a grievance is as follows:

- a. Improper or inconsistent administration and/or application of policies, procedures, rules or regulations;
- b. Unfair or unequal treatment.

Procedure:

Step 1. Employee submits a written description of the grievance to the Head Teacher. An employee has up to 30 calendar days after a grievance has arisen to start the grievance process. Employee is to clearly indicate to the Head Teacher that step one of the grievance procedure is being initiated.

Step 2. The Head Teacher will provide a written response to employee within 10 working days. *The employee has 10 working days between each step of the procedure to decide whether or not to proceed to the next step of the grievance procedure.*

Step 3. If not satisfied with the resolution reached in Step 2, the employee can submit a written request to the Head Teacher requesting the initiation of Step 3 of the grievance procedure. The Head Teacher has 10 working days to arrange for a grievance committee to hear the employee's issue(s).

- a. The committee shall:
 - i. Determine if an issue is addressable through the grievance procedure;
 - ii. Investigate the issue; and
 - iii. Present a resolution.
- b. The committee shall have 3 voting members and consist of the following:
 - i. Two teachers randomly chosen from a designated and trained pool of teachers.
 - ii. The Head Teacher, unless the complaint is against the Head Teacher, at which point the Principal would then be the committee member.
 - iii. A facilitator, acting as a non-voting member of the committee.
- c. Within 10 working days of its hearing, the committee shall present a written resolution to the employee. *Committee resolutions that are favorable to the employee are final.*

Step 4. If the employee is not satisfied with the resolution reached at Step 3, the employee then submits the grievance, in writing, to the Principal for review. The Principal shall provide the employee with a final decision within 5 working days.

*If the grievance involves the Principal, the decision of the grievance committee may be reviewed by the Governing Council at the employee's written request. The Governing Council shall have 45 days to provide a final decision to the employee, unless special circumstances, as determined by the Council, necessitate an extension.

Exclusions from the grievance procedure:

1. Wage and salary schedules;

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2. Job classifications and job descriptions;
3. Hirings, appointments, dismissals; and
4. Performance evaluations.

*Failure to comply with established policies and procedures is grievable. For example: inequitable pay adjustments, inconsistent compensation for additional duties, inconsistent application of evaluation procedures, etc. The grievance procedure is available only to salaried employees.

FACULTY ATTIRE

Dress should reflect professionalism, practicality, and comfort.

SCHOOL TRIPS

All school trips must be approved by the School Council. It is the faculty member's responsibility to work directly with the Activities Director to plan the trip, budget it, and arrange for appropriate transportation and supervision.

REQUIRED CONFERENCES

There are also required conferences with parents/family, meetings, community programs, and faculty development workshops that may take place during evenings, and/or weekends. Staff is expected to conduct all quarterly conferences with the families of their advisees during the allotted days according to the school calendar. Make-up conferences outside of the allotted days should be kept to a minimum and only done under extenuating circumstances. Conferences should not be scheduled during staff meetings. Please communicate with the Principal any families who consistently fail to attend quarterly conferences so that intervention is prompt.

BENEFITS

For the school year 2009-2010, benefits available to eligible employees (.6 FTE or more), their spouses/domestic partners, and dependents, as applicable, include: medical / health insurance, dental insurance, vision insurance, life insurance, retirement, retiree health, and waiver of lottery requirement for children (faculty children are automatically accepted for attendance). Please direct any questions regarding benefits to the Business Manager.

POLICY REGARDING USE/DISCUSSION OF RELIGION AT SCHOOL

Staff may not forbid students acting on their own from expressing their personal religious views or beliefs solely because they are of a religious nature. We may not discriminate against private religious expression by students, but must instead give students the same right to engage in religious activity and discussion as they have to engage in other comparable activity. Generally, this means that students may pray in a nondisruptive manner during the school day when they are not engaged in school activities and instruction, subject to the same rules of order that apply to other student speech.

School personnel may not endorse religious activity or doctrine, nor may they coerce participation in religious activity. Staff may not organize or encourage prayer exercises in the classroom. Teachers, coaches and other school officials who act as advisors to student groups must remain mindful that they cannot engage in or lead the religious activities of students.

APPENDICES to the CHARTER RENEWAL

The right of religious expression in school does not include the right to have a "captive audience" listen, or to compel students to participate. Teachers should ensure that no student is in any way coerced to participate in religious activity.

Classroom discussions concerning religion must be conducted in an environment that is free of advocacy on the part of the teacher. Public school teachers are required by the First Amendment to teach about religion fairly and objectively, neither promoting nor denigrating religion in general or specific religious groups in particular.

If a guest speaker is invited, care should be taken to find someone with the academic background necessary for an objective and scholarly discussion of the historical period and the religion being considered. Be certain that any guest speaker understand the First Amendment guidelines for teaching *about* religion in public education and is clear about the academic nature of the assignment.

Teachers must be alert to the distinction between teaching about religious holidays, which is permissible, and celebrating religious holidays, which is not.

Students may form religious clubs, if the school allows other "noncurriculum-related groups." Teachers acting as monitors may be present at religious meetings in a nonparticipatory capacity only.

BREAKFAST AND LUNCH FOR STAFF

Non-program staff must pay for breakfast and lunch. Program staff, who are defined as the Principal, the advisor in charge of lunch set up and clean up, and the two assigned cafeteria monitors for lunch (the 1 for breakfast), may eat for free.

FACULTY SALARY SCHEDULES

All employees' salaries comply with the minimum requirements as identified in the School Personnel Act. Please see the appendix for all schedules.

Appendix 11

South Valley Academy Salary Schedules

APPENDICES to the CHARTER RENEWAL

South Valley Academy Teacher Salary Schedule 2009-10

Level I Provisional Teacher

STEP	BA + 00 200 days	BA +15 200 days	BA + 30 200 days	BA + 45/MA+0 200 days	MA +15 200 days	MA + 30 200 days	MA +45, PhD, JD 200 days
0	40,000	40,500	41,000	41,500	42,200	42,500	43,500
1	40,200	40,703	41,205	41,708	42,210	42,713	43,718
2	41,400	41,720	42,235	42,750	43,265	43,780	44,810
3	41,600	41,929	42,446	42,964	43,482	43,999	45,034
4	41,800	42,138	42,659	43,179	43,699	44,219	45,260
5	42,000	42,349	42,872	43,395	43,917	44,440	45,486

Level II Professional Teacher

STEP	BA + 00 200 days	BA +15 200 days	BA + 30 200 days	BA + 45/MA+0 200 days	MA +15 200 days	MA + 30 200 days	MA +45, PhD, JD 200 days
4	44,500	45,000	45,500	46,000	46,500	47,000	48,000
5	44,700	45,200	45,700	46,200	46,700	47,200	48,200
6	44,900	45,400	45,900	46,400	46,900	47,400	48,400
7	45,100	45,600	46,100	46,600	47,100	47,600	48,600
8	45,300	45,800	46,300	46,800	47,300	47,800	48,800
9	45,500	46,000	46,500	47,000	47,500	48,000	49,000
10	45,700	46,200	46,700	47,200	47,700	48,200	49,200
11	45,900	46,400	46,900	47,400	47,900	48,400	49,400
12	46,100	46,600	47,100	47,600	48,100	48,600	49,600
13	46,300	46,800	47,300	47,800	48,300	48,800	49,800
14	46,500	47,000	47,500	48,000	48,500	49,000	50,000
15	46,700	47,200	47,700	48,200	48,700	49,200	50,200
16	46,900	47,400	47,900	48,400	48,900	49,400	50,400
17	47,100	47,600	48,100	48,600	49,100	49,600	50,600
18	47,300	47,800	48,300	48,800	49,300	49,800	50,800
19	47,500	48,000	48,500	49,000	49,500	50,000	51,000
20	47,700	48,200	48,700	49,200	49,700	50,200	51,200
21	47,900	48,400	48,900	49,400	49,900	50,400	51,400
22	48,100	48,600	49,100	49,600	50,100	50,600	51,600
23	48,300	48,800	49,300	49,800	50,300	50,800	51,800
24	48,500	49,000	49,500	50,000	50,500	51,000	52,000
25	48,700	49,200	49,700	50,200	50,700	51,200	52,200

APPENDICES to the CHARTER RENEWAL

Level III- A Master Teacher

STEP	MA + 0 200 days	MA +15 200 days	MA + 30 200 days	MA +45, PhD, JD 200 days
7	54,000	54,500	55,000	56,000
8	54,200	54,700	55,200	56,200
9	54,400	54,900	55,400	56,400
10	54,600	55,100	55,600	56,600
11	54,800	55,300	55,800	56,800
12	55,000	55,500	56,000	57,000
13	55,200	55,700	56,200	57,200
14	55,400	55,900	56,400	57,400
15	55,600	56,100	56,600	57,600
16	55,800	56,300	56,800	57,800
17	56,000	56,500	57,000	58,000
18	56,200	56,700	57,200	58,200
19	56,400	56,900	57,400	58,400
20	56,600	57,100	57,600	58,600
21	56,800	57,300	57,800	58,800
22	57,000	57,500	58,000	59,000
23	57,200	57,700	58,200	59,200
24	57,400	57,900	58,400	59,400
25	57,600	58,100	58,600	59,600

Increments	Department Chair	2,250
	Committee Chair	2,500
	Activities Director	5,000

APPENDICES to the CHARTER RENEWAL

South Valley Academy Social Worker Salary Schedule 2009-10

Licensed Bachelor of Social
Work

STEP	BA + 00 200 days	BA +15 200 days	BA + 30 200 days	BA + 45/MA+0 200 days	MA +15 200 days	MA + 30 200 days	MA +45, PhD, JD 200 days
0	40,000	40,500	41,000	41,500	42,200	42,500	43,500
1	40,200	40,700	41,200	41,700	42,400	42,700	43,700
2	40,400	40,900	41,400	41,900	42,600	42,900	43,900
3	40,600	41,100	41,600	42,100	42,800	43,100	44,100
4	40,800	41,300	41,800	42,300	43,000	43,300	44,300
5	41,000	41,500	42,000	42,500	43,200	43,500	44,500
6	41,200	41,700	42,200	42,700	43,400	43,700	44,700
7	41,400	41,900	42,400	42,900	43,600	43,900	44,900
8	41,600	42,100	42,600	43,100	43,800	44,100	45,100
9	41,800	42,300	42,800	43,300	44,000	44,300	45,300
10	42,000	42,500	43,000	43,500	44,200	44,500	45,500
11	42,200	42,700	43,200	43,700	44,400	44,700	45,700
12	42,400	42,900	43,400	43,900	44,600	44,900	45,900
13	42,600	43,100	43,600	44,100	44,800	45,100	46,100
14	42,800	43,300	43,800	44,300	45,000	45,300	46,300
15	43,000	43,500	44,000	44,500	45,200	45,500	46,500

APPENDICES to the CHARTER RENEWAL

Licensed Master of Social
Work

STEP				MA+0 200 days	MA +15 200 days	MA + 30 200 days	MA +45, PhD, JD 200 days
0				42,000	42,500	43,000	44,000
1				42,200	42,700	43,200	44,200
2				42,400	42,900	43,400	44,400
3				42,600	43,100	43,600	44,600
4				42,800	43,300	43,800	44,800
5				43,000	43,500	44,000	45,000
6				43,200	43,700	44,200	45,200
7				43,400	43,900	44,400	45,400
8				43,600	44,100	44,600	45,600
9				43,800	44,300	44,800	45,800
10				44,000	44,500	45,000	46,000
11				44,200	44,700	45,200	46,200
12				44,400	44,900	45,400	46,400
13				44,600	45,100	45,600	46,600
14				44,800	45,300	45,800	46,800
15				45,000	45,500	46,000	47,000
16				45,200	45,700	46,200	47,200
17				45,400	45,900	46,400	47,400
18				45,600	46,100	46,600	47,600
19				45,800	46,300	46,800	47,800
20				46,000	46,500	47,000	48,000
21				46,200	46,700	47,200	48,200
22				46,400	46,900	47,400	48,400
23				46,600	47,100	47,600	48,600
24				46,800	47,300	47,800	48,800
25				47,000	47,500	48,000	49,000

APPENDICES to the CHARTER RENEWAL

Licensed Independent Social Worker

STEP	MA + 0 200 days	MA +15 200 days	MA + 30 200 days	MA +45, PhD, JD 200 days
0	46,500	47,000	47,500	48,000
1	46,700	47,200	47,700	48,200
2	46,900	47,400	47,900	48,400
3	47,100	47,600	48,100	48,600
4	47,300	47,800	48,300	48,800
5	47,500	48,000	48,500	49,000
6	47,700	48,200	48,700	49,200
7	47,900	48,400	48,900	49,400
8	48,100	48,600	49,100	49,600
9	48,300	48,800	49,300	49,800
10	48,500	49,000	49,500	50,000
11	48,700	49,200	49,700	50,200
12	48,900	49,400	49,900	50,400
13	49,100	49,600	50,100	50,600
14	49,300	49,800	50,300	50,800
15	49,500	50,000	50,500	51,000
16	49,700	50,200	50,700	51,200
17	49,900	50,400	50,900	51,400
18	50,100	50,600	51,100	51,600
19	50,300	50,800	51,300	51,800
20	50,500	51,000	51,500	52,000
21	50,700	51,200	51,700	52,200
22	50,900	51,400	51,900	52,400
23	51,100	51,600	52,100	52,600
24	51,300	51,800	52,300	52,800
25	51,500	52,000	52,500	53,000

APPENDICES to the CHARTER RENEWAL

South Valley Academy Administrative Salary Schedule 2009-10

Licensed Principal

STEP	225 days
0	80,000
25	100,000

Exact salary based on experience and determined by Governing Council.

Licensed Head Teacher: Level III

STEP	225 days
0	64,000
25	70,000

Exact salary based on experience and determined by Principal.

Licensed Instructional Coach: Level II or III

STEP	210 days
0	57,000
25	63,000

Exact salary based on experience and determined by Principal.

APPENDICES to the CHARTER RENEWAL

South Valley Academy Business Manager Salary Schedule 2009-10

Licensed Business Manager

STEP	240 days
0	56,000
1	56,300
2	56,600
3	56,900
4	57,200
5	57,500
6	57,800
7	58,100
8	58,400
9	58,700
10	59,000
11	59,300
12	59,600
13	59,900
14	60,200
15	60,500
16	60,800
17	61,100
18	61,400
19	61,700
20	62,000
21	62,300
22	62,600
23	62,900
24	63,200
25	63,500

APPENDICES to the CHARTER RENEWAL

South Valley Academy Information Technologist Salary Schedule 2009-10

Information Technologist

STEP	240 days
0	50,000
1	50,300
2	50,600
3	50,900
4	51,200
5	51,500
6	51,800
7	52,100
8	52,400
9	52,700
10	53,000
11	53,300
12	53,600
13	53,900
14	54,200
15	54,500
16	54,800
17	55,100
18	55,400
19	55,700
20	56,000
21	56,300
22	56,600
23	56,900
24	57,200
25	57,500

APPENDICES to the CHARTER RENEWAL

South Valley Academy Educational Assistant Salary Schedule 2009-10

Level III Licensed EA

STEP	245 days
0	24,255
1	24,555
2	24,855
3	25,155
4	25,455
5	25,755
6	26,055
7	26,355
8	26,655
9	26,955
10	27,255
11	27,555
12	27,855
13	28,155
14	28,455
15	28,755
16	29,055
17	29,355
18	29,655
19	29,955
20	30,255
21	30,555
22	30,855
23	31,155
24	31,455
25	31,755

APPENDICES to the CHARTER RENEWAL

South Valley Academy Custodian Salary Schedule 2009-10

Custodian

STEP	250 days
0	24,000
1	24,200
2	24,400
3	24,600
4	24,800
5	25,000
6	25,200
7	25,400
8	25,600
9	25,800
10	26,000
11	26,200
12	26,400
13	26,600
14	26,800
15	27,000
16	27,200
17	27,400
18	27,600
19	27,800
20	28,000
21	28,200
22	28,400
23	28,600
24	28,800
25	29,000

APPENDICES to the CHARTER RENEWAL

South Valley Academy Maintenance & Security Salary Schedule 2009-10

M&O/Security

STEP	255 days
0	27,000
1	27,200
2	27,400
3	27,600
4	27,800
5	28,000
6	28,200
7	28,400
8	28,600
9	28,800
10	29,000
11	29,200
12	29,400
13	29,600
14	29,800
15	30,000
16	30,200
17	30,400
18	30,600
19	30,800
20	31,000
21	31,200
22	31,400
23	31,600
24	31,800
25	32,000

APPENDICES to the CHARTER RENEWAL

South Valley Academy Office Manager Salary Schedule 2009-10

Office Manager

STEP	245 days
0	32,000
1	32,250
2	32,500
3	32,750
4	33,000
5	33,250
4	33,500
5	33,750
6	34,000
7	34,250
8	34,500
9	34,750
10	35,000
11	35,250
12	35,500
13	35,750
14	36,000
15	36,250
16	36,500
17	36,750
18	37,000
19	37,250
20	37,500
21	37,750
22	38,000
23	38,250
24	38,500
25	38,750

Appendix 12

South Valley Academy Student Discipline Policy

APPENDICES to the CHARTER RENEWAL

SOUTH VALLEY ACADEMY STUDENT DISCIPLINE POLICIES

CHEATING/PLAGIARISM

Students who cheat, plagiarize, or forge, in connection with academic endeavors, and/or school procedures are subject to disciplinary action which may include earning no credit for the assignment and/or the semester. Plagiarism is the use of anyone's written words as your own including those you have obtained off the internet or from other research sources, unless those words are enclosed in quotation marks and the original author(s) are given full citation credit. Use of another student's work, in part or full, is considered cheating.

MEDICATIONS

If a student needs to take prescription medication during school hours, a medication form must be completed by the doctor and signed by both the parent and doctor. The medication must be in the original container. The labeled medication will be kept in a secured place. All prescription medication will be self-administered by the student and will only be taken as designated on the medication form. Any prescription medication discovered at school without a medication form being on file will be confiscated by the teacher and may be handled under the guidelines of the drug policy. The two exceptions to this policy are insulin for diabetics and inhalers for students with asthma.

Non-prescription medications can be self-administered only if a non-prescription drug medication form is filled out and on file. The non-prescription medication must be in the original container.

Emergency medication (inhalers, seizure meds, and insulin, etc.) may be carried by the student only if a self-administered prescription drug medication form is completed and on file in the office. Medication must be kept in the prescribed container. If it is discovered that medication is being used inappropriately, it will be confiscated by the teacher and may be handled under the guidelines of the drug policy.

CLASSROOM/CAMPUS POLICIES

(Consequences are listed in parentheses)

- Drinks in classrooms must be in closed containers
(Drinks in open containers during class time will be confiscated)
- Use clean language
(Students using profanities will clean classroom/school)
- Use school phones responsibly; during school hours, the student must ask a staff member for permission to use a school phone. 2 minute time limit.
(Loss of phone privileges for one week)
- Student's cell phones must be shut off and not seen between 9:00 am – 4:00 pm.
(A cell phone that is seen or heard will be confiscated and given to the Principal.)
- Use school materials and furniture responsibly
(Fix, pay for replacement, or clean as appropriate)
- Be on time to each class
(Lunch Detention, miss break, and/or clean school property at teacher's discretion)
- Listen and participate constructively
 - (1. Verbal warning)
 - (2. Moved to "ejection seat")
 - (3. Sent to advisor who will determine appropriate action)
 - (4. Parent conference if necessary)

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- (5. Student placed on behavior contract if necessary)
- Respect staff, visitors and peers
(Same as above)

ELECTRONIC DEVICES

Student use of electronic devices such as headphones, CDs, CD players, walkie-talkies, video games, etc. is strictly prohibited. Cell phones must be turned off and out of sight between 9:00am -4:00pm. Service Learning is considered school hours. Cell phones will be confiscated and given to the Principal if seen or heard.

ATTENDANCE

Students are expected to be at school every day. We understand, however, that there are circumstances under which a student cannot attend for health or personal reasons. It is in this spirit that our attendance policy values students being at school while at the same time respects their needs when appropriate.

Students with 7 or more unexcused absences in a semester in any given class run the risk of not earning credit for that class.

There are only three conditions under which an absence will not count against a student as one of those 7 days:

- 1) **Medical reasons.** A doctor's signed note must state the date(s) and reason(s) for the absences. The signed note must be presented upon returning to school and will not be considered valid if presented at a later date. Be advised that the school randomly validates doctor's notes. Please note that regularly scheduled doctor and dentist appointments should be scheduled outside of regular school hours.
- 2) **Death in the family.** A signed parent note must state the date(s) and reason(s) for the absences.
- 3) **Religious holiday;** a note from parent/guardian and advance notice to the advisor. Religious holiday is a day observed by an official religious group or specific faith.

APPEAL COUNCIL

If a student has 7 or more unexcused absences in a semester in any given class, he/she runs the risk of not earning credit for that class. After the 7th unexcused absence, the parents/guardians must schedule a meeting with the school's Appeal Council as soon as possible. Parents/guardians should work directly with their son's/daughter's advisor to fill out appropriate paperwork prior to the meeting with the Appeal Council. The purpose of the Appeal Council meeting is to place the student on an attendance contract that states **what the student will do** for the remainder of the semester in order **to earn credit**.

MAKE-UP WORK

It is the responsibility of students who are absent to check with classroom teachers immediately upon returning to school to get all assignments missed. A student has a number of days equal to the number of days missed to make up his/her work. Long term assignments will be due on time with no extensions granted.

TARDIES

Check-in time is 8:50 a.m. each morning. If students arrive late to school, they must check in at the office to sign in and get a late pass. Students who are tardy, regardless of the

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reason, will be assigned lunch detention. Students who are excessively tardy may be subject to loss of driving privileges. **Due to the lack of supervision, students should not arrive at school before 8:30 a.m.**

LUNCH DETENTION

Lunch detention will be offered every day of the week except for Thursdays (due to Service Learning). It will occur during the first 20 minutes of lunch. Students must attend lunch detention on the same day that they arrive late to school, except for Thursdays. If a student is late to school on Thursday, he/she must attend lunch detention the very next day on Friday.

Students must attend lunch detention on the day that their names appear on the lunch detention list.

If a student fails to attend lunch detention on the day that his/her name appears on the lunch detention list, as a consequence, he/she will receive an additional lunch detention. The student will also be tracked by the office as **NO1**, meaning that he/she has failed to go one day.

If a student fails to attend lunch detention again for a second time in a row, he/she will receive an additional lunch detention and he/she will be tracked by the office as **NO2**.

If a student fails to attend lunch detention again for a third time in a row, he/she will receive an additional lunch detention and he/she will be tracked by the office as **NO3**.

At this point, the student will speak to the Principal in the office and his/her parents may be notified that they must personally escort their child from the school office to the lunch detention room as soon as possible. The specific details of this parent escort will be determined by the Principal and/or advisor.

In the case that parents refuse or fail to escort their student, the student may be placed on in-school suspension until an escort can be arranged.

DRESS CODE

We expect student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, respectful, safe and healthy atmosphere within the school.

Student dress may not present a health or safety hazard, violate municipal or state law or present a potential for disruption to the education program. Attire or accessories that advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry toward any group are not acceptable.

Unacceptable clothing and accessories include, but are not limited to,

- gang-related attire,
- excessively tight or revealing clothes,
- shorts/skirts/dresses that are more than six inches above the knee (If there is a dispute over the length of the clothing, the following method will be used to settle the dispute: the student must kneel on the floor and the distance from the floor to the clothing must not exceed six inches),
- bare midriff,
- low-cut and/or off the shoulder blouses,
- spaghetti straps,
- clothing that bares any part of the wearer's midsection, even if covered by appropriate clothing,
- spiked accessories, chains,
- belts with more than 2 inches excess,

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- sagging, or the wearing of pants below the waist and/or in a manner that allows underwear or bare skin to show is prohibited.
- the wearing of excessively baggy pants with low hanging crotches is also prohibited. Pants must fit properly at the waist, inseam, and hem. Pants will be worn at the waist and secured with a belt if necessary. The belt will not hang from the waist. “Excessively baggy” shall be defined as pants being bunched at the waist under a belt, pants with low-hanging crotches, or pants with cuffs that cover the feet of the wearer or drag on the floor.
- hats/caps/hoods, sunglasses are not to be worn while inside buildings except when there are specific reasons for safety, religious, instructional, or medical.

The dress code is in place at all school-sponsored functions including Service Learning, field trips, and all other school sponsored activities. Students in violation of the dress code may be given appropriate clothing or the parent/guardian may be called. In case of repeat violations the parent/guardian will be called to take the student home.

PUBLIC DISPLAYS OF AFFECTION

School is an academic environment. Personal display of affection (PDA) is prohibited. Students who ignore staff requests to cease inappropriate behavior or who are consistently found in violation of our PDA policy are subject to disciplinary action.

Holding hands is the only acceptable form of public displays of affection, and this can happen only before school, between classes, during lunch, and after school. No public displays of affection are allowed during class time under any circumstances. Students who violate this policy may be assigned lunch detention and/or other consequences from their advisor.

DRUGS, ALCOHOL, TOBACCO

Students may not possess, use, or be under the influence of alcohol or any other drug within the school zone, on school property, while at a school activity, while being transported to or from the school or a school activity.

Any student involved in possession, use, delivery, distribution or sale may in addition to penalties imposed under the school discipline policy, be referred to appropriate law enforcement authorities for prosecution.

This policy shall be enforced according to the probable cause search and seizure procedures.

If and when teachers/staff have reasonable suspicion that a student is violating our drug policy as stated, they will do the following:

- Two staff members (at least one of the same gender as the student) may ask a student to empty his/her pockets, empty the contents of any backpacks or other bags, remove shoes, lift up pant legs, and roll down socks.
- After a search has been conducted, the student’s advisor will call home to notify parents about the search and reasons why the search was conducted.
- If drugs, drug paraphernalia, or alcohol are found during the search, the police will be notified for criminal action, and the student will be put on a strict contract at staff/advisor/parent discretion or the infraction may lead to long-term suspension or expulsion.

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WEAPONS

The staff of South Valley Academy recognizes that the presence of weapons in school not only creates unacceptable risks of injury or death, but also creates a climate that undermines the educational purpose of the school.

Accordingly, South Valley Academy forbids the possession, custody, and use of weapons by unauthorized persons in or around school property, while attending or participating in any school activity, including transportation to or from school or a school activity.

This policy shall be enforced according to the probable cause search and seizure procedures. If and when teachers/staff have reasonable suspicion that a student is violating our weapons policy they will follow the same procedures outlined in the drug/alcohol/tobacco policy.

Any student found to be in violation of the weapons policy will be referred to appropriate law enforcement authorities for prosecution. The Federal Gun Free Schools Act will be implemented, under which a student may be disciplined up to expulsion.

FIGHTING

We prohibit violent behavior or threats of violence. Violence includes, but is not limited to any action, word, or object that is intended to, or has the effect of intimidating or injuring another person.

Students involved in violence of any kind – before, during, or after school on school property, or in an area that will reflect negatively on the school – will be in Morning Break and Lunch ISS for a minimum of 3 weeks and put on a behavior contract.

An immediate parent conference is required for students to return to school at which time a behavior contract will be put in place. The student may be subject to disciplinary action up to and including long-term suspension or expulsion.

Also, when deemed necessary by the Staff Council, a report of the incident will be filed with the appropriate law enforcement agency.

GANG ACTIVITY

- No student on or near school property, at any school activity, or while being transported from or to a school activity shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in, or affiliation with any gang, soliciting membership in, or affiliation with any gang.
- No student shall on his/her body or possessions display "tagging" or any symbol or sign that evidences or reflects membership in or affiliation with any gang.
- No student shall engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation in any gang.
- No student shall engage in any act in furtherance of the interests of any gang or gang activity including but not limited to:
 - 1) Soliciting any person to pay for "protection" or threatening any person explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - 2) Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, signs or "tagging" on school property or personal property within the school zone.

Students who violate these guidelines shall be subject to the full range of school disciplinary measures which may include up to and including long term suspension or expulsion, in addition to applicable criminal and civil penalties.

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SEXUAL & OTHER UNLAWFUL HARRASSMENT

We prohibit any behavior that is intended to or has the effect of harassing, denigrating, or intimidating another person on the basis of sex, race, color, religion, national origin, age, disability, or sexual orientation.

Although the determination of what constitutes harassment may vary with the particular circumstances, it can be described generally to include verbal and/or non-verbal forms of conduct or communication or physical contact which is intended to, or which has the effect of coercing, degrading, humiliating, intimidating, or threatening another.

Any student who feels that he/she is a victim of harassment at South Valley Academy or who has observed harassment of another student should promptly report the behavior to their advisor or any adult staff member. All complaints of harassment will be investigated promptly and disciplinary action will be taken if it is determined that the alleged violation did indeed occur.

PROHIBITION AGAINST BULLYING AND HARRASSMENT

“Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, facial expression or lingering look meant to intimidate or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student.

“Harassment” means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person which may include but is not limited to:

- Verbal acts, teasing, use of sarcasm, jokes
- Name-calling, belittling
- Nonverbal behavior such as graphic or written statements, facial expressions or staring intended to intimidate
- Conduct that is physically threatening, harmful, or humiliating

Bullying behavior by any student at South Valley Academy is strictly prohibited, and such conduct will result in disciplinary action which may include any combination of the following: loss of free time, parent/adult escort, behavior contract, in-school suspension, out-of-school suspension, expulsion and/or any other disciplinary action deemed appropriate by the advisor, Principal and/or Staff Council and/or a formal report filed with the proper state/municipal authorities.

SOLICITATION

Students are not to be solicited for money unless a project has been approved by the Student Life Committee. No sale of items is to be conducted at the school by students for community drives or for personal gains.

COMPUTER ETHICS & RESPONSIBILITY

Computers are used to support learning and to enhance instruction. All computers used through South Valley Academy are to be used in a responsible, efficient, ethical and legal manner. It is imperative that you have respect for and take proper care of all equipment. Likewise, it is equally important that you have respect for the work of others and that you not access, copy, or alter files that were not created by you, without proper permission. Items which will be considered grounds for disciplinary action and possible legal action include plagiarism, copyright violations, invasion of privacy, unauthorized access, or any action that could result in

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damage to computer files, systems or facilities. Our appropriate use policy which detail the rules for using our internal computer network as well as the Internet are outlined below:

- Do not use a computer to harm other people or their work.
- Do not damage the computer or the network in any way.
- Do not install your own software, shareware, or freeware.
- Do not violate copyright laws.
- Do not view, send, or display offensive messages or pictures.

Example: Offensive messages or pictures are those that you would not share with your teachers or parents.

Tell an adult immediately, if by accident, you encounter materials, which violate the rules of appropriate use.

- Do not share your password with another person.
- Do not open someone else's folders, work, or files without permission.
- Do not waste limited resources such as disk space, printing capacity, or paper.
- You will be held accountable for your actions. By violating the rules of appropriate use, you will lose network and Internet privileges and be subject to disciplinary action.
- You are responsible for ALL activity while you are logged in. If you walk away from a computer while logged on, you're still responsible.
- Do not download Napster, KAZAA, WinMX Slash, I-Mesh, games, etc, or any other media.
- CDs are not allowed at school so it is expected that you will not use personal CDs in any computer.
- Chat rooms are prohibited.
- Students may only print material that will be used for school assignments and/or projects.

Privacy: Computer storage areas may be reviewed by network administrators or staff to maintain system integrity and to insure that students are using the system responsibly.

Storage Capacity: Users are expected to delete email or other material that takes up excessive storage space.

Illegal Copying: Students should never download or install any commercial software, shareware, or freeware onto network drives, hard drives, or disks. Nor should students copy other people's work or intrude into other people's files.

Inappropriate Materials or Language: No profane, abusive or impolite language should be used to communicate across the school's network or the Internet, nor should materials be accessed or distributed which are not in accordance with the expectations of school behavior. If you encounter material by accident, please notify the adult in charge immediately. All use of SVA computers, networks and the Internet must be in support of educational goals.

BUS TRANSPORTATION

Bus transportation is provided for students living two or more miles from school. The privilege of riding the school bus is governed by state regulations. By these regulations students may be assigned a bus stop up to two miles away from their residence. Failure to comply with any of the regulations may result in the loss of the privilege of riding the bus. Students are not allowed to ride any bus other than the one assigned. Friends not assigned to the bus may not ride with you. All school rules, policies and behavior expectations are in force while riding the bus to or from school or service learning.

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CLOSED CAMPUS

South Valley Academy is a closed campus. Students are not allowed to leave the campus at any time unless a parent/guardian or the person designated in the student file by the parent/guardian as authorized to check out the student signs the student out at the office. Any student leaving campus without signing out will be considered cutting class.

DRIVING TO SCHOOL

In order to drive to school, students must have a valid New Mexico driver's license (copy on file in the office), current liability insurance on the vehicle being driven (copy on file in the office), and a school permit attached to the windshield. Anyone who drives an unauthorized vehicle to school will be fully responsible for all towing charges. The privilege of driving motor vehicles on school property will be denied if it becomes detrimental to the health, safety, or welfare of the school community or the student is demonstrating poor judgment in the responsible operating of his/her vehicle. Driving privileges may also be denied for excessive tardiness or as a consequence for recurring behavior problems. Once a student arrives on campus he/she is not allowed access to his/her vehicle during school hours without a staff escort. All state motor vehicle laws apply on campus.

For the safety of our students, no loitering in vehicles before or after school is allowed. Students who drive their vehicle on service learning days are not allowed to leave and then return to campus before the school day is over.

Driving privileges are limited to tenth, eleventh, and twelfth graders only. If available parking spaces become an issue, priority will be given to upperclassmen on a first-come, first served basis.

Authorized students who drive to service learning must sign out at the office each week. If a student does not show up to his/her service learning assignment driving privileges may be suspended or revoked.

Driving is not a right – it is a privilege. The Staff Council reserves the right to tow vehicles at the parent/guardians expense, suspend or permanently revoke the privilege due to violation of any part of this policy.

VALUABLES

Common sense and consideration is the best guide in determining whether or not to bring personal possessions to school. The school staff are not responsible for valuables which students bring to school. It is highly recommended that students leave all valuables at home. Valuables include, but are not limited to: cell phones, music players, games and all other electronic equipment. If special circumstances make it necessary for a student to bring substantial cash or other important possessions to school, these items can be safeguarded by registering them and leaving the items in the office with our office manager.

VISITORS

Visitors are not allowed on campus without the prior authorization of the Staff Council during school hours. Students may contact their advisor who will then present the reason for the visit to the Staff Council for approval.

Parents are encouraged and welcome to visit the school. For the safety of our students, all visitors are required to check in at the office.

Visitors who arrive on campus to drop-off or pick-up students are required to remain in their vehicle. Drivers picking up students should not arrive before 3:50 p.m. If the need to exit the vehicle should arrive, the visitor is required to proceed directly to the office and check-in.

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