

**COTTONWOOD VALLEY  
CHARTER SCHOOL**

**APPLICATION FOR CHARTER  
RENEWAL**



**Submitted to the Socorro Consolidated School District's  
Board of Education  
January 1, 2005**

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## **A. MISSION STATEMENT**

Cottonwood Valley Charter School offers a rigorous academic program designed to meet the individual needs of each student while developing habits of success, civic responsibility, and global awareness. The School offers the community a parent-driven public school choice in which teachers, students, and parents are partners.

## **B. GOALS AND OBJECTIVES**

### ***Goal 1. Optimize Opportunities for Student Learning***

1. Limit school size to 170 students.
2. Evaluate each student's academic skill level by subject area. As a general screening process to determine needs, evaluations will be conducted as part of the school entry process. Re-evaluations will be conducted at least annually or more frequently as recommended by staff or requested by parent(s)/guardian(s).
3. Establish a Personal Learning Plan for each student. The plan will be agreed upon by the student, parent(s), and teacher(s). It will specify the student's academic goals and will delineate the responsibilities of each party in achieving those goals.
4. Group students according to skill attainment for academic subjects. Placement by skill level will be specific to each academic subject.
5. Advance students through skill-level groups based on each individual's rate of subject mastery as determined by clear, rigorous performance standards. No student may progress to a higher skill level in any given subject area until mastery of the prior level has been achieved.
6. Use emerging technologies to develop each student's set of basic skills in reading, writing, and arithmetic.
7. Employ an integrated curriculum in which a topic is explored through a variety of academic approaches and skills, e.g. a unit on oceans may require students to use the

following skills in exploring the topic: math, science, geography, reading, research skills, and report development.

8. Provide real-world learning opportunities through hands-on educational experiences within the school setting and through community-based "world-as-classroom" collaboration experiences.
9. Incorporate formal foreign language training at each grade level. Spanish will be taught to all students, with a second foreign language, e.g. French, offered for those with language skills equivalent to upper-primary level.
10. Provide training in music, the arts, and physical and health education to supplement and support basic skills development.
11. Teach students to be curious and to ask questions, and then provide them the tools necessary to explore their world for answers. Encourage parents and staff to provide positive role-models for students through their own lifelong learning activities and their involvement in the school.
12. Offer after-school and weekend programs to supplement and enrich the school's program to develop well-rounded, healthy, responsible, knowledge-seeking individuals.
13. Explore the potential advantages/disadvantages of offering an extended year or flexible scheduling program.

## ***Goal 2. Create a Positive Learning Environment***

1. Provide a welcoming atmosphere for parents and community members.
2. Hold students to a high standard of behavior that stresses discipline and personal responsibility. The Discipline Policy, as set forth herewith and in the Student and Parent Handbook, will be strictly enforced.
3. Hold staff, parents, volunteers, and other visitors to these same standards of behavior both at the school site and during school-sponsored off-site activities.
4. Require staff members, and encourage others involved with the school, to provide positive role models for students in terms of behavior, attitude, language, and dedication to lifelong learning.
5. Provide a physical environment that is safe, comfortable, well-maintained, and conducive to learning.

6. Establish a school culture which fosters academic pride and positive peer support.
7. Foster a sense of personal responsibility for the school among students, parents, staff, and other community members.
8. Provide programs, e.g. mediation training, to students, parents, staff, and other interested community members as a means of positive conflict resolution and individual growth.
9. Establish a mentoring program within the school linking students with staff and/or volunteers, and younger students with older students.
10. Promote “Habits of Success” for each student in school work, attendance, punctuality, perseverance, effort, cooperation, and good citizenship.

### ***Goal 3. Create Strong, Ongoing Bonds between the School and the Community***

1. Strengthen the ties connecting the school and community for the benefit of our students and the future of our community.
2. Continue partnerships with community agencies, businesses, and organizations to assist and encourage individual students and classes to explore various academic areas and to develop their sense of civic responsibility.
3. Expand our school volunteer program to supplement staff-student interactions.
4. Establish a Community Service Program to support the civic development of students.

### ***Goal 4. Establish Procedures for School Organization and Policy Making***

1. Seek local school board waivers from local district policies as necessary to allow for innovation and flexibility. Seek waivers from the State Public Education Department regulations and certain areas of the Public School Code.

2. Operate through a separate, autonomous system of governance within the district in order to provide parents with a public-school education alternative, with a focus on the whole-child and his/her individual needs, strengths, learning styles, and pace of development.
3. Employ the most promising education reform methodologies and the emerging technologies and world view of the 21st Century.
4. Utilize a Governing Council to make policy decisions. Council meetings and activities will comply with the Open Meetings Act.
5. Continue the position of School Administrator, responsible to the Governing Council, to fulfill the following roles:
  - Facilitate collaboration among the Council, staff, parents, and community
  - Make recommendations to the Council on programs, staffing, budget, and educational innovations
  - Act as liaison between the Cottonwood Valley Charter School and the State of New Mexico Public Education Department; the School's community partners; the Socorro Board of Education; the Socorro Consolidated Schools district office and school sites; and other interested local, state, and national agencies and organizations
  - Evaluate programs and ensure that all required reports are submitted on a timely basis
  - Oversee budgetary matters and grant funding activities
  - Act as disciplinary referral/resource to staff
6. Contract with staff to provide educational services to students within the philosophy and procedures of the School and with the approval of the Governing Council.
7. Submit annual written progress reports to the local school board, community and the State of New Mexico Public Education Department including such information as:
  - Student performance
  - Teaching methodologies
  - Strategies for success
  - Community involvement
  - Special projects
8. Maintain fiscal records in accordance with local, state and federal regulations and laws, and submit fiscal reports as required by state and federal mandates.

### **Goal 5. Enhance Professional Development**

1. Recognize staff as education professionals with the knowledge and skill to act autonomously within the guidelines of State mandates and the Governing Council.
2. Provide staff the freedom to be flexible and innovative in their classrooms while being accountable to the Governing Council.
3. Develop an individual performance and development plan for staff.
4. Provide staff with adequate time and budgetary support for classroom preparation, student evaluations, and professional development.
5. Identify and/or provide training opportunities for staff in subject-matter fields and innovative methodologies.
6. Encourage staff collaboration in using multi-person, multi-techniques in evaluating students, such as standardized tests, writing samples, portfolios of progress, special projects, and review meetings including all appropriate staff members, volunteers, and parents.
7. Foster staff's individual attention to students through small class size and strict disciplinary policy.
8. Facilitate staff collaboration and a multi-disciplinary approach to student learning.

## **C. EDUCATIONAL PROGRAM, STUDENT PERFORMANCE STANDARDS, AND CURRICULUM**

### ***Curricular Approach***

The academic program will be based on the Core Knowledge Sequence, a set of content guidelines in language arts, history, geography, mathematics, science, and the fine arts. The Sequence was first implemented in 1990, and within eight years was being used in more than 700 schools in 42 states. Its developer is an independent, non-partisan, non-profit organization,

"dedicated to excellence and fairness in early education."<sup>1</sup>

The Sequence is based on the belief that among the characteristics of a society is the core of knowledge shared by the members of that society. Children incorporate this information as they grow and mature through the natural interactions with their family and community, and through their formal schooling. To be "literate" in one's world is to be fluent in that set of shared knowledge.

More than a decade ago, University of Virginia professor, E.D. Hirsch, Jr., looked at his students and felt that, for many, something was lacking in their development. He looked at European and Japanese societies and educational systems, and compared them to our American experience. The result of his contemplations, *Cultural Literacy*, became a best seller. Although surprised at the success of the book, Hirsch realized that he had touched a raw nerve in the American psyche.

To ameliorate this situation, Hirsch founded the Core Knowledge Foundation in 1986. Over the next decade, he and the Foundation produced the Core Knowledge Series Books (*What Your ... Grader Needs to Know*) and the Core Knowledge Sequence. While most districts and states specify the skills children are to master at each grade level, the Core Knowledge Sequence specifies the content area on which to build skill instruction. It is based on research by the Foundation, and extensive review by educators from across the country.

The advantage of using a specific content sequence is that it assures consistency from classroom to classroom, and helps avoid both gaps in knowledge and unnecessary repetition across grade levels. It is not a substitute for skill-based textbooks in math, science, or language arts. The Core Knowledge Sequence is designed to fulfill about half of the school's curriculum, allowing time to meet both local and state requirements. The specific texts and materials to be used in the classroom will be chosen by the Governing Council, based on recommendations from School staff and parents.

Importantly to the children of Socorro, the Core Knowledge Sequence allows a rural community with a diverse population access to the best knowledge available. Mastery of the shared knowledge base of our country will prepare our children to become successful participants in our society.

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<sup>1</sup>Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines for Grades K-8*. Charlottesville, VA, 1997, p. 1.

## ***The Curriculum***

### **Language Arts**

Language arts skills begin with the ability to read and interpret what is being read. CVCS will use phonics in teaching children to decipher the written word and a sequential reading program to develop skills in interpreting increasingly complex written material. Writing skills are recognized as two-fold: the ability to physically manipulate objects to create the written work and the ability to write fluidly and clearly, demonstrating both interpretative and creative skills. Beginning in Kindergarten, students will learn handwriting based on the D'Nealian system, and keyboarding in conjunction with alphabet skills. Journals, essays, reviews, and reports are examples of the type of written material expected from students. Language arts are not limited to the written word; but include also, the spoken word. Classes will emphasize the proper use of English grammar, diction, and polite speech. Oral presentation of written material in class and at school-wide events will provide additional reinforcement of language arts skills. Texts currently in use include the Open Court Reading and Writing Program (SRA McGraw-Hill), Shurley Grammar.

### **Mathematics**

Mathematics is a basic skill of everyday life, and an integral component of an increasing number of career paths. Like language skills, math skills are developed in a sequential manner, with a strong base of basic skills required for future success. Texts, worksheets, manipulatives, and problem solving are among the approaches to be used in the classroom as students progress from counting skills, to number manipulation, to word problems, and algebraic expressions. Texts currently in use include Saxon Math and Addison-Wesley Mathematics (texts and workbooks).

### **Science**

Cottonwood Valley Charter School will emphasize science as a natural component of everyday life. The science program will use on a hands-on approach, and will take advantage of the rich scientific resources available in Socorro.

### **Social Sciences**

Cottonwood Valley Charter School uses the Core Knowledge Sequence to integrate social sciences into its curriculum. As delineated in the School's mission statement, students will develop community and civic responsibility as well as a global awareness of the world as a result of the social science curriculum.

### **Technology**

Computer skills, including keyboarding and using the Internet for research and communication, will be taught beginning in Kindergarten. Computer programs will be used to expand on classroom activities and to stimulate further the development of critical thinking skills. A copy of the School's technology plan is available in the office.

## **Foreign Language**

Formal instruction of a foreign language begins in Kindergarten. In recognition of our geographic proximity to Mexico and of our state's rich Hispanic heritage, students will begin by studying Spanish. Initial emphasis will be on the spoken word, with grammar, literature, and culture introduced as students become more fluent orally. Study of a second foreign language, e.g. French, will be offered for those with language skills equivalent to upper-primary level.

## **The Arts**

Cottonwood Valley Charter School considers the Fine Arts to be an important part of each child's education and will be a priority in the development of our program. Teachers integrate the arts into many of their classroom activities. For example, in studying the Civil War, students may study the songs that roused people on both sides or do a dramatic recreation of Lee's surrender at Appomattox Court House. Through music and group singing, students have the opportunity to enhance their team working skills.

## **Physical Education and Health**

In addition to providing opportunities for children to play, physical education activities are designed to teach inter-personal skills. While learning the rules of games, students will learn about teamwork, sportsmanship, comradery, fairness, and determination. The School has developed partnerships with area agencies to enhance its physical education and health program.

## ***Alignment of Curriculum with the Public Education Department's Content Standards, Benchmarks and Performance Standards***

A complete alignment of the New Mexico Standards and Benchmarks with the Core Knowledge Curriculum was completed during the summer of 2004. Copies of the alignment for each grade level can be found in the classrooms and in the school office.

## ***Strategies and Methods for Delivering the Curriculum***

### **An Integrated Approach**

Although the curriculum has been described above in separate skill sections, an integrated, concept-based approach will be used in the classroom. A topic of study will be explored in a multi-faceted manner. A unit on oceans, for example, may require students to use a combination of skills: math, science, geography, reading, research skills, and report development.

### **Skill Mastery**

Skill mastery forms the basis of the academic program. Upon enrollment, each student's academic skills are evaluated in each subject area. Methods of evaluation may include prior test

results, grades, portfolio assessments, teacher recommendations, etc. This evaluation, combined with teacher and parent input determines the student's individual starting point for each subject area. Progress is determined by mastery of a given set of skills as preparation for study of a more advanced set of skills.

Working in groups of students with similar skill attainment, each student may move as quickly as possible or take as much time as necessary to achieve mastery of any given unit. Units within subject areas will be designed as sequential building blocks for skill mastery. To provide a very simple example, mathematics unit 1 for grade 1 may include adding and subtracting numbers from 1 to 10. Upon mastering unit 1 (requiring one day for some students, a few days, weeks, or longer for others) a student may begin unit 2, adding and subtracting numbers from 11 to 20.

### **The Personal Learning Plan**

Each student has a Personal Learning Plan (PLP). This is a written document, developed and signed by the student, parent(s)/guardian(s) and teacher(s), specifying the student's academic goals for the year. It delineates the responsibilities of each party and will include a timeline and benchmarks for achieving those goals. The timeline and benchmarks provide the format for evaluating on-going skill attainment. A formal re-evaluation of the PLP is conducted at least annually, or more frequently as recommended by staff or requested by the student and/or parent(s)/guardians(s).

The PLP includes the Present Level of Educational Performance which describes how well the student is performing at that time. Long-term goals are determined. These long-term goals are specific goals for academic and other skills for the student during the academic year. Short-term objectives are identified. These objectives are the measurable, intermediate teaching steps to aid the student in achieving his/her long-term goals. Methods of determining progress will be outlined in order to measure the student's progress toward the PLP goals. The persons responsible for the implementation of each goal and objective are designated.

Parents will be given a copy of the PLP as well as any and all teachers who instruct the student. Parents and teachers may revise the student's PLP at any time during the academic year if they feel the goals and objectives are no longer appropriate. Included in the Personal Learning Plans are goals for "Habits of Success" (see Educational Plan for Student Success, Appendix B).

Students with identified special needs will receive an Individual Education Plan (IEP) as required by state and federal regulations. The School's Special Education Manual resides in the school office.

## **The Community as Classroom**

Walls do not limit the learning environment of Cottonwood Valley Charter School. The School seeks to continue partnerships with organizations and agencies in the community to expand the learning opportunities for its students. The purpose is to provide real-world learning opportunities with such partners as the various departments and agencies of New Mexico Tech, the National Radio Astronomy Observatory, the Bureau of Land Management, local businesses, the government, farmers and ranchers.

## ***Length of School Day and School Year***

Cottonwood Valley Charter School will comply with NM state law for the length of the school day and school year.

## ***Grade, Class Size, and Total Projected Student Enrollment***

The School will serve students in Grades K through 8 with a total enrollment limited to 170 students. There will be no more than 20 students in any classroom.

## **D. MEETING INDIVIDUAL STUDENT'S NEEDS**

Cottonwood Valley Charter School's Educational Program is designed to meet student needs through individual Personal Learning Plans (PLPs). Each plan is specific to one student and is based on his/her academic skills in each subject area. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessment, teacher recommendations, standardized tests, etc. When additional or specialized testing is required, the services of a qualified consultant (diagnostician, speech therapist, occupational therapist, psychologist, etc.) will be employed. All students who qualify for special services will have an Individual Education Plan (IEP) in addition to the PLP.

### **Meeting the Needs of At-Risk Students**

The PLP provides the opportunity to meet the needs of at-risk students. The PLP process of initial evaluation and continuing evaluations through timelines and benchmarks will help to identify any student who is either not performing to standard level or not performing at that individual's anticipated level. These possible variances in performance are not limited to academic areas, but may include social or emotional factors. Any significant variation will be

discussed with parents/guardians. Corrective action plans, including intervention by School staff or consultants, will be developed in collaboration with parents.

### **Student Due Process Rights**

Cottonwood Valley Charter School recognizes Student Due Process Rights and complies with Public School Rights and Responsibilities Mandates, 6 NMAC 1.4.

### **Confidentiality of Records**

Cottonwood Valley Charter School recognizes and complies with an individual's right to confidentiality as defined in the Family Educational Rights and Privacy Act (FERPA).

### **Handicap Accessibility**

Cottonwood Valley Charter School meets all Federal and State requirements for providing full handicap accessibility.

### ***Special Education Plan***

Cottonwood Valley Charter School offers a broad range of opportunities for students with disabilities and giftedness who meet eligibility criteria established by State and Federal laws. Cottonwood Valley Charter School offers a full inclusion program as appropriate for each child's needs to encourage interaction with one another. "Pull-out" programs will be based on needs determined by Individual Education Plans (IEPs) and are used to fully incorporate children with special needs into the regular classroom.

Through the process of developing a PLP and the continuous monitoring of timelines and benchmarks, students will be identified who may meet eligibility criteria for disabilities and/or giftedness as established by State and Federal laws. These students will be referred to the Student Assistance Team (SAT Team) for further evaluation and programming. Cottonwood Valley Charter School will screen students in need of special education services in compliance with State and Federal legislation. Staff will identify and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990 (ADA), and the Individuals With Disabilities Education Act (IDEA) of 1997. As identified by legislation, an Individual Education Plan (IEP) will be developed for each special needs student.

The School will provide the following safeguards for special needs children:

- Equal access for all students.
- Individual Education Plan.
- Free Appropriate Public Education (FAPE).
- Least Restrictive Environment (LRE).
- Due process and parental involvement.
- Non-discriminatory evaluation.

### **Advisory Committees**

In accordance with N.M.S.A. 1978 Comp. §22-13-6.1, Cottonwood Valley Charter School has established an Advisory Committee for Gifted Education to support gifted services. Members of the Committee shall be knowledgeable and interested in gifted education and shall reflect the cultural diversity of the School's population. The Committee shall be comprised of parents, community members, staff and students.

The Gifted Advisory Committee shall regularly perform the following functions:

- Review the goals and priorities of the gifted services provided.
- Provide information regarding the impact that cultural background, linguistic background, socioeconomic status and disability conditions may have on the student referral, identification and evaluation, and on service delivery processes.
- Review the School's practices for student referral, identification and evaluation, and for service delivery.
- Advocate for children who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions so that these children have equitable opportunities for gifted services.

Cottonwood Valley Charter School has also established a similar Advisory Committee to review the needs of other children receiving special education services.

### **Special Education Manual**

The School's Special Education Manual outlines the policies, procedures, and assurances that have been established to comply with state and Federal Law. This manual will be updated and revised to be in compliance with any changes in state or federal regulations. The following topics are addressed in the Special Education Manual:

- Identifying children with special needs.
- Confidentiality.
- Participation in statewide and district-wide assessments.

- Extended school year.
- Establishment of a full educational opportunity goal.
- Facilities.
- Personnel and personnel development.
- Services provided and procedures for the delivery thereof.
- Parent involvement.
- Participation in general education.
- Dealing with excess cost.
- Individualized education plan.
- Education services for gifted children.
- Due process procedures for parents and students.
- Protection in the evaluation and delivery of services.
- Evaluation of students with specific learning disabilities.
- Use of IDEA and IDEA-B funds.
- State supported educational programs.
- Assurances.

### ***Other Special Services***

Cottonwood Valley Charter School is committed to providing a free, appropriate public education (FAPE) for each student. Toward that end, it will contract for any ancillary services which may be required for those with special needs. Cottonwood Valley Charter School student support services will include but are not limited to the following:

### **Counseling Services**

Cottonwood Valley Charter School will provide counseling services to students who have been identified as needing these services. Depending on the need, either a counselor will be hired by the School or outside services will be procured.

### **Speech Language Pathology, Occupational Therapy, Physical Therapy**

Cottonwood Valley Charter School will contract with licensed providers to provide necessary services for students who qualify.

### **Student Health Needs**

Health services for Cottonwood Valley Charter School students will be provided by a qualified contract Health Care Provider who will be responsible for maintaining student health records for each student. Cottonwood Valley Charter School will comply with all immunization and blood-borne pathogen laws.

## **E. EVALUATION OF STUDENT PERFORMANCE**

### ***State Mandated Testing***

Cottonwood Valley Charter School students participate in all testing required by the State Public Education Department. For the first three years of operation, all students from Kindergarten on up took the TerraNova, 2<sup>nd</sup> Edition, Complete Battery (CAT) except for fourth and eighth graders who took the New Mexico Standards Based Assessment Tests in 2003-2004. CVCS students also participated in the required New Mexico Writing Assessment. These scores are reported in the EPSS (Appendix B) and are discussed in the School Progress Report (page 70).

Cottonwood Valley Charter School met proficiency standards in 2002-2003 and again in 2003-2004. In 2003-2004 Cottonwood Valley Charter School met the standards for achieving annual yearly progress.

### ***Other Assessments***

Throughout the school year, students are evaluated for mastery of the NM Standards and Benchmarks as well as Core Knowledge content. Assessments may include any combination of the following: standardized testing; portfolios; exhibits; presentations; observations; teacher-designed tests; end of unit tests; and other performances.

In addition, all Cottonwood Valley students will take a Norm Referenced Test such as the Stanford 9 or Stanford 10 Achievement Test at the beginning and end of each academic year. Students who continue their enrollment at CVCS will use the spring tests as a post-test for that year and a pre-test for the coming academic year. All new students are expected to take the test before they enroll.

### ***Documentation and Reporting of Student Performance Data***

Parents will be apprised of their child's performance, in writing, at least quarterly. Parents are expected to meet with their child's teachers at least twice a year to review the child's progress. Additional meetings may be arranged at the request of students, teachers, parents or the Administrator.

The results of state-mandated testing will be made available to parents/guardians of students as soon as they are scored. School results will be published in the local newspapers and compared to the State and District Scores.

## **Remediation**

A remediation plan will be developed by classroom teachers and the Student Assistance Team for all students who are not meeting proficiency standards. Remedial help may involve one or more of the following strategies:

- In-class assistance
- After-school tutoring
- Small group instruction
- Summer school

## **Promotion of Students**

Cottonwood Valley Charter School shall comply with N.M.S.A. 1978 Comp. §22-2-8.6 with regard to the promotion and retention of its students. A parent or guardian shall be notified no later than the end of the first grading period in which a student is failing to attain appropriate grade level proficiency of standards. The teacher shall discuss with the parent possible remediation programs available to improve the student's situation. Specific academic deficiencies and remediation strategies must be agreed upon by the parents and the Personal Learning Plan revised to create new timelines, academic expectations, and measurements that will be used to verify that the student has overcome his academic deficiencies.

According to N.M.S.A. 1978 Comp. §22-2-8.6 three options are available regarding the promotion of children in grades one through seven. Dependent on the student's attainment of proficiency of standards, CVCS has the following three options:

### **Promotion**

If a student has attained proficiency of standards, that student shall enter the next higher grade or academic level.

### **Remediation**

If a student has not attained proficiency of standards, that student shall participate in remediation. Upon certification by CVCS that the student has successfully overcome the areas of deficiency, the student shall enter the next higher grade. The cost of remediation programs shall be borne by CVCS.

### **Retention**

If the student has not attained proficiency of standards upon completion of a prescribed remediation program that student shall either be:

- Retained in the same grade for no more than one academic year with an academic improvement plan incorporated into the student's Personal Learning Plan.
- or
- Promoted to the next grade if the parent refuses to allow the student to be retained pursuant to subparagraph (1) of this paragraph. In this case, the parent shall sign a waiver indicating a desire that the student be promoted with a PLP designed to address the specific academic deficiencies at issue. Students failing to attain proficiency of standards at the end of the academic year shall be retained in the same grade or academic level for no more than one academic year.

### **8th Grade**

At the end of the 8<sup>th</sup> grade, a student who fails to attain proficiency of standards shall be retained in the 8<sup>th</sup> grade for no more than one school year in order to attain proficiency of standards. The student's PLP shall prescribe a specific remediation plan to address the identified academic deficiencies.

### **Successive Failures to Attain Proficiency**

A student who fails to attain proficiency standards for two successive years shall be referred for placement in an alternative program designed and implemented by the CVCS. Alternative programs shall be filed with the State Public Education Department.

### **Students with Special Needs**

Promotion and retention decisions affecting a student with special needs shall be made in accordance with the student's IEP.

## **F. EVIDENCE OF ECONOMIC SOUNDNESS**

Cottonwood Valley Charter School (CVCS) is currently in the fourth year of academic instruction. As required by the Public Education Department, balanced budgets have been submitted and approved for each year of operations: 2000-2001 (pre-opening), 2001-2002, 2002-2003, 2003-2004, and 2004-2005. Operating budgets are also submitted and approved by the Socorro Consolidated School Board. Monthly interim financial statements are submitted to the CVCS Governing Council and the District School Board. CVCS has consistently operated

within its approved budget and each completed year of operations has ended with an excess of revenue vs. expenditures. Funding over and above that provided by the Public Education Department has been secured through various Federal, State, and private grants. All required quarterly cash reconciliation and budget reports are submitted to the Public Education Department on a timely basis.

Cottonwood Valley Charter School is part of the Socorro Consolidated School District. As such, the audited financial statements for CVCS are included as a component unit in the District's annual audit. The District is responsible for contracting with an independent auditor. CVCS cooperates fully with the District and the auditor and pays a proportionate share of the audit fee. To date, audited financial statements have been completed for CVCS operating years ending June 30, 2001 and June 30, 2002. The auditor is currently finalizing the report for June 30, 2003 and plans to begin field work for the June 30, 2004 audit in March 2005.

## ***Budgets***

### **Annual Budget (Fiscal Year 2004-2005)**

Like all public schools in New Mexico, the Cottonwood Valley Charter School's budget for FY 2004-2005 is based upon the previous-year enrollment figure of 143.34 members, the average 40, 80, 120 day enrollment counts for FY 2003-2004.

#### **Budget Summary Fiscal Year 2004-2005**

Program Cost	\$ 916,296
2% District maximum appropriation	<u>( \$ 18,326 )</u>
98% Charter School minimum appropriation	\$ 897,970
Unrestricted Cash (cash balance from prior year)	<u>\$ 100,308</u>
Total	\$ 998,278

**State Equalization Guarantee Computation Revenue Estimate  
Fiscal Year 2004-2005**

	<u>ECE FTE</u>	<u>Cost Index</u>	<u>Program Units</u>	<u>Program Cost Calculation</u>
Kindergarten	14	1.44	20.160	
Basic Program:				
Grade 1-8	129.34	1.1472 avg	148.373	
Special Education (all categories)	29.66	.86375 avg	25.619	
Ancillary FTE	25.00	1.54	38.500	
Fine Arts Program	140.00	0.0332	4.648	
Bilingual Program			<u>0.000</u>	
			Membership Program Units	237.300
			Socorro T&E Index (Oct 2003)	<u>x 1.050</u>
			Adjusted Program Units	249.165
National Board Certified Teacher Units				0.000
School Size Adjustment Units				42.266
At-Risk Units				<u>10.464</u>
			Grand Total Units	301.895
			x Unit Value	<u>x \$3,035.15</u>
			Program Cost (143.34 members)	\$916,296
			Minus: 2% portion retained by District	<u>( 18,326 )</u>
			State Equalization Guarantee	\$897,970
			Add: Prior Year's Unrestricted Cash	<u>\$100,308</u>
			Total Operational Funds 2004-2005	\$998,278

**Expenditures (FY 2004-2005)**

Revenue				
State Equalization Guarantee		897,970		
Cash Balance, Operational		100,308		
Cash Balance, Other		40,529		
Federal, State, Private, Misc		<u>277,483</u>	\$1,316,290	
Direct Instruction				
Salaries		554,305		
Benefits		143,736		
Purchased Services		15,400		
Supplies & Materials		30,208		
Travel & Training		27,325		
Computer Equip & Maint		<u>36,000</u>	806,974	
Instructional Support				
Salaries		56,260		
Benefits		10,856		
Purchased Services		62,403		
Library & Audio Visual		8,939		
Supplies & Materials		3,393		
Travel & Training		<u>865</u>	142,716	
Administration				
Purchased Services		10,900		
Supplies & Materials		<u>4,700</u>	15,600	
Business & Support Services				
Salaries		53,850		
Benefits		15,450		
Purchased Services		<u>3,000</u>	72,300	
Operation / Maintenance				
Custodial		18,500		
Benefits		3,876		
Purchased Services		8,854		
Utilities / Communications		15,200		
Insurance		4,600		

Rents & Leases		74,816		
Maintenance & Repairs		<u>13,127</u>	138,973	
Improvements			5,511	
Facilities Development			25,000	
Textbooks			32,477	
Emergency Reserve			<u>6,000</u>	
Total Operational Expenditures			\$1,245,551	
Excess (Deficiency) of Revenue Over Expenditures			\$ 70,739	

### Future Budgets (Next Four Years)

Cottonwood Valley Charter School is limited by its charter to a maximum enrollment of 170 students for Grades K-8. As the school matures and reaches full enrollment, the State Equalization Guarantee Funds will increase proportionally. It is also expected that the unit value will also increase annually to adequately fund the legislatively mandated programs.

### Future Budgets (Next Four Years)

	2005- 2006	2006 - 2007	2007 - 2008	2008 - 2009
	(163 mem @ \$6,300)	(170 mem @ \$6,500)	(170 mem @ \$6,800)	170 mem @ \$7,200)
<b>Revenue</b>				
State Equalization Guarantee	1,026,900	1,105,000	1,156,000	1,224,000
Cash Balance – Prior Year	70,739	41,598	14,482	2,166
Federal, State, Private, Misc	169,000	170,000	175,000	175,000
Total	1,266,639	1,316,598	1,345,482	1,401,166
<b>Expenditures</b>				
Direct Instruction				
Salaries	577,500	602,500	615,000	635,000
Benefits	150,000	167,000	170,000	178,000
Purchased Services	22,000	15,000	15,000	15,000
Supplies & Materials	25,000	25,000	25,000	25,000
Travel & Training	<u>13,000</u>	<u>12,000</u>	<u>12,000</u>	<u>12,000</u>
	787,500	821,500	837,000	865,000

Instructional Support				
Salaries	57,700	63,600	70,000	75,000
Benefits	12,000	18,000	20,000	22,000
Purchased Services	49,500	46,000	50,000	55,000
Supplies & Materials	2,000	2,000	2,000	2,000
Library & Audio Visual	7,500	2,500	2,500	2,500
Travel & Training	<u>1,000</u>	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>
	129,700	133,600	146,000	158,000
Administration				
Purchased Services	8,100	9,000	10,000	10,500
Supplies & Materials	<u>5,500</u>	<u>6,000</u>	<u>6,000</u>	<u>6,500</u>
	13,600	15,000	16,000	17,000
Business & Support Services				
Salaries	55,475	57,300	60,000	64,000
Benefits	15,600	18,000	20,000	21,000
Purchased Services	3,000	3,200	3,500	3,600
Training & Travel	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>
	75,075	79,500	84,500	89,600
Operation / Maintenance				
Custodial	18,500	19,000	19,500	20,000
Benefits	4,000	4,200	4,500	4,800
Purchased Services	750	1,000	1,000	1,000
Utilities / Communications	6,300	19,000	19,000	20,000
Insurance	4,800	5,500	6,000	7,000
Rents & Leases	74,816	74,816	74,816	74,816
Maintenance & Repairs	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>
	134,166	138,516	139,816	142,616
Improvements	4,000	5,000	5,000	5,000
Facilities Development	61,000	85,000	90,000	95,000
Textbooks	13,000	15,000	15,000	15,000
Emergency Reserve	7,000	9,000	10,000	12,000
Total Expenditures	1,225,041	1,302,116	1,343,316	1,399,216
Excess (Deficiency) of Revenue Over Expenditures	41,598	14,482	2,166	1,950

## ***Administrative Operation of Cottonwood Valley Charter School***

The School will comply with state laws and regulations in regards to budget submissions. All budgets presented to the State Public Education Department and Socorro Board of Education will be balanced budgets consistent with the Mission, Goals, and Objectives of the Cottonwood Valley Charter School. Budgets will be submitted in the format as prescribed by the Public Education Department.

No changes to the Cottonwood Valley Charter School budget may be made by the Socorro Board of Education. As described in the 1999 Charter Schools Act, the Socorro Board of Education review and approval is limited to ensuring that the Cottonwood Valley Charter School budget is within the allotted resources. Cottonwood Valley Charter School will furnish written, monthly status reports on its budget to the Socorro Board of Education; a representative of the School will attend the District's monthly meetings to report on school activities and answer any questions that may arise.

Based upon revenue limitations, whether provided by the State or derived from other sources consistent with law, Cottonwood Valley Charter School will be responsible for its operations. In accordance with federal and state law, the School shall have authority to independently exercise the following operations:

- Contract for goods and services
- Prepare a budget for approval by the Public Education Department and the District
- Select, hire and fire employees, and determine compensation
- Establish employment policies
- Establish personnel performance evaluation standards
- Establish student and personnel discipline policies
- Determine educational format and curricula
- Procure insurance
- Lease facilities for educational purposes
- Purchase, lease or rent furniture, equipment and supplies
- Accept gifts, donations or grants of any kind consistent with law

Cottonwood Valley Charter School shall comply with all District policies unless a specific waiver is obtained. Cottonwood Valley Charter School shall furnish the District with copies of all policies or procedures developed with regard to any operational or educational program upon adoption by the Governing Council.

In accord with the 1999 Charter Schools Law, upon termination of the charter all assets of the School shall revert to the District.

## Reports

In addition to the monthly financial reports described above, Cottonwood Valley Charter School will submit to the District any other reports as may be requested, including annual reports on the use of Federal title funds received from the District. Any reports concerning specific individuals will remain confidential. Cottonwood Valley Charter School recognizes an individual's right to confidentiality and will comply with the guidelines in the Family Educational Rights and Privacy Act (FERPA) in this respect.

Accountability Data System: Cottonwood Valley Charter School will submit all State required data for the Charter School to the District for incorporation into one accountability data submission by the District to the Public Education Department. The District will also be provided with twenty-day membership reports and any other requested reports to fulfill State requirements for funding to schools. The Charter School will work with the District to define deadlines for such information.

Report Card : The Cottonwood Valley Charter School will prepare, at least annually, a performance report describing how many students are performing at, above or below grade level and what percent of students are meeting New Mexico Content Standards and Benchmarks. This report will be submitted to parents, the District Board, and the Socorro Community via local newspaper publication.

Quality of Education Survey : Cottonwood Valley Charter School conducts an annual *Quality of Education Survey* to be included in the Report Card. As mandated by the State, parents will be surveyed using a twenty-question form. The form will be structured as follows: the first ten items as provided by the New Mexico Public Education Department; the following five items as provided by the District; and the final five items as developed by Cottonwood Valley Charter School. Results of this survey will be reported to parents, the District, the Community and the State Public Education Department.

Attendance Compliance: Cottonwood Valley Charter School will enforce the provisions of the Compulsory School Attendance Law (N.M.S.A. 1978 Comp. §22-12-1 through §22-12-7). Attendance procedures will comply with reporting requirements.

Child Abuse and Neglect: All Cottonwood Valley Charter School personnel knowing, or reasonably suspecting, that a child has suffered physical, sexual, emotional, or psychological injury as a result of abuse or neglect must immediately report the matter to the New Mexico Human Services Department. This reporting mechanism is in keeping with N.M.S.A. 1978 Comp. §32-1-L (2).

## Non-Religious, Non-Sectarian, Non-Discriminatory Status

Cottonwood Valley Charter School shall operate as a public school and will comply with all applicable federal, state, and local laws, rules and regulations. The School shall not discriminate

on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion, or ancestry.

### **Accountability and Open Meetings**

Cottonwood Valley Charter School is subject to the provisions of state law regulating public meetings and will comply with the provisions of such laws in connection with all of its activities.

## **G. FISCAL MANAGEMENT**

Cottonwood Valley Charter School complies with all applicable federal and state laws and regulations relative to fiscal procedures.

### ***Fiscal Responsibilities***

- (a) The Governing Council provides oversight of all fiscal matters for the School, operates with and maintains a balanced budget, delivers quality instructional services in a fiscally prudent manner, and pursues funding from various federal, state and private grantors over and above that available from the Public Education Department.
- (b) The Governing Council has established a Budget Committee that meets monthly to review financial reports and make recommendations to the Board.
- (c) Monthly financial reports are provided to the Governing Council and District Board for their review and approval.
- (d) All required annual and interim reports are submitted on a timely basis to the Public Education Department and other State, Federal, and private grantors. All required payroll related reports and payments are also submitted timely. Copies of all reports are maintained by the Business Manager and are available for review. Any questions arising from submitted reports are promptly resolved.
- (e) Governing Council Members, Administrator and Business Manager attend various training sessions to keep current on State and Federal laws and regulations. The Business Manager is properly licensed by the Public Education Department.
- (f) Audited financial information for Cottonwood Valley Charter School is included in the District's annual audit reports. No instances of noncompliance with any applicable federal and state laws and regulations have come to the attention of the independent auditors during their review of School records.
- (g) Internal Control Procedures have been implemented and are described below.

## ***Internal Control Procedures***

### **General**

The Cottonwood Valley Charter School has established procedures to maintain internal control over all assets. The purpose of establishing internal controls is to provide a reasonable assurance that the School will accomplish its objectives of safeguarding assets, providing reliable financial information, promoting operational efficiency and ensuring compliance with laws, regulations and established School policies and procedures.

*Personnel:* The recruitment of competent, honest individuals will be administered by the Administrator and the Governing Council. The training of staff regarding the established policies and procedures governing all financial transactions will be administered by the School Administrator.

*Segregation of Duties:* The assignment of duties to staff members who have access to the Financial Management System will be done with the intent of limiting their ability to cause and conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions will not be assigned to any staff member. Added administrative review and over-sight procedures will add security to the control system.

*Transaction Authorization:* The budget will be allocated to each program area and the authorization for expending funds will be assigned to the Business Manager. The Business Manager will be responsible for monitoring the budget and for assuring that each purchase is appropriate and necessary.

*Transaction Recording:* All transactions shall be recorded at the time of authorization. The Business Manager will be responsible for verifying the amounts, the classification to the appropriate accounts, and the proper authorization of all transactions prior to posting them to the Financial Management System. All source documents used to record transactions shall be on official School forms and will be pre-numbered for accountability. All forms will be accounted for by logging the document number at the time they are used or issued. All voided documents will be marked "void" and will be kept on file.

*Safe-Keeping Assets:* The access to assets shall be limited by assigning a primary custodian for the School. The Business Manager will be responsible for monitoring the access to cash and other assets.

*Record Reconciliation:* The comparison of actual assets on hand with the amounts recorded in the financial system will be administered by the Business Manager. Monthly reconciliation of bank statements and other financial records will be prepared and verified during the monthly closing process. All discrepancies found during the reconciliation process will be researched and corrected at the time they are detected.

## **Budget**

Cottonwood Valley Charter School shall prepare and adopt an annual budget in accordance with State statutory requirements.

The Operating Budget shall be prepared under the direction of the Governing Council. A Budget Committee will be selected by the Governing Council to make decisions regarding budgetary issues. The Budget Committee is designed to ensure representation from instructional, program, parent and administrative areas and groups.

Following approval by the Governing Council, the Operating Budget will then be submitted to the State Public Education Department for review, approval, and modification if needed.

The Operating Budget will be reviewed and approved by the District Board in accord with policies outlined in this charter. The approved and certified budget shall constitute the Operating Budget which is authorization for the School to begin operations on July 1 of the fiscal year. The Operating Budget will be integrated formally into the Financial Management System at that time.

Upon completion of the final close for each fiscal year, the Cottonwood Valley Charter School shall determine the actual cash balances for all funds and report them to the State Public Education Department by the designated deadline.

Increases, decreases and adjustments to the finalized budget will be presented to the Governing Council for approval. Once approved, the proposed adjustments will be submitted to the State Public Education Department approval. Once all approvals are in place, the change will be recorded to the Financial Management System as an adjustment to the original budget.

Budget adjustments which do not alter the total amount of the budget will be processed as follows:

*Intra-Fund Transfers:* Transfers between expenditure codes within the same function shall be presented to the Governing Council for approval. The budget adjustment requests will be presented at the next regular monthly Board meeting. Once approved, the adjustments will be recorded to the Financial Management System as an adjustment to the original budget. A copy of intra-fund budget adjustments will be submitted to the Public Education Department for their records.

*Inter-Fund Transfers:* Transfers between expenditure codes outside of the same function shall be presented to the Governing Council for approval. The transfer requests will then be submitted to the Public Education Department for approval. Once all approvals are in place, the change will be recorded to the Financial Management System as an adjustment to the original budget.

All original budget documents shall be maintained by the Business Manager. The original budget document file shall be made available to the Independent Auditors during the annual audit.

## **Payroll**

The Governing Council shall be responsible for monitoring the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget.

All payroll will be processed from the approved employment contract. All additional payroll payments will be processed by exception and only with proper authorization from the Governing Council. These payroll exceptions include overtime, extra-hour agreements, substitute pay and stipends.

The Administrator shall be responsible for reporting absences and substitute employees. Absentee Reports must be submitted on Friday of each week to the Business Manager to update employee leave balances. Leave taken without sufficient leave balances will be docked from the employee's pay.

Upon authorization from the Governing Council, the Business Manager shall enter pay rates and deduction changes. The Business Manager shall be responsible for insurance deductions, and the maintenance of employee insurance premium reconciliations, savings, tax-sheltered annuities and other voluntary payroll deductions.

The Business Manager shall prepare a payroll summary report. A payroll check register and/or automatic deposit register shall be generated to document all payments made for each payroll run. The Business Manager shall prepare covering checks based upon the payroll summary report for payment to employees and taxing authorities.

All payroll employment records and blank checks shall be kept in a secure location on campus. Access to these documents will be limited to the Business Manager and the Administrator.

All payroll checks shall be signed by the two designees of the Governing Council.

All employees shall be paid semi-monthly, either (24) times per year or as specified in the employee's employment contract. An employee hired after the beginning of the year, will have his/her salary pro-rated by the number of remaining checks to obtain the semi-monthly amount to be paid.

All employee earnings, deduction and leave records shall be maintained by the Business Manager. All monthly, quarterly and annual payroll tax/benefit reports required herein will then

be verified, filed, and paid by the Business Manager.

## **Purchasing**

The purchasing process will be initiated by submission of a Requisition Request to the Administrator. After approval by the Administrator, the Business Manager will assure that all proposed purchases have the requisite budget authority and are appropriate and necessary. A pre-numbered purchase order will then be issued to the appropriate vendor.

Policies and Procedures are designed to meet all of the requirements of the Procurement Code as dictated by Chapter 13 of the New Mexico State Statute.

## **Encumbrances**

The Business Manager will verify that sufficient budget exists for the purchase, that the expenditure is correctly classified and coded to the appropriate account, and that the purchase is authorized by the Administrator.

Upon completion of the required verifications, the purchase document will be recorded as an encumbrance on the Financial Management System.

## **Receiving**

The merchandise ordered will be delivered directly to the School where it will then be distributed to the ordering party. The ordering party or Administrative Assistant will verify and examine the goods received. The Business Manager will release payment to the vendor upon confirmation of receipt of the goods as ordered and an accurate invoice.

## **Accounts Payable**

All vendor invoices shall be given to the Business Manager. The vendor invoice will be matched to the purchase order and the receiving documents. The account distribution will be verified and any necessary changes will be noted on the invoice.

The invoice will be verified by checking extensions, footing, discounts and freight terms. The Business Manager will enter the invoices to be paid from each designated fund. A report will be generated from the Financial Management System and will be used to verify the accuracy of the information entered for the check batch. Upon completion of the verification, the check batch edit will be posted and the payables check printed.

All checks will be signed by any two designees of the Governing Council. The check back-up documents will be assembled by the Business Manager. The check back-up documents are to be reviewed, verified and the checks signed. The Business Manager will then retain the check back-

up documents for reconciliation purposes.

All bank accounts will be reconciled on a monthly basis. The bank statements will be opened by the Administrator, who will review the contents for any improper, unusual, or altered items. The Business Manager will then prepare and verify the bank reconciliations and make any adjustments necessary to the general ledger. Bank reconciliations will be periodically reviewed by a representative of the Governing Council

## **Travel**

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

Cottonwood Valley Charter School employees may, under certain circumstances, find it necessary to use their personal vehicles for travel in the performance of their duties. The employee will obtain prior approval, using the Travel Authorization form. Once approved, the travel will be documented using the Travel Reimbursement Request form. Travel will be reimbursed based on the map mileage between locations based upon odometer readings provided by the traveler. The rate of reimbursement will be in accordance with limits approved by the State Public Education Department.

All reimbursements shall be 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 will be required for reimbursement. Any meals and/or lodging costs included in the registration fee will be deducted from the per diem reimbursement.

All Cottonwood Valley Charter School employees will be eligible for reimbursement of travel-related expenses upon return from their approved trip. Pre-payment of meals and/or lodging will be allowable. A Purchase Order will be required, and must be properly approved prior to departure on the trip.

## **Cash Receipts**

All monies received will be receipted by the Administrative Assistant. A pre-numbered receipt will be prepared for all monies collected. The payer, date, amount, fund, receipt code and a description of payment will be recorded on each receipt. The Business Manager shall be responsible for banking the deposits on a daily basis in the appropriate bank account within the 24-hour deposit rule. All receipts received by the Business Manager shall be recorded to the Financial Management System on a daily basis.

## **Accounts Receivable**

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

The Business Manager shall be responsible for tracking and verifying the cash balances for all Federal, State and other grants and contracts awarded to the Cottonwood Valley Charter School. The Business Manager shall prepare the required Cash Requests, Reimbursement Reports and Invoices necessary for collection of amounts due for the various programs.

## **Petty Cash**

Petty cash funds will be issued upon authorization of the Administrator. The Business Manager will be assigned responsibility for maintaining the fund. The petty cash fund will be kept separate from all other cash.

The petty cash fund is intended for small purchases of \$50.00 or less, where an account with a local vendor has not been established, or when issuing a check for a small amount is impractical. A petty cash voucher will be required for all payments made from the fund. The petty cash vouchers and the receipts documenting all purchases shall be maintained by the Business Manager. A purchase order will be used to replenish the petty cash fund.

The petty cash fund must be returned to the School in cash or invoices before the end of each fiscal year. Another petty cash fund may be requested in the new fiscal year.

## **Investments**

The Cottonwood Valley Charter School shall account for all monies placed in interest-bearing accounts by fund. Excess cash balances in the interest-bearing bank account generate interest which will be credited by the financial institution on a monthly basis. The amount of interest earned will be receipted and recorded to the Financial Management System when the credit is received.

Excess cash balances may also be invested in the State Treasurer Investment Pool. The investments will be made by wire transfer and recorded to the Financial Management System when the funds are moved. An Investment Register shall be maintained by the Business Manager for each fund. The register will itemize the type of investment, investment date, maturity date, investment institution, amount of investment and interest earned.

Fixed asset inventory records will be maintained by the Business Manager. The inventory database shall include asset number, a description of the item, the serial number, the purchase order number, the acquisition date, the fund code, and the location number.

An annual physical inventory will be taken at the Cottonwood Valley Charter School and a certification will be signed by the Administrator.

All requests for removal of surplus property, deletions and discards must be in accord with state law and regulations and must be approved by the Governing Council. All requests must be processed through the Business Manager. In no case will equipment be removed or discarded without proper authorization from the Governing Council.

## **Special Revenue Funds**

All proposals prepared by the staff of Cottonwood Valley Charter School for special funding shall require administrative approval from the Administrator.

Upon receipt of an award notice, budget documentation will be prepared and submitted to the Business Manager for review and processing. New award budgets will be presented to the Governing Council for approval and then forwarded to the State Public Education Department for final approval.

Final approved budgets will be returned to the Business Manager and will then be entered into the Financial Management System. Special revenue budgets shall be monitored by the Business Manager. The Administrator will be responsible for monitoring compliance issues in regards to academic areas.

## **Insurance**

Insurance coverage will be provided to Cottonwood Valley Charter School through the New Mexico Public School Insurance Authority. A Memorandum of Coverage will be provided by the Insurance Authority for each fiscal year. This memorandum shall outline the coverage provided under the risk insurance program.

## **Reporting**

Monthly reports will be distributed to the Governing Council at its regular monthly meetings. The Business Manager will be responsible for reviewing the accuracy of the transaction information. Computer access to the Financial Management System will be available at the Cottonwood Valley Charter School. Access is limited to the Business Manager and the Administrator.

## **H. CONVERSION SCHOOL DISPLACEMENTS**

Because Cottonwood Valley Charter School is not a conversion school, a plan for the displacement of students, teachers, and other school personnel is not required.

## **I. GOVERNING BODY AND OPERATIONS**

### ***Selection of the Governing Council***

Cottonwood Valley Charter School is governed by a Governing Council. In accordance with its Bylaws (See Appendix A), the Governing Council is comprised of seven members: five parents, one teacher, and one community member. Members will have staggered terms as defined in the Bylaws. The five parents and one community member will be elected by the eligible voters of Socorro and parents of enrolled students. The teacher representative will be chosen by the teaching staff. The School's Administrator shall be an ex-officio member of the Governing Council.

Cottonwood Valley Charter School will continue to operate under a contract with the Socorro Consolidated School's Board of Education. The Governing Council will be responsible for all operations of the school. The Bylaws under which the Council will operate are attached in Appendix A.

### ***Meetings of the Governing Council***

The Governing Council will meet on the second Wednesday of each month to hear reports, consider and adopt policies, act on committee recommendations, and consider requests and concerns from parents, students, faculty and the community. If circumstances arise, special and emergency meetings may be called. All meetings will be held in accordance with the Open Meetings Act and advertised according to law.

### ***Parental, Professional, and Community Involvement***

Council shall establish standing and ad-hoc committees comprised of parents, students, faculty and the public. Standing committees will be in accordance with the Bylaws; the creation of ad-hoc committees is at the discretion of the Governing Council. Full descriptions of these committees are detailed in the Governing Council's Bylaws.

### **Standing and Ad-Hoc Committees**

**Accountability and Advisory Committee:** Advances the educational program of CVCS and completes the annual School Improvement Plan. Recommends strategic planning directions to

the Governing Council. Assists CVCS in reviewing its educational programs. Meets annually to provide advice to CVCS for keeping standards, assessment and curriculum up to date and at a challenging level for students.

**Budget:** Works with the Administrator and Business Manager to recommend a school-year budget to the Governing Council. Monitors the current budget throughout the year.

**Fundraising:** Organizes fundraising to advance the mission, goals and objectives of CVCS and to provide special programs.

**Gifted Advisory Committee:** Meets regularly in accord with State law to review the gifted services provided by CVCS in accord with N.M.S.A. 1978 Comp. §22-13-6.1.

**Special Events:** Organizes and conducts CVCS' special events, meetings of Eligible Voters and educational forums.

**Special Education:** Meets regularly to review special education services provided by CVCS.

## **Volunteers**

It is the philosophy of Cottonwood Valley Charter School that parents and community members play an essential role in the education of our youth. As such, the School will actively promote volunteer efforts between the School and the community at large.

Parents are encouraged to participate in classroom activities. Classroom participation must be with the knowledge and consent of the classroom teacher, and such participation shall not disrupt the orderly conduct of the class.

The Governing Council and the Administrator have established policies with regard to background checks, supervision, and requests for participation in CVCS activities for all volunteers.

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

The policies and procedures of the Cottonwood Valley Charter School Governing Council can be found in Appendix A. Also see the GC manual.

## ***Role of the Governing Council***

The Governing Council will perform the duties outlined in the Bylaws (See Appendix A). The day-to-day operation of the School will be the responsibility of the Administrator. The

Administrator will be hired, supervised, evaluated, and directly accountable to the Council. The Governing Council will hire and fire all staff. The Governing Council will oversee all budgetary procedures including the establishment of the Budget Committee and the development and revision of all budgets. The Governing Council will establish all standing and ad-hoc committees.

### ***Governing Council's relationship with Socorro Board of Education***

The Cottonwood Valley Charter School's Governing Council will be autonomous from the Socorro Board of Education and will strive to create a cooperative relationship with the Socorro Board of Education and its Administrators.

Cottonwood Valley Charter School shall operate under the auspices of and be accountable to the Socorro Board of Education for purposes of ensuring compliance with applicable laws, rules and charter provisions. It is subject to all local regulations, unless specifically waived. The District Board's authority over Cottonwood Valley Charter School's budget and operations is as described in the 1999 Charter Schools Act. The Governing Council will petition the District Board and the State Public Education Department for waivers concerning specified areas.

District Board members are encouraged to attend Governing Council meetings. A representative of the Cottonwood Valley Charter School will attend all public District Board meetings. It is the responsibility of the Cottonwood Valley Charter School to request that the Charter School be included on the agenda for all regularly-scheduled District Board meetings. The purpose of attending District Board meetings will be to give reports to the District Board, answer questions, and offer any information the District Board seeks in its monitoring of the School.

### **Dispute Resolution Process**

Any disputes between the Cottonwood Valley Charter School Governing Council and the Socorro District Board will be resolved using the process defined in this section.

In a dispute initiated by Cottonwood Valley Charter School, the Governing Council must submit in writing to the Socorro District Board any issue in dispute and a proposed resolution for consideration and a response deadline. The District Board then has until the stipulated deadline to respond. Either party can request formal mediation through a neutral third party and the costs of such mediation shall be born equally by the Cottonwood Valley Charter School and the District.

In a dispute initiated by the Socorro District Board, the Board will submit in writing to the Governing Council any issue in dispute and a proposed resolution for consideration and a response deadline. The Governing Council then has until the stipulated deadline to respond. Either party can request formal mediation through a neutral third party and the costs of such mediation shall be born equally by Cottonwood Valley Charter School and the District.

## **J. RELATIONSHIP WITH EMPLOYEES**

### ***Personal Policies and Procedures***

In accordance with the New Mexico School Personnel Act, Cottonwood Valley Charter School herein defines its relationship between the School and its employees as follows. The Governing Council has adopted written policies in compliance with federal and state laws regarding the recruitment, promotion, discipline, and termination of personnel, performance evaluation methodologies, and a plan for resolution of employee-related issues. The required policies are described in the Employee Policies Manual that is shelved in the School office.

### **Contract Status**

The School shall comply with federal and state rules and regulations, and shall select personnel directly without input or authorization from the District. Cottonwood Valley Charter School employees are not employees of the District. The District will assume no liability for Charter School employees. A Cottonwood Valley Charter School employee does not have a right to employment with the District.

The Cottonwood Valley Charter School determines its own salary scales for its employees in accordance with state and federal laws and regulations.

### **Hiring and Recruitment**

The Cottonwood Valley Charter School is an Equal Opportunity Employer.

The Governing Council shall appoint the Administrator of the School without definite term. The Administrator will be compensated in accordance with the salary specified in the adopted budget. The Council shall set the criteria necessary to appoint the Administrator in accordance with the job description set forth herewith on page. The Administrator position can be filled as a separate, full-time or part-time position, or as a teacher-administrator position. The Governing Council will determine how to structure the position based on personnel availability, school size, and the budget.

The Governing Council shall hire and fire teachers and all other personnel of the Cottonwood Valley Charter School in accordance with its policies.

## **Compensation and Benefits**

Initial compensation of staff will be based upon experience and education and will be determined by the Governing Council in accordance with the salary requirements set by the State Public Education Department for Teachers and Aides. After the first year, performance of the employee may also be a factor in his/her compensation.

The School shall comply with N.M.S.A. 1978 Comp. §22-2-6.9 by participating in the public school insurance authority. The Cottonwood Valley Charter School may contract with the District to participate in insurance plans, but may also contract with independent providers. If the Governing Council elects to participate in an independent insurance plan, it shall comply with N.M.S.A. 1978 Comp. § 22-2-6.9.

The School shall comply with N.M.S.A. 1978 Comp. §22-2-6.10 regarding group insurance contributions for the School employees.

## **Complaint and Dispute Procedures**

Cottonwood Valley Charter School has established fair procedures to ensure that all employees are entitled to bring legitimate complaints and disputes to the appropriate authority in order to secure equitable solutions. Complaints and disputes will be processed through the Governing Council. These procedures are outlined in the Cottonwood Valley Charter School Employment Policy Manual.

## ***Job Descriptions***

### **Administrator**

The Administrator shall be responsible for the day-to-day operations of the School, and may have teaching duties. In addition, the Administrator shall represent Cottonwood Valley Charter School at professional meetings, at community events, and in any other capacity to support the role of the School in the community.

The Administrator will, with input from parents, faculty, and the Governing Council, be responsible for the supervision and evaluation of all teaching staff in the school. The Administrator shall work closely with faculty members to ensure their educational and professional needs are met in regards to their employment with the School.

The Administrator shall be appointed by the Governing Council and the position shall be supervised by the Governing Council. The Administrator may be removed by a majority vote with or without cause, if the Council feels it serves the best interests of the School.

The Administrator shall be employed for a full year and shall have year-round administrative responsibilities for CVCS.

The Administrator's position requires at least a Master's degree in any discipline and five years of administrative experience. Experience with developing standards and curriculum, teaching, governing, contracting, public relations and the 1999 Charter Schools Act is desirable.

### **Essential Functions**

- Supervises the development, implementation and maintenance of school policies and procedures.
- Supervises the coordination and implementation of CVCS instructional program and ancillary and operational support programs and assists in their development.
- Monitors school activities and policies for adherence to all district, state and federal regulations.
- Assesses appropriateness of school services and programs.
- Involves staff, students, parents and the community in contributing directly to the development of the school.
- Evaluates the work of the school staff following school policies and procedures and provides reports as required.
- Provides or cooperates in staff member recognition or problem remediation as requested.
- Aids in the development and coordination of the CVCS Professional Development Plan.
- Conducts staff meetings.
- Assists in the recruitment and selection of applicants for school positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Enforces the discipline policies.
- Oversees the performance of the Business Manager.
- Maintains an effective learning climate in the school.
- Supervises the preparation and maintenance of all records and reports as required.
- Enforces safety policies.
- Supervises assigned staff in the areas of curriculum, attendance, facilities, and discipline.

### **Duties**

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, Governing Council policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the CVCS Mission and Goals and Objectives.
- Safeguards confidentiality of privileged information.
- Shares responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards.

- Maintains professional relationships and works cooperatively with the staff, the Governing Council and the community.
- Maintains professional competence through professional development.

### **Minimum Experience, Knowledge, Skills and Abilities**

- Effective communication skills, both verbal and written.
- Flexibility; organizational, decision-making and problem solving skills.
- Interpersonal skills with diverse populations.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies.

### **Committee Responsibilities**

The Administrator will be a non-voting member of the Governing Council and an ex-officio member of other committees.

### **Professional Development**

The Administrator will have a professional development plan that includes, but is not limited to, the following components:

- A development plan based on evaluations and career goals. An allowance based on budget and grant receipts will be provided for this program of development.
- Incentive developmental opportunities based on performance and individual goals.
- Adequate time built into the schedule for staff collaboration.
- A full evaluation of how any professional development impacts school performance.

### **Evaluation Procedures**

The Governing Council will be responsible for evaluating the Administrator on a semi-annual basis the first year of employment and annually thereafter. A written self-assessment will be submitted to the Governing Council for annual review.

The Governing Council may initiate a special performance evaluation for the Administrator as prescribed in the contract to assess performance of job duties. A “special evaluation” is any evaluation initiated in addition to the normal periodic evaluation process and may be cause for disciplinary action or dismissal.

The Administrator may be placed on intensive evaluation at any time during the school year if the Governing Council feels his/her services do not conform to the standards of CVCS.

## **Teachers**

All teachers must have a Bachelor's or Master's Degree, N.M. Elementary Education Certification (or Secondary School Certification, as appropriate) or PED waiver. Full-time teachers will be required to work forty hours per week while school is in session, excluding school holidays and breaks. After-hours work may occasionally be requested by the Administrator, as will extra-curricular programs. Teachers will receive ongoing continuing education that may require additional time at work. All teachers report directly to the Administrator.

### **Required Duties**

- Researching, implementing and updating curriculum.
- Maintaining current student performance level information.
- Assigning appropriate additional or alternative studies to students either not meeting or exceeding attainment.
- Keeping accurate and concise reports.
- Maintaining work portfolios.
- Establishing classroom procedures.
- Coordinating volunteers in the classroom.
- Reporting all education-related activities to the Administrator.
- Meeting with parents as needed.

### **Essential Responsibilities**

- Implements and updates the curriculum
- Maintains current student performance level information
- Collaborates in the development and implementation of students' Personal Learning Plans
- Monitors students' progress in regards to their respective Personal Learning Plans
- Collaborates in appropriate additional or alternative studies for students either not meeting or exceeding their PLPs
- Keeps accurate and concise records
- Coordinates volunteers in the classroom
- Reports education-related activities to the Administrator
- Meets with parents regularly or as needed
- Collaborates in their professional development plan
- Attends staff meetings

## **Professional Development**

As required by the State Public Education Department each teacher will submit a Professional Development Plan approved by the School Administrator no later than 40 days after the beginning of the school year. This document will be filed in the teacher's personnel file.

## **Evaluation Procedures**

Teacher evaluations will be carried out according to NM State Public Education Department policies and all required State evaluation forms will be used. A copy of Cottonwood Valley Charter School's Evaluation Plan for Professional Staff is on file with the Public Education Department and a copy is shelved in the school office.

The Administrator may initiate a special performance evaluation for any teacher as prescribed in the contract to assess performance of job duties. A "special evaluation" is any evaluation initiated in addition to the normal periodic evaluation process and may be cause for disciplinary action or dismissal. A teacher may be placed on intensive evaluation at any time during the school year if the Administrator feels his/her services does not conform to the standards of CVCS.

## **Complaint and Dispute Procedures**

CVCS has established fair procedures to ensure that all teachers may bring legitimate complaints and disputes to the appropriate authority in order to secure equitable solutions. Complaints and disputes involving alleged acts of discrimination on the basis of race, sex, national origin, age or handicap are processed through the Governing Council or a designated Personnel Committee. Grievance procedures are outlined in the CVCS Employee Manual shelved in the School's office.

## **Vacation, Sick Days, Personal Leave**

The Governing Council shall set policies for vacation, sick days, personal leave, and other categories of approved leave for the faculty and staff. Teachers are encouraged to plan their personal vacations around the school calendar, and will not be permitted to plan lengthy vacations during the term of the School year without approval from the Governing Council.

## **Ancillary Staff**

Cottonwood Valley Charter School will contract with independent providers for some support services necessary for the operation of the School. Contracts with the District will be considered if such arrangements are financially beneficial. The School shall have the authority to contract for the following services:

- Legal
- Special education, including speech and occupational therapy

- Accounting and auditing of the books
- Medical
- Counseling
- Custodial
- Professional training
- Construction and maintenance
- Media services
- Warehousing

Other services will be contracted as deemed necessary by the Governing Council with input from the Administrator, faculty and parents, and within budgetary constraints.

Cottonwood Valley Charter School may contract with the District for such services if such contractual arrangements are financially beneficial.

The Governing Council will approve and enter into contractual agreements with service providers. The Administrator will monitor performance of such providers and report to the Council on a regular basis. The Council will renew or expire contracts at its pleasure.

### **Establishment of Policies**

Independent of District policies, the Cottonwood Valley Charter School will adopt its own written policies in compliance with federal and state law regarding personnel, methods for evaluating performance, and a plan for resolving employee-related procedures. By virtue of such policies or procedures or other action of the Governing Council, the School shall not have the authority to change the mutually agreed upon terms of the employment relationship.

### **Background Checks**

In accord with the 1999 New Mexico Charter Schools Act, all applicants will be subject to a background check. The School shall comply with N.M.S.A. 1978 Comp. §22-10-3.3.

## **K. EMPLOYMENT AND STUDENT DISCIPLINE POLICIES**

### ***Employment Policies for Staff***

Employment policies for Cottonwood Valley Charter School Staff comply with the School Personnel Act, Sections 22-10-1 et seq., NMSA 1978, as set forth in section J of 6.80.4.8 NMAC and are detailed in the Employee Policies Manual which is shelved in the School office.

## **Student Discipline Policies**

Cottonwood Valley Charter School recognizes the importance of a safe learning environment devoid of distractions and intimidation. In accordance with the School's philosophy, CVCS strives to teach students acceptable behavior. It is the intent of the School to safeguard the dignity of each individual and to give teachers a pleasant working environment. Each classroom has its own discipline policy developed by the teacher and students in that classroom. A school-wide discipline matrix has been developed by parents, teachers, and the administration and is used to determine the outcome for unacceptable behavior once it has surpassed classroom management. A copy of this matrix can be found in the school office.

At the beginning of the school year, a Parent and Student Handbook containing the School's discipline policies will be issued to each family with students enrolled at CVCS. All students, parents, faculty, Governing Council members, and visitors to the school are expected to abide by the discipline policies set therein. The School's discipline policies have been developed in accordance with N.M.S.A. 1978 Comp. §22-5-4.

### **Attendance Policy**

Consistent, punctual attendance is considered by Cottonwood Valley Charter School as an essential component to education. Further, as a matter of law, Cottonwood Valley Charter School will enforce the provisions of the Compulsory School Attendance Law (N.M.S.A. 1978 Comp. §22-12-1 through §22-12-7), unless given specific waivers from the State Public Education Department. The school administrator and/or child's teachers will meet with the parents to develop strategies to improve attendance and determine the appropriate homeroom placement for the student.

Cottonwood Valley Charter School follows the truancy program adopted by the Socorro Consolidated Schools at their school board meeting on September 23, 2003. The policy is outlined in the Parent and Student Handbook and a copy of the document is shelved in the school office.

### **Changes to discipline policy**

The Governing Council, in conjunction with input from the Administrator, teachers, parents, and community members, may make changes to the discipline policy. Any changes to the discipline policy will be an agenda item at a public meeting.

## **Corporal Punishment**

No form of corporal punishment will be used at Cottonwood Valley Charter School. It is the philosophy of the School that corporal punishment is demeaning and creates an atmosphere of fear and intimidation, whereby children are unable to fully recognize their potential.

## **Detention, Suspension, and Expulsion**

Detention may be used as a disciplinary measure if other methods have been unsuccessful in correcting behavior. Detentions are to be under responsible supervision and with notification to the parents/guardians. Cottonwood Valley Charter School will use suspension and expulsion as last resort disciplinary measures. All student suspensions and expulsions shall be in accordance with State rules and regulations in order to ensure students due process.

## **L. LEGAL LIABILITY AND APPLICABLE INSURANCE COVERAGE**

### ***Insurance***

To the extent permitted by the State Public Education Department, Cottonwood Valley Charter School will arrange for all insurance coverage mandated by state law. In accordance with N.M.S.A. 1978 Comp. §22-2-6.9, the School will participate in the public school insurance authority, or will fully comply with said statute in seeking a waiver. The School may, but is not required to, contract with the District to provide the necessary insurance.

### ***Indemnification***

Cottonwood Valley Charter School agrees to indemnify and hold the Socorro Consolidated School District and its agents and employees harmless from all liability, injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any kind whatsoever which are in any manner connected with Cottonwood Valley Charter School and its operations.

## **M. TRANSPORTATION AND FOOD SERVICES**

### ***Transportation***

Cottonwood Valley Charter School has arranged with the Socorro Consolidated School District to provide transportation services for the students attending Cottonwood Valley Charter School. As long as this arrangement is in effect the District will be entitled to the State Transportation Funds generated by said students. This agreement may be changed or modified by the Governing Council with timely notification to the District.

## **Meals**

Cottonwood Valley Charter School has arranged with the Socorro Consolidated School District to serve a hot lunch to our students. As long as this arrangement is in effect the District will be entitled to receive funds from the Federal Hot Lunch Program generated by CVCS students. This agreement may be changed or modified by the Governing Council with timely notification to the District.

## **N. WAIVERS**

Cottonwood Valley Charter School seeks to waive specific policies and regulations of the Socorro Consolidated District Schools. Any requests to waive State policies and regulations will be forwarded to the State Board of Education upon approval of this application. Cottonwood Valley Charter School will comply with District policies and regulations except as herein specified.

### ***Socorro Consolidated School District Waivers***

The following waivers (identified by the District numbers) to District policies and regulations are requested for the duration of the Cottonwood Valley Charter School contract. It is anticipated that they will not have a financial impact on the District or the Charter School. They are designed to bring District policies and regulations into alignment with the letter and spirit of the 1999 Charter Schools Act.

Cottonwood Valley Charter School will apply for additional waivers on an as-needed basis, particularly if the Socorro Consolidated School District changes or amends its policies. As specified in the 1999 Charter Schools Act, denial of any waiver by the Socorro Board of Education may be appealed to the State Public Education Department.

## **SECTION I. BASIC COMMITMENTS**

### **1.0 School District Vision**

*Waiver: To substitute the Vision Statement of the Socorro Consolidated Schools with the Mission Statement of the Cottonwood Valley Charter School.* Cottonwood Valley Charter School offers a rigorous academic program designed to meet the individual needs of each student while developing habits of success, civic responsibility, and global awareness. The School offers the community a parent-driven public school choice in which teachers, students, and parents are partners.

## 1.5 Standards of Excellence

### **Model of Educational Evaluation**

*Waiver: Remove the title, "Local School Board Dimension," and substitute the title, "Governing Council Dimension."*

#### **A. Policy and Administrative Functions**

*Waiver: To establish the Governing Council of the Charter School as the decision-making body of the Charter School. As specified in the Charter, the Governing Council is the decision-making body of the School and is accountable to the Board of Education.*

#### **B. Local Board of Education**

*Waiver: To add a description of the relationship between the Governing Council and the Charter School to the existing description of the relationship of the District Board of Education and the District. The Governing Council has direct control of the Charter School with reporting requirements to the local school board. The relationship between the local school board and the Charter School is further defined in the 1999 Charter Schools Act and in our individual Charter School Contract with the District.*

#### **C. Local Superintendent AND**

#### **D. Principal AND**

#### **E. Teachers AND**

*Waiver: To substitute an alternative method of administration. The Charter School is a public school accountable to the Socorro Board of Education. While the District has a Superintendent and Principals, the Charter School has an Administrator. A description of the roles and responsibilities of the Charter School Administrator and Teaching Staff is provided for in the charter.*

#### **Addendum D. Statewide Testing Assessment Requirement**

*2. Waiver: To amend requiring final examinations in all classes. A portfolio or other evaluation device(s) may be substituted for a final examination at Cottonwood Valley Charter School.*

#### **J. Evaluation of Administrative Policies and Procedures**

*Waiver: To authorize the substitution of a review by the local Board of Education, the local Superintendent, and all other administrators in the evaluation of policies and procedures in recognition of the alternate management of the Charter School. Pursuant to the Charter School Contract, the Governing Council is responsible for final evaluations.*

#### **ADDENDUM A: CLASS LOAD REQUIREMENTS**

*Waiver: To allow the Cottonwood Valley Charter School to receive class-load waivers from the State Board of Education. In accordance with the 1999 Charter Schools act,*

CVCS may seek class-load requirement waivers from the State Public Education Department. CVCS shall apply directly to the State Public Education Department for such waivers.

**ADDENDUM B: LENGTH OF SCHOOL DAY AND YEAR**

*Waiver: To allow Cottonwood Valley Charter School to receive waivers from the State Board of Education pertaining to the length of the school day and of the school year. In accordance with the 1999 Charter Schools act, CVCS can seek waivers from the State Public Education Department pertaining to the length of the school day and of the school year. CVCS shall apply directly to the State Public Education Department for such waivers.*

**SECTION II. SCHOOL BOARD GOVERNANCE AND OPERATIONS**

*Waiver: To add the specific relationship, roles and responsibilities of Cottonwood Valley Charter School Governing Council. The Charter School Contract specifies the unique roles, responsibilities, standards of behavior, and operating procedures for the Charter School Governing Council.*

**SECTION III. FISCAL MANAGEMENT**

*Waiver: To add a description of the fiscal management of the Charter School.*  
Cottonwood Valley Charter School has a separate site-based budget which is submitted to the local Board of Education, a process specified in the 1999 Charter Schools Act. The Charter School is responsible for management of its own funds, with reporting requirements specified in the 1999 Charter Schools Act. Charter School participation in the Public School Insurance Authority is also specified in the 1999 Charter Schools Act.

**SECTION IV. ADMINISTRATION**

**4.1 Administrative Goals**

*Waiver: To add a description of the goals of Cottonwood Valley Charter School.*  
The Administrative Goals of Cottonwood Valley Charter School are defined in the Charter School Contract.

**4.2 Superintendent AND**

**4.3 Assistant Superintendent AND**

**4.4 Assistant Superintendent of Curriculum and Instruction AND**

**4.6 Director of Food Services AND**

**4.7 Director of Transportation AND**

**4.8 Director of Maintenance AND**

**4.9 Principals (4.9; 4.9.1; 4.9.2; 4.10; 4.10.1; 4.10.2) AND**

**4.10 Assistant Principal AND**

*Waiver: To add a description of the administrative staffing in Cottonwood Valley Charter School where these positions do not exist. The position of Charter School Administrator is defined in the Charter School Contract.*

#### **4.5 Business Manager**

*Waiver: To add a description of the financial administration of Cottonwood Valley Charter School. The position of the Charter School Business Manager is defined in the Charter School Contract.*

#### **4.11 Line and Staff Relations**

*Waiver: To add a description of the line and staff relations of Charter School. Each employee of the Charter School will be responsible to the Governing Council and the Charter School Administrator. Line and staff relations policies have been established by the Governing Council and are described in the Employee Policy Manual.*

#### **4.12 Handbooks and Directives**

*Waiver: To substitute Charter School Handbooks for District Handbooks for use in the Charter School. Pursuant to the 1999 Charter Schools Act, Charter Schools have the authority to issue their own handbooks and directives. The Governing Council shall issue all handbooks and directives pertinent to Cottonwood Valley Charter School.*

#### **4.13 Temporary Administrative Arrangements AND**

##### **4.13.1 Temporary Administrative Assignments at the School Level**

*Waiver: To add a description of temporary administrative arrangements in the Cottonwood Valley Charter School. In all aspects of its operations the School Administrator is responsible for making temporary administrative arrangements. At the beginning of each school year, the Charter School Administrator will submit to the Governing Council a list of names of all potential individuals who will assume administrative duties in the Administrator's absence. Said list shall be approved by the Governing Council.*

#### **4.14 State and Federal Programs Administration**

*Waiver: To include Cottonwood Valley Charter School in the distribution of federal funds. The Socorro Board of Education will apportion all funds received for all state and federal programs and forward funds to Cottonwood Valley Charter School based upon the number of students enrolled and eligible to receive funding, as well as other criteria.*

#### **4.15 Program Consultants**

*Waiver: To recognize the Governing Council and Charter School Administrator as the authorizing agents for Program Consultants. As specified in the Charter contract, the Cottonwood Valley Charter School Administrator may select and contract with consultants as deemed necessary by the Governing Council.*

### **V. SUPPORT SERVICES**

#### **5.1 Building and Grounds Management AND**

#### **5.2 Buildings and Grounds Inspection AND**

**5.3 Building and Grounds Security and Energy Conservation AND**

**5.4 Access to Buildings AND**

**5.5 Vandalism AND**

**5.6 Maintenance and Control of Instructional Materials AND**

**5.7 School Safety Management AND**

**5.8 Fire Safety AND**

**5.9 Bomb Threats AND**

**5.10 Disaster Preparedness Plan AND**

*Waiver: To empower the Governing Council and Administrator of Cottonwood Valley Charter School to make decisions regarding the grounds, facilities, equipment and all other property of Cottonwood Valley Charter School. All functions specified by District policies will be addressed by the Administrator and/or Governing Council of the Charter School. The Governing Council shall establish policies regarding all Cottonwood Valley Charter School property following approval of its contract and prior to the first day of school. A Safety Plan shall be established by the Governing Council in accord with all state and federal laws and regulations.*

**5.11 Inclement Weather Starting Time**

*Waiver: To empower the Charter School Administrator to make decisions regarding inclement weather and the schedule of Cottonwood Valley Charter School. The Charter School Administrator determines what schedule changes may be necessary due to inclement weather and will contact appropriate media to publicize any changes in the School's schedule. The Governing Council shall establish policies to be used as guidelines to aid the Administrator in his/her decision following approval of its contract and prior to the first day of school.*

**5.12 Health Service Management**

*Waiver: To empower the Charter School to develop health programs for its staff and students. Cottonwood Valley Charter School shall develop programs and policies for its staff and students in accord with all local, state and federal laws and regulations.*

**5.14 Education of Students Who Have or Are Carriers of Communicable Diseases**

**Paragraph 8.** *Waiver: The Charter School Administrator, Governing Council, and a health professional chosen by the Governing Council will act in lieu of the Superintendent and district health officer and will ensure that the school complies with all state and federal laws and regulations.*

**Paragraph 13.** *Waiver: To substitute the Governing Council for the District School Board in the appeals process.*

**5.15 Visual and Hearing Screening Tests AND**

**5.16 Dispensation of Medication AND**

**5.17 Health Examinations AND**

**5.20 Reporting of Accidents AND**

**5.21 Accident Reports AND**

*Waiver: To recognize the authority of the Governing Council and the Administrator in choosing health professionals to meet the needs of the Charter School and its students. The Governing Council shall establish health policies regarding visual and hearing tests, the dispensation of medications, and the reporting and documentation of accidents, and shall do so in accord with all state and federal statutes and regulations. Establishment of said health policies shall conclude following approval of the Charter contract and prior to the first day of school.*

**5.22 Hazard Communication Program**

*Waiver: To empower the Governing Council to act in this capacity as it pertains to the Charter School. Cottonwood Valley Charter School, its Governing Council, and its Administrator shall act in lieu of the Socorro Consolidated Schools, Superintendent of Schools, and Principal.*

**5.23 Food Service Management**

*Waiver: To empower the Governing Council to make decisions regarding food services in regards to Cottonwood Valley Charter School. The Governing Council of Cottonwood Valley Charter School may develop its own program or contract with a local business or other organizations to provide the students nutritious, cost-effective meals.*

**5.24 -**

**5.35 Transportation**

*Waiver: To empower the Governing Council to make decisions regarding transportation with regard to Cottonwood Valley Charter School. The Governing Council, in collaboration with the Charter School Administrator, is responsible for Transportation Management.*

**5.36 Ethical Use of Technology**

*Waiver: To empower the Governing Council to make decisions regarding the ethical use of technology in Cottonwood Valley Charter School. The Cottonwood Valley Charter School Governing Council and Administrator have established policies with regard to the ethical use of technology for use in the Charter School.*

**SECTION VI. INSTRUCTION**

**6.1 Instructional Goals**

*Waiver: To empower the Governing Council to make decisions regarding the instructional goals of Cottonwood Valley Charter School. The Goals and Objectives of Cottonwood Valley Charter School are delineated in the Charter School Contract.*

### **6.3 Definition of Teaching Day AND**

**In-service Training.** *Waiver: To empower the Governing Council to make decisions regarding the definition of a teaching day in regards to Cottonwood Valley Charter School.* The Governing Council and Administrator will determine the number and duration of in-service training hours for the faculty and staff of CVCS. The number of in-service days may exceed three days per year.

**Working/School Day and Year.** *Waiver: To empower the Governing Council to make decisions regarding the length of working/school days and years in regards to Cottonwood Valley Charter School.* The Governing Council and School Administrator shall determine the length of the working and school day, and the structure of the school year. Exploration of alternative patterns is included in the Charter School Contract.

### **6.4 Curriculum Development-Adoption-Evaluation AND**

#### **6.5 Curriculum Design**

*Waiver: To empower the Governing Council to make decisions regarding curriculum development, adoption and evaluation in regards to Cottonwood Valley Charter School.* The Governing Council, School Administrator, teachers, and parents will develop and evaluate the school curriculum. The Education Plan, Curriculum and Student Evaluation sections of the Charter contract delineate the School's plan.

#### **6.6 Special Education**

*Waiver: To empower Cottonwood Valley Charter School to develop Special Education policies.* The Governing Council shall adopt special education policies as described in its charter and in accordance with all state and federal laws and regulations.

#### **6.7 Alternative School Programs**

*Waiver: To empower the Governing Council to make decisions regarding alternative school programs with regard to Cottonwood Valley Charter School.* The Governing Council may adopt alternative school programs for the Charter School to meet the needs of its students.

#### **6.8 Instructional Materials Selection Policy (Includes Library Media, Textbooks, and All Other Instructional Materials)**

*Waiver: To empower the Governing Council to make decisions regarding the selection of instructional materials in regards to Cottonwood Valley Charter School.* The Governing Council, in collaboration with the School Administrator, teachers, and parents, will choose instructional materials.

#### **6.9 Censorship of Materials AND**

#### **6.10 Additional Policy for Textbook Selection and Adoption**

*Waiver: To empower the Governing Council to make decisions regarding the censorship of materials in regards to Cottonwood Valley Charter School.* The Governing Council and School Administrator will act in lieu of the Board, Building Administrator, Assistant

Superintendent, and Superintendent, and shall establish policies for the Cottonwood Valley Charter School with regard to censoring materials.

**6.11 Library Media Services**

*Waiver: To allow Cottonwood Valley Charter School to develop library media centers for its staff and students. Cottonwood Valley Charter School has established goals and policies regarding its library and media center services in accordance with its Mission Statement, Goals and Objectives.*

**6.12 Academic Achievement (Retention and Promotion)**

*Waiver: To empower the Governing Council to make decisions regarding academic achievement, retention and promotion policies at Cottonwood Valley Charter School.*

**VII. STUDENT POLICY GOALS**

**7.2 Promotion/Retention**

*Waiver: To empower the Governing Council to make decisions regarding academic achievement, retention and promotion in regards to Cottonwood Valley Charter School. The Charter School Contract describes the multi-age, skill mastery approach that will be used in Cottonwood Valley Charter School. This innovative approach is an alternative to the District's K-12 promotion format. It is designed to optimize student learning by adapting to each student's individual pace and style of learning within any given subject area. The Charter described the Charter School's policies regarding promotion and retention.*

**7.3 Home Schooling**

*Waiver: To empower the Governing Council to make decisions regarding the integration of home-schooled children into the Charter School. The Governing Council shall establish policy regarding the integration of home-schooled children into CVCS and will follow all state and federal laws and regulations in doing so.*

**7.5 Supervision of Students**

*Waiver: To empower the Governing Council to enact policy regarding the supervision of students at Cottonwood Valley Charter School. The Governing Council shall establish policy regarding the supervision of students at Cottonwood Valley Charter School.*

**7.6 School Entrance Age**

*Waiver: To empower the Governing Council to make decisions regarding school-entrance age at the Cottonwood Valley Charter School.*

**7.8 Attendance Policy**

*Waiver: To empower the Governing Council to make decisions regarding attendance policy at Cottonwood Valley Charter School. The Charter School Contract delineates attendance policies specific to the Charter School.*

**7.9 Released Time for Religious Instruction**

*Waiver: To empower the Governing Council to make decisions regarding release time for religious instruction.* The Governing Council shall set policy regarding release time for religious instruction at Cottonwood Valley Charter School. Cottonwood Valley Charter School will not assume responsibility for the religious instruction of any student, but will permit limited time from the classroom for students to participate in religious activities elsewhere. Said policy shall be established prior to the commencement of the school year.

**7.10 Student Records**

*Waiver: To empower the Governing Council to make decisions regarding the maintenance of student records.* The Charter School, Governing Council, and its School Administrator will act in lieu of the School District, Superintendent, and Principal. Cottonwood Valley Charter School will comply fully with state and federal regulations regarding the maintenance of school records. Policies pertaining to school records shall be established following approval of the Charter contract and prior to the first day of school.

**7.11 Transfer of Students**

*Waiver: To empower the Governing Council to make decisions regarding the transfer of students to or from Cottonwood Valley Charter School.* The Governing Council will establish policy regarding the transfer of students to or from Cottonwood Valley Charter School. According to the 1999 Charter Schools Act, the District may not transfer to or from Cottonwood Valley Charter School any student on an involuntary basis. All transfers between the District and the Charter School must be of a voluntary nature. Said transfer policy is specified in the Charter contract as Enrollment Policy.

**7.12 Student Behavior AND**

**7.14 Student Discipline AND**

**7.15 Student Detention AND**

**7.16 Corporal Punishment AND**

**7.17 Suspension and Expulsion AND**

**7.18 Chemicals, Narcotics, Alcoholic Beverages or Weapons**

*Waiver: To empower the Governing Council to make decisions regarding student behavior, student discipline, student detention, corporal punishment, suspension, expulsion, chemicals, narcotics, alcoholic beverages or weapons in regards to Cottonwood Valley Charter School.* The Governing Council shall establish policy regarding student behavior, student discipline, student detention, corporal punishment, suspension, expulsion, chemicals, narcotics, alcoholic beverages or weapons in regards to Cottonwood Valley Charter School. Said policies are delineated in the Charter contract. Additional policies shall be implemented by the Governing Council following approval of its contract and prior to the first day of school and in accord with all state and federal laws and regulations.

**7.19 School Activity Programs**

*Waiver: To enable the Governing Council to enact policy regarding school activities pertaining to Cottonwood Valley Charter School. The Governing Council shall enact policy regarding school activity programs at Cottonwood Valley Charter School.*

**7.21 Distribution of Written Materials, Students Publications, Questionnaires and Petitions**

*Waiver: To empower the Governing Council to make decisions regarding the distribution of written materials, student publications, questionnaires and petitions in regard to the Cottonwood Valley Charter School. The Governing Council shall set policy regarding the distribution of written materials, student publications, questionnaires and petitions in regard to Cottonwood Valley Charter School.*

**7.22 Student Textbooks**

*Waiver: To recognize that the Charter School Act of 1999 empowers the Charter School to choose its own learning materials and frees it from the obligation to choose materials from the textbook list. The Charter School will furnish textbooks to its students. The Governing Council, in collaboration with the School Administrator, teachers, and parents, will choose those textbooks that best meet the needs of the school program.*

**7.28 Alcohol and Drug Abuse - Position Statement**

*Waiver: To empower the Governing Council to make decisions regarding Cottonwood Valley Charter School's position statement regarding alcohol and drug abuse. The Governing Council shall develop a Safe School Plan following approval of its contract and prior to the first day of school.*

**7.29 Supervision of Facilities**

*Waiver: To empower the Governing Council to make decisions regarding the supervision of Cottonwood Valley Charter School's facilities. The Governing Council will designate the time for providing supervision of facilities based on the arrival and dismissal times of the academic program.*

**7.30 Homebound Service**

*Waiver: To empower the Governing Council to make decisions regarding regarding any homebound services offered by Cottonwood Valley Charter School. The Governing Council shall establish homebound service policies in accord with any and all state and federal laws and regulations.*

**7.31 Weapons in School**

*Waiver: To empower the Governing Council to establish policy regarding weapons on school property. The Governing Council shall enact policy regarding weapons on school property in accord with the Gun Free School Act, the Gun Free School Zones Act, and any and all other state and federal laws and regulations.*

## **VIII. PERSONNEL**

### **8.1 Statement of Purpose**

*Waiver: To recognize the Governing Council as the authority the Cottonwood Valley Charter School employees are accountable to. The Governing Council will deem as professional educators those with training and/or experience and other personal characteristics that qualify them to fulfill that role. The Employee Policies of the Cottonwood Valley Charter School are specified in the Charter Contract and in the Employee Policies Manual.*

### **8.2 Personnel Policy Goals AND**

### **8.3 Non-Discrimination AND**

### **8.4 Line-Staff Relations**

*Waiver: To empower the Governing Council to make decisions regarding personnel policies at Cottonwood Valley Charter School. The Governing Council shall establish personnel policies in regards to all Cottonwood Valley Charter School employees in accordance with state and federal laws and regulations following approval of its contract and prior to the first day of school.*

### **8.5 Board-Staff Relationship**

*Waiver: To authorize the Governing Council with the ability to define its relationship with the staff of Cottonwood Valley Charter School. While the Governing Council is independent and autonomous in its management of the Charter School, it is accountable to the local Board of Education for purposes of ensuring compliance with applicable laws, rules and charter provisions.*

### **8.7 Personnel Records**

*Waiver: To empower the Governing Council to make decisions regarding personnel records of the employees of Cottonwood Valley Charter School. The Governing Council and School Administrator will act in lieu of the Socorro Board of Education and Superintendent. Records will be maintained at the school site or as specified by the Governing Council.*

### **8.8 Staff Conflict of Interest**

*Waiver: To empower the Governing Council to make decisions regarding any conflict of interest that may arise in the operation and governance of Cottonwood Valley Charter School. Conflict of Interest policies will be determined by the Governing Council following approval of its contract and prior to the first day of school and in full compliance of state and federal regulations.*

**8.9 Staff Rights and Responsibilities**

*Waiver: To empower the Governing Council to make decisions regarding staff rights and responsibilities of Charter School personnel. The Governing Council shall establish policy regarding staff rights and responsibilities of Charter School personnel.*

**8.10 Employee Orientation/In-Service AND**

**8.11 Meetings**

*Waiver: To empower the Governing Council to make decisions regarding employee orientation, in-services, and meetings regarding Charter School personnel. The Governing Council and School Administrator will establish policy regarding employee orientation, in-services, and meetings with regard to Cottonwood Valley Charter School following approval of its contract and prior to the first day of school.*

**8.12 Right to Suspend**

*Waiver: To empower the Governing Council to make decisions regarding the right to suspend an employee of Cottonwood Valley Charter School. The Governing Council shall establish policies regarding the right to suspend employees of Cottonwood Valley Charter School.*

**8.14 Assistance of Employees Assaulted in Line of Duty**

*Waiver: To empower the Governing Council to make decisions regarding the assistance of employees assaulted in the line of duty while employed by Cottonwood Valley Charter School. The Governing Council shall establish policy regarding the assistance of employees assaulted in the line of duty while employed by Cottonwood Valley Charter School and will prescribe reporting and investigation procedures.*

**8.15 Sexual Harassment AND**

**8.16 Non-School Employment**

*Waiver: To empower the Governing Council to make decisions regarding sexual harassment and non-school employment in regards to Cottonwood Valley Charter School. The Governing Council shall establish policy in regards to sexual harassment and non-school employment in compliance with federal and state regulations.*

**8.18 Leaves and Absences AND**

**8.19 Leaves of Absences AND**

**8.20 Sick Leave Bank AND**

**8.21 Leave of Absence AND**

**8.22 Family and Medical Leave of Absence AND**

**8.23 Professional Association Leave AND**

**8.24 Professional Leave AND**

**8.25 Sick Leave AND**

**8.26 Personal Emergency Leave AND**

**8.27 Personal Leave AND**

**8.28 Civic Leave AND**

**8.29 Political Leave AND**

**8.30 Short-Term Military Service AND**

**8.31 Advanced Professional Leave AND**

**8.32 Sabbatical Leave AND**

**8.33 Professional Staff Instructional Leave AND**

**8.34 Professional Staff Positions**

*Waiver: To empower the Governing Council to make decisions regarding leaves, absences, and leaves of absences of Charter School personnel. The Governing Council has established policies regarding leaves, absences, and leaves of absences of Charter School personnel.*

**8.35 Professional Staff Licensure Requirements**

*Waiver: To recognize both traditional and alternative licensure at the Charter School. The Governing Council will comply with state regulations regarding licensure of staff. Traditional and alternative certification of staff will be recognized as fulfilling licensure requirements.*

**8.36 Professional Staff Recruiting and Posting of Vacancies**

*Waiver: To empower the Governing Council to make decisions regarding recruiting of staff. The Governing Council shall establish its own recruitment policies in compliance with State and Federal Law.*

**8.37 Professional Staff Hiring**

*Waiver: To empower the Governing Council to make decisions regarding professional staff hiring at Cottonwood Valley Charter School. As specified in its contract with the District, and in accordance with the 1999 Charter School Law, Cottonwood Valley Charter School shall hire, recruit, select, and fire its personnel independently from the District.*

**8.38 Background Investigations**

*Waiver: To empower the Governing Council to make decisions regarding background investigations of employees of Cottonwood Valley Charter School. The School will follow all state laws and regulations regarding background investigations. The School's policy is as specified in the Charter contract.*

**8.39 Professional Staff Assignments**

*Waiver: To empower the Governing Council to make decisions regarding professional staff assignments at Cottonwood Valley Charter School.*

**8.41 Professional Staff Contracts**

*Waiver: To empower the Governing Council to make decisions regarding professional staff contracts.*

**8.42 Conditions of the Professional Staff Contract**

*Waiver: To empower the Governing Council to make decisions regarding conditions of the professional staff contract. The Governing Council has established policies regarding professional staff contracts with its employees and is in compliance with state and federal regulations.*

**8.45 Discharge of Licensed School Instructors During Term of Valid Contract AND  
8.46 Professional Staff Resignations**

*Waiver: To empower the Governing Council to make decisions regarding the discharge of its personnel and professional staff resignations. The Governing Council may discharge licensed school personnel and instructors during the term of written contracts in accord with state statutes and regulations. The Governing Council has established policies regarding the discharge of school personnel.*

**8.47 Substitute Teachers AND**

**8.48 Request for Substitute Teachers**

*Waiver: To empower the Governing Council to make decisions regarding substitute teachers at Cottonwood Valley Charter School. The Governing Council has established policy for and compensation of substitute teachers at the Charter School.*

**8.49 Administrative and Supervisory Staff Time Schedules**

*Waiver: The School Administrator will act in lieu of the Superintendent. The Governing Council will define the length of the work day.*

**8.50 Professional Staff Vacations and Holidays**

*Waiver: To empower the Governing Council to make decisions regarding professional staff vacations and holidays at Cottonwood Valley Charter School. The terms of employment, compensation, and benefits of the School Administrator are negotiated by the Governing Council.*

**8.51 Evaluation of Licensed Staff**

*Waiver: To empower the Governing Council to make decisions regarding the evaluation of licensed staff at Cottonwood Valley Charter School. The Cottonwood Valley Charter School contract describes staff evaluation procedures. Staff reviews are in compliance with the State Public Education Department requirements.*

**8.52 Absence without Prior Approval AND**

**8.53 Reduction in Professional Staff Work Force (R.I.F.) AND**

**8.54 Educational Assistants Eligibility Requirements AND**

- 8.55 Support Staff Position AND**
- 8.56 Support Staff Probation AND**
- 8.57 Support Staff Assignments and Transfers AND**
- 8.58 Support Staff Time Schedules AND**
- 8.59 Support Staff Development AND**
- 8.60 Evaluation of Support Staff AND**
- 8.61 Support Staff Vacations AND**
- 8.62 Support Staff Overtime Compensation Plan AND**
- 8.63 Workers' Compensation AND**
- 8.64 Employee Grievance Resolution Procedure AND**

*Waiver: To empower the Governing Council to make decisions regarding all employees of Cottonwood Valley Charter School. The Governing Council has established employee policies at Cottonwood Valley Charter School. These policies are described in the Employee Policies Manual.*

- 9.1 Rentals AND**
- 9.2 Use of School Facilities by Non-School Groups**

*Waiver: To empower the Governing Council to make decisions regarding the use of the facilities of Cottonwood Valley Charter School.*

- 9.3 Public Gifts to the Schools**

*Waiver: To enable Cottonwood Valley Charter School the ability to seek funding sources. All gifts to the Charter School will become property of the Charter School as specified in 1999 Charter Schools Act.*

- 9.4 Public Solicitations/Advertising in the Schools**

*Waiver: To empower the Governing Council to make decisions regarding public solicitations and advertising in the Charter School. The Governing Council has established policy regarding advertising for the Charter School.*

- 9.5 Public Complaints about School Personnel**

*Waiver: To empower the Governing Council to make decisions regarding public complaints about personnel of Cottonwood Valley Charter School. The Governing Council has developed procedures for receiving complaints about school personnel.*

## ***New Mexico State Public Education Department Waivers***

According to the Collaborative School Improvement Act and Alternative Curricular Plan, the Cottonwood Valley Charter School will receive the following waivers upon approval by the Socorro Board of Education: individual class load and teaching load, length of school day, staffing patterns, subject areas, and the purchase of instructional materials. The Cottonwood Valley Charter School will seek other waivers pertaining to evaluations standards for school personnel and school principal duties from the State Public Education Department.

## **O. FACILITIES**

### ***Site Plan, Leases, and Contractual Arrangements***

#### **Site Plan**

CVCS is located at the old Socorro General Hospital site at 201 Neel Avenue owned by Socorro County. The original hospital structure still exists but is in disrepair and not safe for use. The school is located at the back of the property formerly used as parking. The site is approximately 3.5 acres in size.

CVCS facilities consist of seven mobile classroom type units, housing grades K through 8 with a separate multipurpose room (1248 square feet) used for special education, auxiliary services and as a computer lab. All classrooms contain 768 square feet except for the Kindergarten room which contains 960 square feet. Each classroom has its own bathroom; kindergarten and the science room each have an additional sink and prep area. All units have individual heating and cooling units and fire alarms. All buildings are connected with a fire alarm system and intercom. Commercial grade security fencing surrounds the entire school grounds.

There are two entrances for parents and staff with a separate bus pickup/drop off area. One entrance provides handicap parking. There is a small playground area and a half-court basketball court. Cement sidewalks provide access to all buildings. Because CVCS does not have indoor cafeteria facilities, there is an outside picnic area with a shade structure to provide some protection from the elements.

The site, as it currently exists, provides minimum space to deliver educational services to students. Socorro County is in the process of transferring the property on which the School is located to CVCS. We are pleased to have been included in the Local School Bond Issue (a first for Charter Schools in New Mexico) and are looking for further funding to build a permanent building. Cottonwood Valley Charter School realizes that other suitable sites may become available and reserves the right to change the location of the school with the approval of the Socorro Consolidated School Board.

#### **Leases and Contractual Agreements**

CVCS has a contractual agreement with the County of Socorro to lease the property for 5 years at a rate of \$1.00 per year.

Five of the seven units are leased from GE Capital; one is leased from Williams-Scotsman, Inc. The Kindergarten building was purchased using Capital Outlay money provided for all day

kindergarten. The lease agreements are for various durations, but can be extended on a month to month basis if needed.

## **Codes/Handicapped Access**

Prior to delivery all classroom units passed inspection for construction codes and were deemed safe for human habitation as required by state and federal laws. The seven classroom units met all New Mexico CID and Federal Building Standards. All units were inspected by a NM State CID Inspector and NM State Fire Marshall after installation at the CVCS site and successfully passed the inspection process. All units continue to meet all health and safety requirements.

Sidewalks, ramps, landings, bathrooms, parking, and playground equipment were constructed in compliance with ASTM standards for handicapped accessibility.

## **Maintenance**

Cottonwood Valley Charter School is responsible for the maintenance of the portable classrooms and other structures on its campus except for repairs that fall under warranty policies.

## **Safety Plan**

The School has taken all practical steps to safeguard employees, students and the public from accidents and to provide a safe, healthy work and educational environment. A Safety Committee has established policies for safety guidelines, fire prevention, emergency response plans, reporting and keeping records of injuries, emergency hazard reporting, notification processes, accident analysis, violence prevention, and other areas deemed necessary by the Committee, Governing Council, staff, community, State and Federal regulators. A Safe Schools Plan is on file with the State Department of Education and a copy is available in the school office. The Administrator schedules time for training, orientation and safety topics in accord with OSHA regulations.

## **P. ENROLLMENT PROCEDURES**

### ***Student Enrollment, Lottery Procedures, Waiting List***

In accordance with N.S.M.A. 1978 Comp.22-8B-4.1 (B) enrollment at Cottonwood Valley Charter School shall be prioritized as follows: These students do not go through a lottery process.

1. **Students who have been admitted to the Cottonwood Valley Charter School** through an appropriate admission process and who remain in attendance through subsequent grades. No lottery is required.
2. **Siblings of students already attending Cottonwood Valley Charter School.** No lottery is required.
3. **All other students.** Lottery is required according to procedures described below.

Lottery selection will be held at a public meeting that has been advertised in accordance with law. The applications shall be separated by grade and the lottery selection will be held by grade level. Each applicant will be assigned a number. The number will be written on a small piece of paper. Each piece of paper will be uniform in size and will be folded into quarters in such a way as to hide the number. The pieces of paper shall be placed in a container and the container shaken thoroughly. As numbers are drawn from the container, the corresponding name will be determined and written down in the order they are chosen. This will comprise the enrollment priority list.

When a student is admitted to CVCS parents will be notified by telephone (or mail) and will have ten (10) days to respond and enroll their child. If the family fails to do this, their child will be dropped from the admitted list and the next child on the list will be accepted.

Students not enrolled will be placed on a waiting list. When a space becomes available, the family will be contacted and informed. The family will have ten (10) days to respond and enroll the child. If the family fails to do this their child will be dropped from the waiting list and the next child on the list will be given the slot. Established waiting lists carry over from year to year.

Students enrolling at CVCS must provide the school with a registration form containing address and contact information, as well as emergency information. Students will also be required to provide proof of age and residency, and a complete immunization record. A Transcript Release Authorization will be requested. All registration forms will be confidential and will fall within the auspices of FERPA.

Students who wish to transfer to Cottonwood Valley Charter School from a Corrective Action School will be admitted through the regular lottery process.

## ***Public Advertisement of Enrollment Opportunities***

Enrollment opportunities at the Cottonwood Valley Charter School will be advertised through local Newspaper notices, fliers distributed at the Socorro Chamber of Commerce, the Socorro Public Library, New Mexico Tech, the City Hall, and other public facilities in town. It is the school's intent to let the community know that CVCS is a public school and that all students regardless of race, disability, creed, gender, national origin, religion, ancestry, or need for special services are welcome to apply for admission. The CVCS lottery schedule will be publicly advertised. Lotteries will be held in early May and June, and every Friday beginning in August. No new students will be admitted during an academic year after the beginning of the fourth quarter.

## ***No Tuition; No Admission Requirements***

Cottonwood Valley Charter School charges no tuition or registration fees. All New Mexico residents are eligible to apply for admission. Cottonwood Valley Charter School complies with all federal laws and constitutional provisions prohibiting discrimination based on race, disability, creed, gender, national origin, religion, ancestry, or need for special services.

## **Q. HOW THE CHARTER SCHOOL SERVES THE COMMUNITY**

Cottonwood Valley Charter School provides a service to the Socorro community by offering a free public school choice. Socorro is a small rural community with a diverse population due in part to the presence of New Mexico Institute of Mining & Technology, a world renowned university attracting faculty and students from around the world. For many years, the only alternative educational choice in Socorro was provided by the school associated with the San Miguel Catholic Church, with a maximum enrollment of 180. This school was closed in 1998. Another private, religious-based school in Socorro currently serves approximately 30 students.

Cottonwood Valley Charter School, with a maximum enrollment of 170 students has individual class sizes that never exceed 20 students. This smaller environment has fostered a sense of community and camaraderie often missing in larger settings. Students in the upper grades assist in the lower grade classrooms and provide positive role models for the younger students. Evidence that the school serves a purpose in the community is reflected in the current total enrollment of 160 students and the fact that waiting lists exist for several grades.

## R. SIGNED ASSURANCES

Cottonwood Valley Charter School provides the following assurances in support of its application for Charter renewal:

1. Cottonwood Valley Charter School shall be a nonsectarian, nonreligious, and non-home-based public school that operates within Socorro Consolidated School District.
2. Cottonwood Valley Charter School complies 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.
3. Cottonwood Valley Charter School complies with the same Federal and State audit requirements as do other public schools in the State.
4. Cottonwood Valley Charter School meets all applicable Federal, State, and local health and safety requirements.
5. Cottonwood Valley Charter School operates in accordance with State law.
6. Cottonwood Valley Charter School does not charge tuition.
7. Cottonwood Valley Charter School will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.
8. The admission process of Cottonwood Valley Charter School will not discriminate against anyone regarding race, gender, national origin, disability, or age.
9. Cottonwood Valley Charter School will admit students in accordance with the enrollment procedures set forth in Section 22-8B-4.1, NMSA 1978.

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Jeanne Gacanich, Governing Council President

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Date

## T. REVISIONS / AMENDMENTS

Any revisions or amendments to this charter must be approved by the Socorro Consolidated School's Board of Education.

## U. ADDITIONAL INFORMATION FOR CHARTER RENEWALS

### ***Progress Report on Goals and Objectives from Original Charter***

#### **Goal 1. Optimize Opportunities for Student Learning**

1. Limit school size to 170 students. *The School has never exceeded this number of students. The lower grades have been limited to 15-18 students and the upper grades have 20 students.*
2. Evaluate each student's academic skill level by subject area. As a general screening process to determine needs, evaluations will be conducted as part of the school entry process. Re-evaluations will be conducted at annually or more frequently if recommended by staff or requested by parent(s)/guardian(s). *Each student upon entry to the school is tested using Stanford 9 and other appropriate tests. The students are then placed in the class according to their academic ability.*
3. Establish a Personal Learning Plan for each student. The plan will be agreed upon by the student, parent(s), and teacher(s). It will specify the student's academic goals and will delineate the responsibilities of each party in achieving those goals. *All students at their first parent teacher conference develop a PLP which is a personal learning plan that delineates a student's strengths and weaknesses and sets up specific goals for the student for the year.*
4. Group students according to skill attainment, not age, for academic subjects. Placement by skill level will be specific to each academic subject. *For the first few years, the school experimented with moving students from classroom to classroom for individual subjects depending on their skill level but the teachers found it very disruptive and time consuming so the school is currently addressing those levels within the classroom itself based on the skill level testing data.*
5. Advance students through skill-level groups based on each individual's rate of subject mastery as determined by clear, rigorous performance standards. No student may progress to a higher skill level in any given subject area until mastery of the prior level has been achieved. *This is done by the individual teacher in the classroom and monitored by the*

*administrator. Standards are set by the PLP's and teacher developed report cards.*

6. Emphasize the use of emerging technologies and the development of the skills necessary for living in a global society, while developing each student's set of basic skills [reading, writing, and arithmetic]. *The school is equipped with a computer lab where teachers are working to bring each students computer skills up to date. Our Spanish teacher is having all classes make MS Power Point presentations to complement both their Spanish skills and their computer literacy skills. For the first few years we had computers available in all classrooms for completing work and doing research. We have now added 10 computers in a computer lab as well as a server. All students, faculty and staff have individual computer accounts and easy but safe access to the internet.*
7. Employ a concept-based curriculum in which a topic is explored through a variety of academic approaches and skills, e.g. a unit on oceans may require students to use the following skills in exploring the topic: math, science, geography, reading, research skills, and report development. *The Core Knowledge Sequence that forms the basis of the curriculum at CVCS does an excellent job of integrating subjects.*
8. Provide real-world learning opportunities through hands-on educational experiences within the school setting and through community-based "world-as-classroom" collaboration experiences. *CVCS students participate in a variety of community activities such as the Bosque Environmental Monitoring Program, National Dance Institute, Young Explorers Club, and Charter School Day at the State Legislature (our Student Council participates as Senate pages on that day).*
9. Incorporate formal foreign language training at each grade level. Spanish will be taught to all students, with a second foreign language, e.g. French, offered for those with language skills equivalent to upper-primary level. *Spanish is taught at all grade levels. CVCS will experimenting with offering a second foreign language for those students who have been at the school for 5 or more years and show proficiency in Spanish. Chinese was offered in our 3<sup>rd</sup> year as an after school program and was successful.*
10. Provide training in music, the arts, and physical and health education to supplement and support basic skills development. *CVCS has offered music, art and Physical Education at all grade levels from our second year on. Every child at CVCS has 45 minutes of PE 3 times a week plus all students are exposed to good nutrition training by all of our staff. Soft drinks are not allowed on campus at lunchtime.*
11. Encourage students to be curious and to ask questions, and then provide them the tools necessary to explore their world for answers. Encourage parents and staff to provide positive role-models for students through their own lifelong learning activities and their

involvement in the school. *Students at CVCS are given a variety of tools and methods to express themselves. The school has an extensive library and each student is taught how to use the resources and they are encouraged to use them plus we have internet access available in both the classroom and the computer lab. Parents are welcome in the classroom and are encouraged to come share their experience with students.*

12. Offer an extended-day program to supplement and enrich the school's program in developing well-rounded, healthy, responsible, knowledge-seeking individuals. *CVCS continually works to offer after school enrichment. Courses such as chess, financial management, math and reading tutoring, game clubs, band, and after-school sports have been offered.*
13. Explore the potential advantages/disadvantages of offering an extended year or flexible scheduling program. *We continue to explore the possibility of alternative scheduling.*

## **Goal 2. Create a Positive Learning Environment**

1. Hold students to a high standard of behavior which stresses discipline and personal responsibility. The Discipline Policy, as set forth herewith and in the Student and Parent Manual, will be strictly enforced. *CVCS holds all students accountable and always involves the parents or guardians in the discipline process. The discipline policy of the school was developed by the parents and staff and is distributed to all parents, students, and staff at the beginning of each academic year.*
2. Hold staff, parents, volunteers, and other visitors to these same standards of behavior both at the school site and during school-sponsored off-site activities. *The administrator reviews with all staff the standards of behavior that are expected at CVCS. Visitors and parents are made aware of the schools conduct code and are asked to comply.*
3. Require staff members, and encourage others involved with the school, to provide positive role models for students in terms of behavior, attitude, language, and dedication to lifelong learning. *The staff at CVCS is constantly being trained in fields of their choosing and are encouraged to share their experiences in their classrooms. We hold the staff to high standards of behavior so as to provide a positive role model for our students.*
4. Provide a physical environment that is safe, comfortable, well-maintained, and conducive to learning. *CVCS is located in the heart of a Socorro residential community where many of the children can walk to school. Through the hard work of parents and staff we have created a safe and nurturing campus. We will continue to develop our campus to make it a place conducive to learning.*
5. Establish a school culture which fosters academic pride and positive peer support. *The staff at CVCS works hard to celebrate and encourage academic pride and positive peer support. The school produces a weekly newsletter which highlights one student and talks*

*about their favorite things and hobbies. Also in the newsletter students who have a special achievement are highlighted. At morning assembly students which have made special progress are noted. All birthdays are celebrated with the student body.*

6. Foster a sense of personal responsibility for the school among students, parents, staff, and other community members. *There are several different activities that foster a sense of personal responsibility for the school. The school has a garden which different classes take responsibility for each year. All landscaping on the campus uses native plants and is planned and planted by students under the supervision of a parent. CVCS has received two grants from the Keep New Mexico Beautiful Foundation and last year received an award for our gardens.*

*Every class is responsible for keeping the lunch area clean and shares in the responsibility. The parents are invited to serve on committees to advise the governing council on important school issues and there are committees that specifically work on improving the facilities and school accountability. Community members are invited both as speakers and advisors when issues of their expertise arise. CVCS is especially committed to utilizing the strengths of its staff in their areas of passion and strength.*

7. Provide programs, e.g. mediation training, to students, parents, staff, and other interested community members as a means of positive conflict resolution and individual growth. *CVCS has had a student mentoring program but has found it to be not as effective as family involvement. If there is conflict between individual students, families of all students involved are brought together with a mediator to resolve the situation. This has proven beneficial to both the students and their families and the school atmosphere. Students are encouraged to openly discuss problems rather than letting them fester.*
8. Establish a mentoring program within the school linking students with staff and/or volunteers, and younger students with older students. *The upper grade students are provided many opportunities to interact with the younger grades from reading programs to dramas performed for different classes. Many of the students, if they have finished their assignments in class, are encouraged to be mentor readers for children having trouble in the lower grades. Volunteers from the community are always encouraged to come in and help in the classrooms. We have celebrated Dr Seuss day and invited people to come and read to our students. As part of our arts program we have story tellers from many different cultures come in and speak to our students. Some of our students were so inspired by one story teller they put on their own play for our 2004 Christmas program.*

### **Goal 3. Create Strong, Ongoing Bonds between the School and the Community**

1. Reaffirm and strengthen the ties connecting the school, community, and home in the development of children and the future of our community. *CVCS works hard to involve the community and give the students the sense that they are part of more than just a school community. Through our sponsorship of such programs such as NDI, Paul*

*Taylor, and others we have tried to interact with the larger community by bringing interesting and educational opportunities to Socorro. We have our annual Fall Festival in which we invite the community to meet and play at our school.*

2. Establish formal partnerships with community agencies, businesses, and organizations to assist and encourage individual students and classes to explore various academic areas and to develop their sense of civic responsibility. *CVCS works with organizations such as AYSO, Boy Scouts and the Chamber of Commerce to explore other areas aside from academics and also to develop civic responsibility.*
3. Establish a volunteer program to supplement staff-student interactions. *Our staff regularly volunteers to teach after school activities such as chess, basketball, GO, and tutoring. Staff also volunteers for activities such as student council, fall festival ,and spring fling.*
4. Establish a Service Learning Program to support the civic development of students. *This is an area we are now ready to explore further. We have done some Service Learning but on a limited and sporadic scale. With the coming year, it will become a priority for our staff and families.*
5. Provide opportunities for intergenerational activities and programs as an important ingredient in a student's civic and educational development. *This is an area we are working on strengthening. Through our storytelling program we are starting to encourage people to come in and speak of history on a personal level. There will be more focus on this in the future.*

#### **Goal 4. Establish Procedures for School Organization and Policy Making**

1. Seek local school board waivers from local district policies as necessary to allow for innovation and flexibility. Seek waivers from State Public Education Department regulations and certain areas of the Public School Code. *When the last charter was approved the waivers were included. The most important waivers were for financial, governance and staffing autonomy.*
2. Operate through a separate, autonomous system of governance within the district in order to provide parents with a public-school education alternative, with a focus on the whole-child and his/her individual needs, strengths, learning styles, and pace of development. *This has been one of the most positive aspects of the school. It has allowed the school to set the priorities as the parents of the students who attend the school see fit. The parents are involved at every level of school management from choosing the curriculum to applying for grants. Parents get involved because they feel a real ownership of the school and therefore are willing to hold their children more accountable as well. It is a family atmosphere that supports every parent caring about every child even those which are not their own or from their families directly.*

3. Employ the most promising education reform methodologies and the emerging technologies and world view of the 21st Century. *Core Knowledge has fulfilled its promise for a good basic curriculum. The requirements of the NCLB act have forced us to reexamine our current methods to look for ones more compliant and there may be some changes for CVCS as a result. The accountability committee will be reviewing our curriculum and making recommendations if changes are needed. We are constantly on the lookout for innovative practices through our attendance at charter school and Core Knowledge conferences.*
4. Establish a Governing Council to make policy decisions. Council meetings and activities will comply with the Open Meetings Act. *Not only have we done this but we done it very successfully. We have been fortunate in that the parents who have stepped forward to be on the Governing Council have been committed, competent and flexible. We have followed the law and have been a positive force for the school.*
5. Establish the position of School Administrator, responsible to the Governing Council, to fulfill the following roles:
  - Facilitate collaboration among the Council, staff, parents, and community
  - Make recommendations to the Council on programs, staffing, budget, and educational innovations
  - Act as liaison between the Cottonwood Valley Charter School and the State of New Mexico, Department of Education; the School's community partners; the Socorro Board of Education; the Socorro Consolidated Schools district office and school sites; and other interested local, state, and national agencies and organizations
  - Evaluate programs and ensure that all required reports are submitted on a timely basis
  - Oversee budgetary matters and grant funding activities
  - Act as disciplinary referral/resource to staff

*After a rocky start our school has been very fortunate in finding just the right people at just the right times. Ms. Nutt has been our administrator for two years now and is a valuable asset to the school. She has wonderful working relationship with parents, GC, and the community. She works well with the PED and local school district in implementing policies that they require.*

6. Contract with staff to provide educational services to students within the philosophy and procedures of the School and with the approval of the Governing Council. *The school has also been very fortunate in our ability to attract and retain Highly Qualified staff. We have 100% teacher satisfaction at our school. The staff understands and supports the mission of the school and continually helps to bring about improvements. Teachers are selected by a teacher search committee made up of staff, parents and the administrator. The governing council reviews all resumes and approves hires based on the*

*recommendations of the teacher selection committee and the administrator. The process is similar for substitutes.*

7. Submit annual written progress reports to the local school board, community and the State of New Mexico, Department of Education, including such information as:
  - Student performance
  - Teaching methodologies
  - Strategies for success
  - Community involvement
  - Special projects

*This is accomplished through the School Report Card and regularly submitted articles to the paper.*

8. Maintain fiscal records in accordance with local, state and federal regulations and laws, and submit fiscal reports as required by state and federal mandates. *CVCS is committed to maintaining financial stability. A position of Business Manager is established in the charter to ensure this. CVCS has been fortunate to have a certified CPA as our business manager. Reports have been submitted in compliance with government regulations and in accordance with the Charter Contract.*

### **Goal 5. Enhance Professional Development**

1. Recognize staff as education professionals with the knowledge and skill to act autonomously within the guidelines of State mandates and the Governing Council. *We encourage teachers to continue their professional development by attending workshops and meetings, such as the Core Knowledge National Conferences, the National Charter School Meetings, and others. This has been a budgetary priority for the School.*
2. Provide staff the freedom to be flexible and innovative in their classrooms while being accountable to the Governing Council. *Staff are encouraged and acknowledged when innovative practices are incorporated. Staff is encouraged at meetings to discuss what they are doing in their classrooms and help each other when needed.*
3. Develop an individual performance and development plan for staff. *This is part of our professional development plan for all staff. Just as our students are treated as individuals so are our staff.*
4. Provide staff with adequate time and budgetary support for classroom preparation, student evaluations, and professional development. *One of the ways parents get involved at CVCS is on the budget committee which meets once a month and helps to set budget priorities and come up with innovative ways to use the limited funding we have. It is a priority for the budget committee to insure that adequate resources are available for staff*

*to do their job effectively. We have a large substitute budget for professional development release time. We have consistently used our early release days for group development such as Saxon Math training, special education inclusion practices, and effective discipline in the classroom training. The school provides every student with Spanish, PE, art and music which results in time during the day for classroom preparation time for teachers.*

5. Identify and/or provide training opportunities for staff in subject-matter fields and innovative methodologies. *CVCS has consistently done this. Through attendance at local and national conferences our teachers are exposed to other teachers who are looking for innovative and effective teaching practices. All teachers are encouraged to share their knowledge with the rest of the staff.*
6. Encourage staff collaboration in using multi-person, multi-techniques in evaluating students, such as standardized tests, writing samples, portfolios of progress, special projects, and review meetings including all appropriate staff members, volunteers, and parents. *This is accomplished on a regular basis. At all staff meetings teachers are encouraged to speak of student progress and methods they are using to evaluate student progress and show examples of work. Through the PLP's each teacher has the opportunity to become aware of a student's past work and strengths and areas needing attention.*
7. Foster staff's individual attention to students through small class size and strict disciplinary policy. *All of our classes are less than 20 students which delivers a very personal atmosphere. We have a consistent, strict and fair discipline policy that is reviewed regularly to insure it meets with the school's population and philosophy.*
8. Facilitate staff collaboration and a multi-disciplinary approach to student learning. *All staff members are encouraged to collaborate as evidenced by our multi-class projects. Core Knowledge also supports this approach in its progressive subject development. An example is the Civil War which is studied at both the 3<sup>rd</sup> grade and 6<sup>th</sup> grade level. The classes often collaborate to provide a more stimulating experience for both. Our collaboration effort also extends to staff helping staff. More experienced staff is paired up with staff with less experience in a loose type of mentoring program.*

## **Standardized Testing**

Cottonwood Valley Charter School Students participate in all testing required by the State Public Education Department (The New Mexico Standards Based Assessment. The *TerraNova*, 2<sup>nd</sup> Edition, Complete Battery (CAT), and the NM Writing Assessment Results from the last three years are shown below. CVCS is pleased to find that our *TerraNova* and NMSBA test results compare favorably with scores obtained by the Socorro District Schools and the State of New Mexico.

TerraNova, 2<sup>nd</sup> Edition, Complete Battery (CAT)

**2003-2004**

**Cottonwood Valley Charter School  
Socorro Consolidated Schools and State of New Mexico  
Norm-Referenced Results Standard Administration Median Percentiles**

**GRADE 3 (2003-2004)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>12</b>	<b>67</b>	<b>62</b>	<b>61</b>	<b>81</b>	<b>72</b>
Socorro		47	52	45	45	44
New Mexico		53	57	54	53	54

**GRADE 5 (2003-2004)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>19</b>	<b>63</b>	<b>74</b>	<b>55</b>	<b>62</b>	<b>67</b>
Socorro	-	45	40	37	40	38
New Mexico	-	56	56	51	-	-

**GRADE 6 (2003-2004)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>17</b>	<b>61</b>	<b>68</b>	<b>74</b>	<b>71</b>	<b>72</b>
Socorro	-	41	40	29	37	27
New Mexico	-	53	56	50	-	-

**GRADE 7 (2003-2004)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>15</b>	<b>48</b>	<b>66</b>	<b>69</b>	<b>64</b>	<b>57</b>
Socorro	-	37	45	31	40	38
New Mexico	-	51	59	49	49	42

The median percentiles reported in the table above include students with disabilities who took the *TerraNova, 2<sup>nd</sup> Edition, Complete Battery, (CAT)* under standardized conditions. A percentile score of 71 means that these students scored higher than 71 percent of the students tested nationwide.

TerraNova, 2<sup>nd</sup> Edition, Complete Battery (CAT)

**2002-2003**

**Cottonwood Valley Charter School  
Socorro Consolidated Schools and State of New Mexico  
Norm-Referenced Results Standard Administration Median Percentiles**

**GRADE 3 (2002-2003)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>9</b>	<b>59</b>	<b>50</b>	<b>57</b>	<b>49</b>	<b>50</b>
Socorro District	114	53	81	48	49	52
New Mexico	18,206	52	55	54	53	54

**GRADE 5 (2002-2003)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>18</b>	<b>57</b>	<b>62</b>	<b>41</b>	<b>64</b>	<b>53</b>
Socorro District	123	43	43	41	41	35
New Mexico	19199	55	56	50	50	46

**GRADE 6 (2002-2003)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>17</b>	<b>71</b>	<b>64</b>	<b>63</b>	<b>68</b>	<b>68</b>
Socorro District	130	47	50	37	39	41
New Mexico	19988	53	56	50	49	50

**GRADE 7 (2002-2003)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>15</b>	<b>77</b>	<b>68</b>	<b>59</b>	<b>71</b>	<b>80</b>
Socorro District	138	50	52	42	40	42
New Mexico	19906	55	58	49	49	49

The median percentiles reported in the table above include students with disabilities who took the TerraNova, 2<sup>nd</sup> Edition, Complete Battery, (CAT) under standardized conditions.

TerraNova, 2<sup>nd</sup> Edition, Complete Battery (CAT)

**2001-2002**

**Cottonwood Valley Charter School**  
**Socorro Consolidated Schools and State of New Mexico**  
 Norm-Referenced Results    Standard Administration    Median Percentiles

**GRADE 3 (2001-2002)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>12</b>	<b>69</b>	<b>54</b>	<b>51</b>	<b>59</b>	<b>62</b>
Socorro District	126	52	57	48	51	51
New Mexico	20119	49	49	48	43	47

**GRADE 4 (2001-2002)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>19</b>	<b>56</b>	<b>52</b>	<b>48</b>	<b>47</b>	<b>42</b>
Socorro District	129	46	41	33	37	42
New Mexico	20,359	51	50	47	50	51

**GRADE 5 (2001-2002)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>18</b>	<b>53</b>	<b>59</b>	<b>55</b>	<b>56</b>	<b>44</b>
Socorro District	127	47	47	37	45	42
New Mexico	20,812	54	53	47	47	44

**GRADE 6 (2001-2002)**

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Cottonwood Valley</b>	<b>17</b>	<b>77</b>	<b>63</b>	<b>65</b>	<b>83</b>	<b>61</b>
Socorro District	146	49	52	41	39	36
New Mexico	20,562	51	53	50	47	47

*Note: The median percentiles reported in the tables above include students with disabilities who took the TerraNova, 2<sup>nd</sup> Edition, Complete Battery, (CAT) under standardized conditions.*

**2002-2003 CVCS**  
***TerraNova, 2<sup>nd</sup> Edition, Complete Battery (CAT)***

Norm-Referenced Results   Standard Administration   Median Percentiles

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>KINDERGARTEN</b>	<b>15</b>	<b>71</b>	<b>56</b>	<b>69</b>	<b>-</b>	<b>-</b>
<b>1<sup>ST</sup> GRADE</b>	<b>13</b>	<b>79</b>	<b>68</b>	<b>54</b>	<b>61</b>	<b>57</b>
<b>2<sup>ND</sup> GRADE</b>	<b>12</b>	<b>76</b>	<b>59</b>	<b>62</b>	<b>80</b>	<b>62</b>
<b>3<sup>RD</sup> GRADE</b>	<b>9</b>	<b>59</b>	<b>50</b>	<b>57</b>	<b>49</b>	<b>50</b>
<b>4<sup>TH</sup> GRADE</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>5<sup>TH</sup> GRADE</b>	<b>18</b>	<b>57</b>	<b>62</b>	<b>41</b>	<b>64</b>	<b>53</b>
<b>6<sup>TH</sup> GRADE</b>	<b>17</b>	<b>71</b>	<b>64</b>	<b>63</b>	<b>68</b>	<b>68</b>
<b>7<sup>TH</sup> GRADE</b>	<b>15</b>	<b>77</b>	<b>68</b>	<b>59</b>	<b>71</b>	<b>80</b>

*Note: The median percentiles reported in the table above include students with disabilities who took the TerraNova, 2<sup>nd</sup> Edition, Complete Battery, (CAT) under standardized conditions. A percentile score of 71 means that 71 percent of the students tested nationwide scored below this value. All 4<sup>th</sup> Grade Cottonwood Valley Charter School students took the New Mexico Standards-based Assessment (NMSBA) instead of the Terra Nova.*

**2001-2002 CVCS**  
***TerraNova, 2<sup>nd</sup> Edition, Complete Battery (CAT)***

Norm-Referenced Results   Standard Administration   Median Percentiles

	<b>Number of Students</b>	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>KINDERGARTEN</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1<sup>ST</sup> GRADE</b>	<b>15</b>	<b>38</b>	<b>55</b>	<b>43</b>	<b>46</b>	<b>55</b>
<b>2<sup>ND</sup> GRADE</b>	<b>11</b>	<b>45</b>	<b>49</b>	<b>68</b>	<b>46</b>	<b>81</b>
<b>3<sup>RD</sup> GRADE</b>	<b>12</b>	<b>69</b>	<b>54</b>	<b>51</b>	<b>59</b>	<b>62</b>
<b>4<sup>TH</sup> GRADE</b>	<b>19</b>	<b>56</b>	<b>52</b>	<b>48</b>	<b>47</b>	<b>42</b>
<b>5<sup>TH</sup> GRADE</b>	<b>18</b>	<b>53</b>	<b>59</b>	<b>55</b>	<b>56</b>	<b>44</b>
<b>6<sup>TH</sup> GRADE</b>	<b>17</b>	<b>77</b>	<b>63</b>	<b>65</b>	<b>83</b>	<b>61</b>

*Note: The median percentiles reported in the table above include students with disabilities who took the TerraNova, 2<sup>nd</sup> Edition, Complete Battery, (CAT) under standardized conditions. A percentile score of 71 means that 71 percent of the students tested nationwide scored below this value.*

## New Mexico Standards-Based Assessment (NMSBA)

The NMSBA was administered in 2002-2003 to 4th graders and in 2003-2004 to 4th and 8th graders. We have given the 2002-2003 results below as we have not yet received the 2003-2004 district and state results for comparison to the CVCS scores.

### GRADE 4 (2003-2004)

LANGUAGE ARTS	Number of Students	Beginning Step	Nearing Proficiency	Proficient	Advanced	Percent at or above Proficiency
<b>Cottonwood Valley</b>	<b>16</b>	<b>13 %</b>	<b>19 %</b>	<b>44 %</b>	<b>25 %</b>	<b>69 %</b>
Socorro District	138	25 %	38 %	33 %	4 %	37 %
New Mexico	19348	17 %	29 %	45 %	8 %	53 %

MATHEMATICS	Number of Students	Beginning Step	Nearing Proficiency	Proficient	Advanced	Percent at or above Proficiency
<b>Cottonwood Valley</b>	<b>16</b>	<b>13 %</b>	<b>19 %</b>	<b>25 %</b>	<b>44 %</b>	<b>69 %</b>
Socorro District	138	28 %	30 %	37 %	4 %	41 %
New Mexico	19348	18 %	22 %	46 %	14 %	59 %

Note: The percentages reported above include students with disabilities who took the New Mexico Standards-based Assessment under standardized conditions.

## New Mexico Writing Assessment

Students are tested in three, one-hour writing sessions during which they respond to a particular prompt. Students' writing is holistically scored on a scale from 6.0 (highest possible score) to 1.0 (lowest score). Below are the results from 2002-2003 for Grades 5 and 7. A comparison of Cottonwood Valley Charter School scores to scores from the district and the state, indicates that writing is an area needing attention and improvement at CVCS. See action plan.

### GRADE 5 (2002-2003)

Holistic Scores - Percent at each score

	Number of Students	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
Cottonwood	19	0.0%	10.5	36.8%	47.4%	5.3%	0.0%
Socorro	136	3 %	6 %	33.4 %	50.4 %	8.1 %	0 %
New Mexico	7100	0.2%	4.1%	27.5%	56.1%	10.9%	1.2%

## NM Writing Test (Cont)

### GRADE 7 (2002-2003)

Holistic Scores - Percent at each score

	<b>Number of Students</b>	<b>1 &amp; 1.5</b>	<b>2 &amp; 2.5</b>	<b>3 &amp; 3.5</b>	<b>4 &amp; 4.5</b>	<b>5 &amp; 5.5</b>	<b>6</b>
Cottonwood	16	0.0%	37.6%	37.6%	25.0%	0.0%	0.0%
Socorro	132	0 %	4.5%	31.8 %	56.8 %	6.8 %	0 %
New Mexico	20626	.9%	9.3%	35.4%	48.6%	5.4%	0.4%

### GRADE 5 (2001-2002)

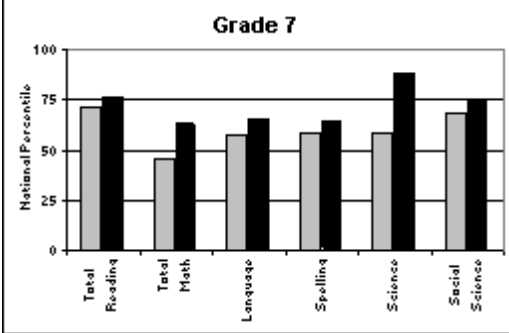
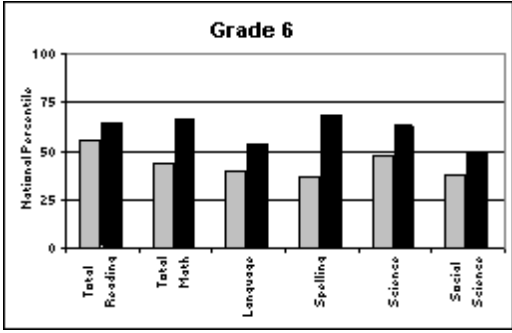
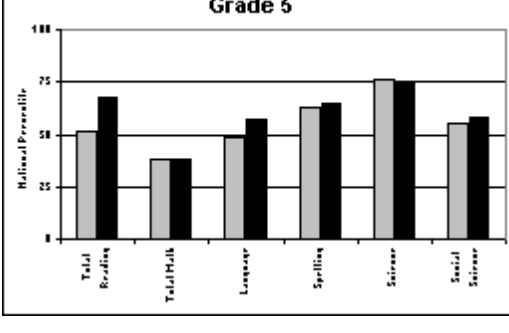
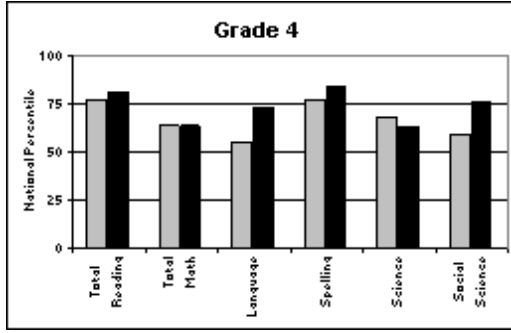
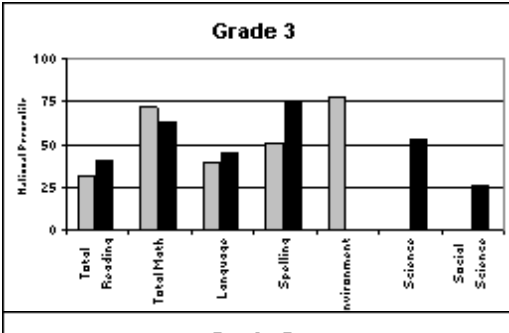
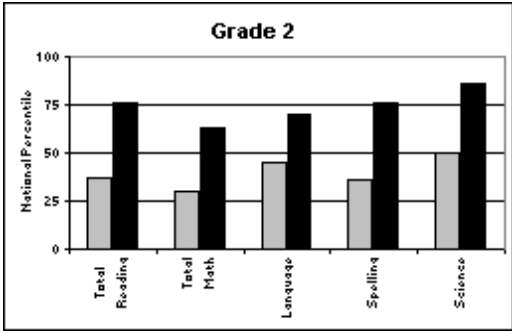
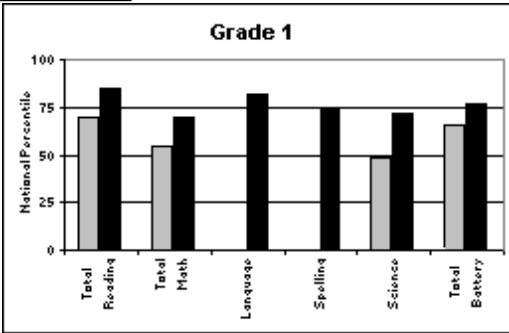
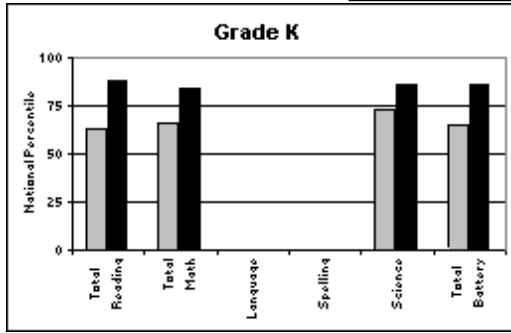
	<b>Number of Students</b>	<b>1 &amp; 1.5</b>	<b>2 &amp; 2.5</b>	<b>3 &amp; 3.5</b>	<b>4 &amp; 4.5</b>	<b>5 &amp; 5.5</b>	<b>6</b>
Cottonwood	19	0.0%	15.7%	42.1%	42.1%	0.0%	0.0%
Socorro	129	1.9%	10.9%	35.3%	4.5%	4.5%	0.0%
New Mexico	22,240	1.5%	9.4%	32.9%	48.2%	7.3%	1.2%

*Note: The percentages at each score reported on the tables above include students with disabilities who took the New Mexico Writing Assessment under standardized conditions.*

## Stanford-9 Achievement Tests

CVCS administers the Stanford-9 achievement tests as a pre and post tests to ascertain appropriate class placement and to assess progress over the course of a year. In 2002-2003 we administered the test at the beginning and then again at the end of the year. We have now decided to use the end of the year test as the pre test for the next year. The results on the next page show the increase in median percentiles that were achieved by the students who were in attendance for an entire year. This clearly shows the advantages of retaining students at Cottonwood Valley Charter School for an entire year and beyond.

# Cottonwood Valley Charter School Stanford 9 Achievement Test Scores 2002-2003



***Comparative Financial Summary (FY 2001-2005)***

The following financial statement disclosed the costs of administration, instruction, and other spending categories for fiscal years 2001-2005.

***Employee Petition for Charter Renewal***

***Parent Petition for Charter Renewal***