

**PART C-THE RENEWAL CHARTER**

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**PART C- THE RENEWAL CHARTER**

**II. RENEWAL CHARTER COVER SHEET**

**SCHOOL INFORMATION**

Name of Charter School: Moreno Valley High School

Name of Principal/Director: Jacqueline B. Boyd, Ph.D.

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Name of Governing Council President: Mark Stewart

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**ENROLLMENT INFORMATION**

Grade span at full enrollment: 9<sup>th</sup> through 12<sup>th</sup> grades

Total number of students at full enrollment (enrollment cap): 120

**Projected Enrollment at Full Enrollment:**

2012-2013	120
2013-2014	120
2014-2015	120
2015-2016	120
2016-2017	120

## PART C – THE RENEWAL CHARTER

### **Abstract of Renewal Charter School:**

Moreno Valley High School is a charter high school located in Angel Fire, New Mexico. The school serves students in the 9<sup>th</sup> through the 12<sup>th</sup> grades.

Moreno Valley High School strives to provide a world-class public education for students of all abilities and backgrounds. To achieve this, MVHS imposes challenging academic standards, thereby providing young people with the skills necessary not just to survive but to thrive in a rapidly changing world. Students must analyze and solve complex problems, communicate clearly, synthesize information, apply knowledge, and generalize learning to other settings. MVHS will prepare each graduate to be a lifelong learner and a responsible, productive citizen.

The primary means for implementing our mission is through the Paideia Program, a curriculum that embodies three approaches to teaching: Socratic Seminar, Academic Coaching and Didactic Instruction. MVHS supports innovation, critical thinking and active student participation.

The curriculum aligns with the New Mexico State Standards and Benchmarks, the National Core Curriculum and is designed to meet or exceed State requirements for graduation.

We believe that parental involvement is essential to maximize student potential. Therefore, our mission includes a vision of community among parents, teachers, students, the Cimarron School District, and interested individuals who support, value and actively participate in the learning process. We will foster an environment dedicated to open collaborative communication imbued with mutual respect.

### **III. STATEMENTS OF ASSURANCE FROM GOVERNING COUNCIL MEMBERS**

The following seven pages are statements of assurances from the Moreno Valley High School Governing Council Members.

President: Mark Stewart

Vice-President: Pauline Hardsteen

Secretary: Bill Bishop

Treasurer: Kelly Orndorff

Member: Ellen Goins

Member: Bob Lagasse

Member: Joseph Phillips

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

##### What is the Mission of the School?

The mission of Moreno Valley High School is to provide a world-class public education for students of all abilities and backgrounds. To achieve this, MVHS imposes challenging academic standards, thereby providing young people with the skills necessary not just to survive but to thrive in a rapidly changing world. Students must analyze and solve complex problems, communicate clearly, synthesize information, apply knowledge, and generalize learning to other settings. MVHS will prepare each graduate to be a lifelong learner and a responsible, productive citizen. A world-class education develops a community that supports and values learning. All members of the school community – educators, parents, administrators and interested individuals – work together to develop that vision, beginning with dedication toward open collaborative communication imbued with mutual respect.

##### Who do you serve?

Moreno Valley High School is a public charter school whose doors are open to students in grades nine through twelve of all abilities and backgrounds. MVHS provides a free, world-class public education to all its students.

MVHS provides an educational choice to families in the area of Northern New Mexico known as the Enchanted Circle. In the past five years MVHS has drawn students from Colfax, Taos and Mora counties. The present enrollment is at 90 students. There are 33 ninth graders, 19 tenth graders, 25 eleventh graders and 13 twelfth graders. Those students come to MVHS from Angel Fire, Black Lake, Eagle Nest, Red River, Questa, Amalia, San Cristobal, Arroyo Hondo, Arroyo Seco, Taos and Ranchos de Taos. Thirty-seven percent of the student body comes from out of the Cimarron District.

Because of our demographic situation, Moreno Valley High School also must strive to develop continued successful communication with our stakeholders. Although the student population has grown more than usual this past year, MVHS expects to retain an enrollment capped at 120 students. This number should be more than adequate to serve the predicted demographics.

##### What do you seek to accomplish?

Moreno Valley High School has offered a challenging educational curriculum which will be of equal value to all students, whether their post-graduation plans include employment, vocational/technical school, or college. MVHS seeks to prepare each student to become a lifelong learner and a responsible, productive citizen.

Through our continued demonstrated success, MVHS hopes to engender interest in the Paideia educational approach and will provide information and teacher training to interested schools in the State of New Mexico. We will also build partnerships with other Paideia-based schools across the United States in order to develop a foundation for professional development.

### What methods will you use?

The primary means for accomplishing the Mission of MVHS is through a method patterned after the Paideia Program, which was proposed in 1984 by Mortimer J. Adler and The Paideia Group. The Paideia Program is a whole school reform model that uses three types of teaching: Socratic Seminar, academic coaching and didactic teaching.

Socratic Seminar is group discussion based on a challenging text. All students participate, and the teacher's role is to ask questions, not control the content of the discussion. Socratic Seminar helps students to develop critical thinking skills and constructive teamwork habits. The goal is to use this type of teaching approximately 25% of the instructional time at MVHS.

Academic coaching is guidance through modeling, questioning and the use of projects. It is one-on-one interaction between student and teacher, in which learning skills are practiced repeatedly in order to develop effective mental habits. Coaching requires careful observation on the part of the teacher in order to determine the student's level of mastery. This teaching method assists the student in developing solid habits in the areas of reading, writing, speaking, listening, calculating, and problem-solving. The goal is to use this approach at MVHS approximately 65% of the instructional time.

Didactic learning is the delivery of factual information through lecture, demonstration, videos and reading. This method is used to present an organized body of facts succinctly. Didactic learning is used approximately 10% of the instructional time.

These methods are employed in all subject areas and all levels of education at MVHS. MVHS offers a required course of fundamental academic subjects in the areas of Language Arts, Mathematics, Natural Sciences, Social Studies, Art, Music, Physical Education, Foreign Languages, Life Management, Health and Computer Skills. This curriculum meets or exceeds the New Mexico State Standards and Benchmarks, the National Core Curriculum and is designed to meet or exceed State requirements for graduation.

This core curriculum is supplemented by elective courses in areas of student interest which have included courses in the Physical Sciences, Photography, World Music, Drama, work/study, independent study and others. MVHS supports extracurricular sports such as soccer, basketball, snowboarding and skiing.

The goals of MVHS are also supported by an active Advisory Program. In this program a teacher meets regularly with a group of students to advise and assist these students in whatever way necessary to guarantee that their academic efforts are successful. During the Advisory period the student's 4-Year plan is addressed and updates when necessary, grades are checked at least weekly and communication is facilitated between student and teacher. For the past few years we have also offered "interest area" programs during Advisory. They have included working with our Garden Bus, the Angel Fire recycling program, Yoga, environmental concerns, current issues and exploring a mock-United Nations program. The students spend that period with one teacher and are able to build a bond which facilitates learning.

### How will the school organization know if it is achieving its mission?

Communication with our Stakeholders:

The school will continue to publish the monthly Wolf Report, a paper-based newsletter which is mailed home with our four-week-progress-reports. We also maintain a website, a Facebook page and utilize

PowerSchool, a web-based grading/planning/reporting program to facilitate communication between administration/teachers/students/parents and our larger community.

Program Outcome for Students and Community Involvement for our Stakeholders:

Moreno Valley High School will continue with what has become “Senior Night.” This is an evening of project presentations which is open to students, parents and the larger community. During this evening members of the Senior class present their Senior Projects and discuss their Senior Portfolio programs. This is an evening which demonstrates the finalization of cross-curricular course work at MVHS. 100% of the senior class will participate.

## **V. EDUCATIONAL PLAN**

### **A. CURRICULUM FRAMEWORK**

#### **Philosophy and Approach to Instruction**

The mission of Moreno Valley High School as stated in the original Charter is “to provide a world-class public education for students of all abilities and backgrounds and to create a partnership among parents, teachers, students and community members that maximizes student potential.” But what does it mean “to provide a world-class education?” And what kind of partnership can maximize student potential?

A world-class education provides young people with the skills necessary not just to survive but to thrive in a rapidly-changing world. We recognize that due to technological, political and market changes individuals need to develop habits of mind that enable them to adapt. They need to be “lifelong learners,” responsive to the situations life presents. Furthermore, these habits of mind can enable individuals to solve not only practical problems but intra and interpersonal problems that inevitably arise in life.

These habits of mind include, but are not limited to: identifying and framing questions, research, hypothesizing, experimentation, short and long-range planning, logical thinking, imaginative/creative thinking, introspection, self-discipline, and non-verbal physical learning. Essential to solving many problems is the ability to work with others, imbued with the value of mutual respect, which requires the development of communication skills of all kinds. These habits will be learned across all disciplines.

A world-class education provides an accepting environment in which these processes can be learned and developed through practice. The process begins with the developmental and ability level of the student and proceeds from there, respecting different learning styles as well as various social and economic backgrounds.

A world class education proceeds from the belief that all students are best served by a school that demands rigorous thought and imposes challenging academic standards. No matter how skillfully and rigorously it is meted out, an educational model that prepares a student for a specific end -- either further academic study or a career in tradecraft -- is limiting and is therefore incompatible with a world-class education.

A world-class education provides skills that enable a person to move from this school towards his/her goals, whatever they may be. Therefore, it is not elitist, but provides the essential framework from which students may make responsible decisions in their lives.

By adhering to high standards and developing an excellent reputation the school becomes a springboard for students into post-secondary opportunities of all kinds.

A world class education develops a community that supports and values learning. All members of the school community -- educators, parents, administrators and interested individuals -- work together to develop that vision, beginning with a dedication toward open collaborative communication imbued with mutual respect.

Moreno Valley High School is an essential element of the Angel Fire Community. However, because of its innovative methodology it attracts students from surrounding communities, thereby providing school choice. One goal of this program is to influence and disseminate educational innovation to other communities in New Mexico.

The primary means for implementing this philosophy and goals is the Paideia Program, a methodology that embodies three approaches to teaching: Socratic Seminar, Academic Coaching and Didactic Learning. We rededicate ourselves unreservedly to this method.

The Paideia methodology allows us to satisfy both the state's mandate as well as the school's Mission: "to provide a world-class public education for students of all abilities and backgrounds, and to create a partnership among parents, teachers, students and community members that maximizes student potential."

The primary means for accomplishing the Mission of MVHS is through a method patterned after the Paideia Program, which was proposed in 1984 by Mortimer J. Adler and The Paideia Group. The Paideia Program is a whole school reform model that uses three types of teaching: Socratic Seminar, academic coaching and didactic teaching.

Socratic Seminar is group discussion based on a challenging text. All students participate, and the teacher's role is to ask questions, not control the content of the discussion. Socratic Seminar helps students to develop critical thinking skills and constructive teamwork habits, read texts critically, and to communicate verbally for the purpose of exploration. The goal is to use this type of teaching approximately 25% of the instructional time at MVHS.

Academic coaching is guidance through modeling, questioning and the use of projects. It is one-on-one interaction between student and teacher, in which learning skills are practiced repeatedly in order to develop effective mental habits. Coaching requires careful observation on the part of the teacher in order to determine the student's level of mastery. This teaching method assists the student in developing solid habits in the areas of reading, writing, speaking, listening, calculating, and problem-solving. The goal is to use this approach at MVHS approximately 65% of the instructional time.

Didactic learning is the delivery of factual information through lecture, demonstration, videos and reading. This method is used to present an organized body of facts succinctly. Didactic learning is used approximately 10% of the instructional time.

### **Description of the Curriculum Aligned to New Mexico Standards/National Core Curriculum**

Each course is aligned to the New Mexico Standards and Benchmark and was presented in that manner at the first Charter Renewal. The texts that are used in the various subject are all aligned to the New Mexico Standards and Benchmarks, particularly math which was sent to the State Public Education Department in



April of 2010 for approval. Approval was received. The new texts purchased for AP Environment Science and AP US History and Governments are aligned to the New Mexico Standards and Benchmarks and are also aligned to the new Common Core Standards. Several teachers and the Director have attended workshops on the Common Core Standards and the faculty is in the process of taking the previous alignment materials and using the Common Core Standards as the new benchmark.

**Strategies and Methods**

The MVHS Philosophies and Course Catalog (which is given to all students and their parents) describes each course offering in a narrative format. Each subject department also includes the philosophy of that particular discipline, which is aligned with the Mission and Educational Approach of the Paideia system.

**MORENO VALLEY HIGH SCHOOL**  
**A Paideia Charter School\***



**PHILOSOPHIES**  
**AND**  
**COURSE CATALOG**  
**2011 – 2012**

**MORENO VALLEY HIGH SCHOOL**

P.O. Box 1037 56 Camino Grande  
Angel Fire, New Mexico 87710-1037  
Phone: 575-377-3100 Fax: 575-377-7263  
[www.mvhsnm.org](http://www.mvhsnm.org)

\*Paideia methodology is composed of the following three parts; all classrooms, regardless of subject, incorporate these three parts:

DIDACTIC: The acquisition of Organized Knowledge 10-15%  
COACHING: Development of Intellectual Skills 60-70%  
SEMINAR: Increased Understanding of Ideas and Values 15-20%

**FOUR YEAR PLAN TO GRADUATION\***  
**For the Graduating Classes of 2012**

<b>REQUIRED CREDITS TO GRADUATE</b>	<b>CREDITS EARNED FRESHMAN</b>	<b>CREDITS EARNED SOPHOMORE</b>	<b>CREDITS EARNED JUNIOR</b>	<b>CREDITS EARNED SENIOR YEAR</b>
English 9				
English 10				
English 11				
English 12				
N. Mexico History(1/2)				
World History				
U.S. History				
Economics (1/2)				
Government (1/2)				
Math 1				
Math 2				
Math 3				
Science 1				
Science 2				
Science – Lab				
Foreign Language				
Foreign Language				
P.E.				
P.E.				
Art				
Music				
Senior Portfolio (1/2 Credit)				
Health and Life Management				
<b>ELECTIVES:</b>				
Academic Elective				
Academic Elective				
Music/Art/Drama/PE JournalismElective				
<b>OTHER CREDITS</b>				
<b>TOTAL CREDITS</b> 24				

\*Note: Most universities/colleges require the following for admission: 4 credits of Language Arts, 3 credits of Social Studies, 4 credits of Science, 4 credits of math, plus 2 credits of foreign language (3 recommended)

**FOUR YEAR PLAN TO GRADUATION  
GRADUATION YEAR: 2013,2014,2015\***

<b>REQUIRED CREDITS TO GRADUATE</b>	<b>CREDITS EARNED FRESHMAN</b>	<b>CREDITS EARNED SOPHOMORE</b>	<b>CREDITS EARNED JUNIOR</b>	<b>CREDITS EARNED SENIOR YEAR</b>
English 9				
English 10				
English 11				
English 12				
N. Mexico History(1/2)				
World History				
U.S. History				
Economics (1/2)				
Government (1/2)				
Math 1				
Math 2				
Math 3				
Math 4				
Science 1				
Science - Lab				
Science - Lab				
Foreign Language				
Foreign Language				
P.E.				
P.E.				
Art				
Music				
Senior Portfolio (1/2 Credit)				
Health and Life Management				
<b>ELECTIVES:</b>				
Academic Elective				
Academic Elective				
Music/Art/Drama/PE Journalism Elective				
<b>OTHER CREDITS</b>				
<b>TOTAL CREDITS</b> 25				

\*One credit required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course. \*\*Note: Most universities/colleges require the following for admission: 4 credits of Language Arts, 3 credits of Social Studies, 4 credits of Science, 4 credits of Math, plus 2 credits of Foreign Language

## DEPARTMENTS: ENGLISH/LANGUAGE ARTS

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### PHILOSOPHY

In order to function and to progress, a democratic society depends on literate, educated citizens with advance communication and critical thinking skills. The four communication skills are: reading, writing, speaking and listening comprehension. Literacy in a student's primary language is the foundation for learning across the curriculum. The same philosophy applies to the acquisition of a second language. The MVHS Language Arts and Foreign Language Departments emphasize the important of reading to develop writing skills in a range of registers, to sharpen critical thinking skills and to enhance vocabulary for verbal expression and listening comprehension.

MVHS English and Foreign Language teachers seek to help all students, regardless of current levels of competency or future life plans, reach their potential. In keeping with the Paideia philosophy, teachers coach students through writing assignments, reading comprehension, the application of correct language mechanics, group projects and oral presentations, while focusing on critical thinking skills during seminars.

**Course Title: Language Arts 9**

Prerequisites: None

Length of Course: 2 Semesters

Course Number: 1001

Grade Level(s): 9

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** English 9 is a seminar-based course that incorporates all Humanities: philosophy, religion, history, literature, language and fine arts in a study of the great world thinkers, writers, playwrights, and artists. Daily/weekly readings, conversations, and formal and informal writing assignments guide the class during the understanding/examination of seminar topics. Basic language conventions such as grammar, editing skills, and vocabulary are given attention as a basis for active concise communication – oral and written. Descriptive, research, and narrative essays, plus short stories in which characterization is the major component, comprise the writing focus of English 9.

**Course Title: Language Arts 10**

Prerequisites: Successful completion of Language Arts 9

Length of Course: 2 Semesters

Course Number: 1002

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** English 10 is a seminar-based course that incorporates all Humanities: philosophy, religion, history, literature, language and fine arts in a study of the great world thinkers, writers, playwrights, and artists. Daily/weekly readings, conversations, and formal and informal writing assignments guide the class during the understanding/examination of seminar topics. Basic language conventions such as grammar, editing skills, and vocabulary are given attention as a basis for active concise communication oral and written. Descriptive and narrative essays, and short stories in which characterization is the major component, comprise the writing focus of English 10.

**Course Title: Language Arts 11**

Prerequisites: Successful completion of Language Arts 10  
Length of Course: 2 Semesters

Course Number: 1003

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** English 11 is a seminar-based course that incorporates all Humanities: philosophy, religion, history, literature, language and fine arts in a study of primarily American thinkers, writers and artists, although we will dabble in the thoughts of all Great Books. Daily readings, conversations and informal writing assignments guide us toward topics that result in a least eight formal writing assignments per semester. We learn basic language conventions (grammar, editing skills and vocabulary) to encourage active, concise communication – oral and written. Comparison/contrast, and persuasive essays and short stories are the writing focus of English 11.

**Course Title: Language Arts 12**

Prerequisites: Successful completion of Language Arts 11  
Length of Course: 2 Semesters

Course Number: 1004

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** English 12 is a seminar-based course that incorporates all Humanities: philosophy, religion, history, literature, language, and fine arts in a study of the great world thinkers, writers, playwrights and artists. Daily/weekly readings, conversations, and formal and informal writing assignments guide the class during the understanding/examination of seminar topics. Basic language conventions such as grammar, editing skills, and vocabulary are given attention as a basis for active concise communication – oral and written. Descriptive, research, and narrative essays, plus short stories in which characterization is the major component, comprise the writing focus of English 12.

**Course Title: Honors English**

Prerequisites: English 9, or by instructor permission  
Length of course: 2 Semesters

Course Number: 1011

Grade level(s): 10-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** Honors English is a seminar based course that incorporates all Humanities: philosophy, religion, history, literature language and fine arts in the study of the great world thinker, writers, playwrights and artists. It is intended to prepare students to go into AP Literature and AP Language, therefore this class is more demanding than English 10 or 11. Students consider a work's structure, style and themes as well as literary devices.

**Course Title: AP Language and Composition**

Prerequisites: English 9, or by instructor permission  
Length of Course: 2 Semesters

Course Number: 1014

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Students in this course must take the AP Exams in May to receive grading on the 5-point grade scale. This course is offered every other year, and may be taken as an academic elective course.

**COURSE DESCRIPTION:** This course will engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts – and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions

among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and resources of language contribute to effectiveness in writing.

**Course Title: AP Literature and Composition**  
Prerequisites: English 9 or by instructor permission  
Length of Course: 2 Semesters

Course Number: 1013  
Grade Level(s): 10-12  
Credits/PRI Area: .5 credits per semester

Important Note: Students in this course must take the AP Exams in May to receive grading on the 5-point grade scale. This course is offered every other year, and may be taken as an academic elective course.

**COURSE DESCRIPTION:** This course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as such smaller-scale literary devices as the use of figurative language, imagery, symbolism, and tone (College Board).

**Course Title: Journalism**  
Prerequisites: Teacher permission  
Length of Course: 2 Semesters

Course Number: 1902  
Grade Level(s): 9-12  
Credits/PRI Area: .5 credits per semester

Important Note: This course may be taken more than two semesters. It is considered an academic credit or a Fine Arts elective.

**COURSE DESCRIPTION:** Journalism is a project-based course in which students learn marketable publication skills, develop their individual writing styles, print layout, desktop publishing and design. Students assume the role of editorial leader and take responsibility for producing a newspaper or yearbook that represents a pluralistic society. Professionalism and responsibility are cornerstones of the course by emphasizing deadlines, teamwork, organizational and business skills. The ethics of Journalism will be stressed during seminar and throughout all phases of production.

## **Modern Languages**

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**Course Title: Spanish 1**  
Prerequisites: None  
Length of Course: 2 Semesters

Course Number: 1251  
Grade Level(s): 9-12  
Credits/PRI Area: .5 credits per semester

Important Notes:

- (1) Students may receive credit for Spanish 1 by passing an in-house placement test.
- (2) Native or heritage speakers of Spanish may take a standardized test (AP, CLEP or SAT II) for fulfillment of their foreign language requirement, depending on test results. Otherwise, they must fulfill their foreign language requirement with American Sign Language or a Rosetta Stone home school program, which they must purchase themselves and complete during school hours as an Independent Study.

**COURSE DESCRIPTION:** Teaching Proficiency through Reading and Storytelling (TPRS) is the method used in Spanish 1 to parallel as closely as possible natural language acquisition. The more comprehensible, compelling input the teacher provides, the more students learn. Repetition of high frequency vocabulary and structure is made interesting by means of bizarre stories that the students help make up and which often feature the students themselves. Verb tense is not sheltered and students are exposed to a variety of tenses as they occur naturally. The graded readers provide exposure to Hispanic culture and to the written language in order to promote cultural understanding and literacy. Students practice writing, but are not graded on grammar. At the end of the year, students present original stories in Spanish. The main focus of Spanish 1 is to establish a strong foundation for listening comprehension and reading comprehension in Spanish. Quarterly seminars on cultural topics are conducted in English.

**Course Title: Spanish 2**

Course Number: 1252

Prerequisites: Spanish I

Grade Level(s): 9-12

(Permission of instructor or Spanish A / B in 7<sup>th</sup> / 8<sup>th</sup> Grade)

Length of Course: 2 Semesters

Credits/PRI Area: .5 credits per semester

Important Notes:

- (1) Students may receive credit for Spanish 2 by passing an in-house placement test.
- (2) Native or heritage speakers of Spanish may take a standardized test (AP, CLEP or SAT II) for fulfillment of their foreign language requirement, depending on test results. Otherwise, they must fulfill their foreign language requirement with American Sign Language or a Rosetta Stone home school program, which they must purchase themselves and complete during school hours as an Independent Study.

**COURSE DESCRIPTION:** In Spanish 2, students continue acquiring Spanish using the TPRS method of compelling, comprehensible input: both spoken (by the teacher) and written (in graded readers). New high frequency vocabulary and structure are added to what students acquired in Spanish 1. By continuous exposure to the language, students become more confident producers of the language. As in Spanish 1, students practice writing regularly and present an original story in Spanish at the end of the year. The goal for Spanish 2 is to improve accuracy in speech and writing, while increasing listening and reading comprehension. Quarterly seminars on cultural topics are conducted in English.

**Course Title: Spanish 3**

Course Number: 1253

Prerequisites: Spanish II (or permission of instructor)

Grade Level(s): 10-12

Length of Course: 2 Semesters

Credits/PRI Area: .5 credits per semester

Important Notes: This class is not intended for native or heritage speakers. Refer to note #2 in Spanish 2 Notes.

**COURSE DESCRIPTION:** Spanish 3 students continue to acquire new vocabulary and more advanced structure through storytelling and reading (as described in Spanish 1). They practice writing regularly and are expected to use a greater variety of vocabulary and structure. At the end of the year, students present original stories in Spanish. The goal for Spanish 3 is to continue to refine speaking, listening, reading, and writing skills in Spanish. Quarterly seminars on cultural topics are conducted in English.



**Course Title: Spanish 4**

Prerequisites: Permission of instructor

Length of Course: 2 Semesters

Course Number: 1254

Grade Level(s): 11-12

Credits/PRI Area: .5 credits per semester

Important Notes: Due to small class size, Spanish 4 is usually combined with Spanish 3. In that case Spanish 4 students are held to a higher standard of accuracy and fluency for quizzes and writing, and have more advanced assignments for homework.

**COURSE DESCRIPTION:** In Spanish 4, students are expected to have a well-developed vocabulary and a solid understanding of Spanish language structure. Students will read 20<sup>th</sup> century Hispanic short stories and current Spanish language magazines to practice their reading skills, increase vocabulary, expand understanding of contemporary Spanish language usage and promote cultural awareness. They will listen to authentic CDs and watch Spanish DVDs to practice their listening skills and further their cultural sensitivity. They will write 250-word compositions in Spanish on a weekly basis to practice writing skills. This class is conducted entirely in Spanish, although students will still have many errors in their speech. To practice their speaking skills, students will prepare and deliver oral presentations in Spanish on a regular basis. Seminars, however, are conducted in English. The goal is to increase students' comfort level and confidence in Spanish so that they would have no difficulty living, studying or working in a Spanish speaking country.

**Course Title: Language for Native Speakers I**

Prerequisite: Permission of instructor

Length of Course: 2 semesters

Course Number: 1271

Grade Levels: 9-12

Credits/PRI Area: .5 credits per semester

Important Notes:

- (1) This course does not count towards the foreign language requirement for graduation, but it does count as an academic elective.
- (2) This course is offered as Independent Study only. Students must be self-motivated, disciplined and organized in order to be successful.

**COURSE DESCRIPTION:** This course is offered for native or heritage speakers of Spanish who seek a better understanding of the grammar and structure of the Spanish language in order to improve their writing skills. It will also prepare them for the Spanish Language AP Exam. The supervising teacher will record the student's progress and grades, and will be available for tutoring by appointment only.

**Course Title: Language for Native Speakers II**

Prerequisite: Permission of instructor, and passing score on AP English Literature Exam

Length of Course: 2 semesters

Course Number: 1272

Grade Levels: 11-12

Credits/PRI Area: .5 credits per semester

Important Notes:

- (1) This course does not count towards the foreign language requirement for graduation, but it does count as an academic elective.
- (2) This course is offered as Independent Study only. Students must be self-motivated, disciplined and organized in order to be successful.

**COURSE DESCRIPTION:** This course is offered for native or heritage speakers of Spanish who wish to improve their reading comprehension and learn about Hispanic literature through the ages. It will also prepare them for the Spanish Literature AP Exam. The supervising teacher will record student's progress and grades, and will be available for tutoring by appointment only.

**Course Title: Independent Studies in Foreign Language** Course Number: 1296  
Prerequisite: Permission of instructor and review of proposal Grade Levels: 10-12  
Length of Course: 2 semesters Credits/PRI Area: .5 credits per semester  
Important Note: Students must be self-motivated, disciplined and organized in order to be successful in independent studies.

**COURSE DESCRIPTION:** This course allows students the opportunity to explore particular topics related to foreign language(s) that are not offered as part of the regular curriculum.

**Course Title: Introduction to Latin** Course Number: 1215  
Prerequisite: None Grade Levels: 9-12  
Length of Course: 2 semesters Credits/PRI Area: .5 credits per semester

Important Note: This course is offered as an academic elective only. It will not fulfill the foreign language requirement.

**COURSE DESCRIPTION:** This class is structured along the lines of St. Johns College, where the tutor (teacher) explores the text along with the students. The text that we use is *Learn Latin* by Peter Jones. Students develop an understanding of the connections between ancient Roman society and modern western society, and between the Latin language and English, while learning more than they ever thought possible about the structure of language! As a result, students should be able to communicate more clearly and precisely in English, their reading comprehension in English should improve, as well as their verbal standardized test scores. Quarterly seminar material will come from famous Roman writers or Roman mythology.

**Course Title: American Sign Language 1** Course Number: 1281  
Prerequisites: None Grade Levels: 9 – 12  
Length of Course: 2 Semesters Credits/PRI Area: .5 credits per semester

Important Note: This course is accepted by many universities as fulfillment of a foreign language requirement.

**COURSE DESCRIPTION:** This course seeks to give students an introduction to American Sign Language and Deaf culture. The class will use established ASL curriculums as the course framework, but will have additional seminar and coached projects. This class will heavily focus on increasing the students' ability to process visual language since this is the primary building block for achieving fluency in ASL.

**Course Title: American Sign Language 2**  
Prerequisites: American Sign Language 1  
Length of Course: 2 Semesters

Course Number: Pending  
Grade Levels: 10 – 12  
Credits/PRI Area: .5 credits per semester

Important Note: This course is accepted by many universities as fulfillment of a foreign language requirement.

**COURSE DESCRIPTION:** ASL II will continue to build on skills from ASL I, emphasizing the visual processor. This course will use established ASL curriculums for the framework. Seminars and coached projects will be used to enhance lessons.

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## DEPARTMENT: VISUAL & PERFORMING ARTS

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### Philosophy

The Arts philosophy at Moreno Valley High School is process oriented not product oriented. Students should be able to explore media and concepts while learning to develop, refine, and improve their own ideas and skills individually and as a group.

The Arts at Moreno Valley High School achieves this by applying the techniques of the Paideia classroom. Assignments, projects, and lessons are based on application of the three columns of Paideia (didactic, intellectual coaching, and seminar). Didactic teaching provides a knowledge base and tools for the student to understand various media, styles, and movements in the arts and their history. The coaching phase allows the instructor to provide guidance for the student's exploration of the work on multiple levels. Seminars provide the student with an opportunity to self-reflect and interact with others regarding assimilation of what they have learned. By employing these techniques in the arts classroom, students are encouraged to use critical thinking, reasoning, organizational, and creative skills to solve problems or provide commentary through creative expression and multiple media.

Paideia allows a student of the arts at Moreno Valley High School to observe, express, connect, resonate, and synthesize with self, environment, and others through an explorative, non-linear and creative process supported through skill-building and discovery.

### Fine Arts

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**Course Title: Art I – Introduction to Visual Arts**  
Prerequisites: None  
Length of Course: 2 Semesters

Course Number: 1161  
Grade Level(s): 9-12  
Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** Students are introduced to the visual arts through application of the Six Elements and the Six Principles of Design. Exploration of these elements and principles in personal works, the work of classmates, and the works of artists around the world provides a deeper understanding of the relationships between selected subjects, symbols, images and design concepts from specific historic and cultural contexts among the arts. Additionally, students examine how specific works are created by analyzing the qualities and characteristics of various art, media, techniques and processes that influence the creative process. Seminars and critiques allow students to observe, discuss, analyze and make critical judgments about artistic works. Participation in local exhibitions of student art work provides an

opportunity for students to contribute to the community through cultural activities

**Course Title:** Art II – Visual Arts Survey and Application      **Course Number:** 1162  
**Prerequisites:** Art 1      **Grade Level(s):** 9-12  
**Length of Course:** 2 semesters      **Credits/PRI Area:** .5 credits per semester

**COURSE DESCRIPTION:** Students continue to apply the elements and principles of design explored in Art I with a backdrop of Art History to further enrich student knowledge of cultural subjects, symbols, images and design concepts. Artistic movements, genres, and periods of enlightenment will be explored by application of color, form, line, shape, space, texture and value as well as balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety. Students will produce personal works reflecting their understanding of the course materials. Seminar and critique remain an integral part of the exploration, understanding, and exchange of ideas among students and facilitator.

**Course Title:** Advanced Art-Visual Arts Media Study)      **Course Number:** 1163  
**Prerequisites:** Art I Survey and Teacher Approval      **Grade Level(s):** 10-12  
**Length of Course:** 2 Semesters.\*      **Credits/PRI Area:** .5 credits per semester

\*May be taken multiple years/semesters. This course may be offered as Independent Study. Students must be self-motivated, disciplined and organized in order to be successful.

**COURSE DESCRIPTION:** Students apply knowledge of elements, principles of design, genres, techniques, and history to explore the focused media of their choice. This course is student-led with an emphasis on creating a working art portfolio for college or entry level employment.

## **Music Arts**

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**Course Title:** Contemporary Band      **Course Number:** 1125  
**Prerequisites:** Demonstrated ability      **Grade Level(s):** 9-12  
to play a musical instrument  
**Length of Course:** 2 Semesters.\*      **Credits/PRI Area:** .5 credits per semester

\*May be taken multiple years/semesters  
This course is offered as Independent Study only. Students must be self-motivated, disciplined and organized in order to be successful.

**COURSE DESCRIPTION:** This is a performance music course aimed at providing music students with opportunities to perform in a group setting. Students will study music from a variety of contemporary and traditional genres. Students will learn to play as a group, learn performance techniques and improve their skills. Music throughout the year is arranged to suit the bands needs and is progressively more demanding. Band members may have to audition for this class in August.

**Course Title:** Beginning Guitar      **Course Number:** 1128  
**Prerequisites:** None      **Grade Level(s):** 9-12  
**Length of Course:** 2 Semesters      **Credits/PRI Area:** .5 credits per semester

**COURSE DESCRIPTION:** Using text and song books, students will learn the basics of acoustic guitar playing. The 1<sup>st</sup> semester will cover basic chords and basic chord progressions, playing easy songs, basic blues progressions, reading musical notation and tabs, tuning, and ensemble playing. The 2<sup>nd</sup> semester will cover barre chords, position playing, progressively more difficult note reading and songs, more blues patterns, and playing bass and electric guitar.

**Course Title: Intermediate Guitar**

Prerequisites: Beginning Guitar or  
demonstrated proficiency

Length of Course: 2 Semesters

Course Number: 1133

Grade Level(s): 9-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** The purpose of this course is to build upon the skills of beginning guitar students. Students will develop position playing, learn advanced chords and progressions, moveable chords and scales, advanced finger picking and rhythm guitar techniques, and develop improvisation skills. Students will study the techniques and styles of various professional guitarists. They will work on personal style and be required to perform in public. For the final project each student will produce a multi-track recording of a song of choice.

**Course Title: World Music Survey**

Prerequisites: None

Length of Course: 2 Semesters

Course Number: 1144

Grade Level(s): 9-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** The purpose of this class is to provide students who have no musical training an introductory course into music from around the world. The goal of this class is to teach students about music from other cultures using audio, visual, and print resources as well as guest artists. Students will learn to recognize music from other cultures, become familiar with instruments used to make the music, and will learn something about the culture and peoples who are creating the music. There will be some hands-on music making and possible musical instrument making as well.

**Theater Arts**

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**Course Title: Theatre Arts**

Prerequisites: None

Length of Course: 2 Semesters.\*

\* May be taken multiple years/semesters

Course Number: 1112

Grade Level(s): 9-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** First semester will focus on preparation for attendance of the NMAA High School Play competition in Farmington. Second semester will focus on a Spring Production. Seminar will be incorporated once a quarter to enhance projects.

## DEPARTMENTS: MATHEMATICS AND SCIENCE

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### Philosophy

The Science and Mathematics Departments' goal for students is to learn focused and coherent objectives/standards while promoting critical thinking and problem solving skills in a cooperative learning environment.

The three instructional techniques of Paideia comprise the methodology used to reach the goals. Didactic teaching initially presents key concepts and facts. Coaching promotes group learning through labs, explorations, and discovery. Student driven activities support Paideia and critical thinking plus they foster the student's responsibility to learn on his/her own. Projects are incorporated regularly throughout the year. Projects help reinforce unifying ideas and allow the student to demonstrate applications. Seminars offer the student the opportunity to practice scientific and mathematical terminology, while stressing conceptual understanding of key ideas and organizational principles in a cooperative learning environment.

### Math Department

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**Course Title: Algebra I**

Prerequisites: Pre-Algebra

Length of Course: 2 semesters

Course Number: 2031

Grade Level(s): 9

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** Algebra I includes the study of properties and operations of the real number system including irrational numbers, applications of proportional reasoning, and solving and graphing first degree equations, inequalities and systems of linear equations. Students will generate equivalent expressions, use formulas to solve problems, simplify and factor polynomials and solve simple quadratic equations. An emphasis will be placed on analyzing situations verbally, numerically, graphically, and symbolically. Analysis and problem solving through dialogue and written reflection will be encouraged. To meet 21<sup>st</sup> century learning, students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations.

**Course Title: Geometry**

Prerequisites: None

Length of Course: 2 semesters

Course Number: 2034

Grade Level(s): 9-10

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Analysis and problem solving through dialogue and written reflection will be encouraged. Students will investigate and explore mathematical ideas and relationships using multiple strategies for analyzing complex situations.

**Course Title: Intermediate Algebra**  
Prerequisites: Algebra 1 and Geometry  
Length of Course: 2 semesters

Course Number: 2035  
Grade Level(s): 9-12  
Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** Intermediate Algebra connects and extends algebra and geometry concepts. This course focuses on modeling various situations using rigorous mathematics with an emphasis on real numbers and algebraic properties, graphing skills, and applications drawn from a variety of areas including algebra, statistics, geometry, and continuous and discrete mathematics. Topics include polynomials, factoring, exponents and their notation, matrices, linear functions, linear systems and inequalities, quadratics, exponential functions, geometric connections, trigonometry and topics in probability and statistics. Students will apply mathematical skills and make meaningful connections to life's experiences.

**Course Title: Algebra II**  
Prerequisites: Successful completion of Algebra I  
and Geometry  
Length of Course: 2 semesters

Course Number: 2041  
Grade Level(s): 10 -11  
Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** Algebra 2 topics include operations with rational and irrational expressions, in-depth study of linear equations and inequalities, analyzing and solving quadratic functions including complex numbers, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. Students will investigate and solve linear piece wise, absolute value, cubic, radical, exponential, logarithmic, basic trigonometric, and rational functions algebraically, numerically, and graphically, with and without a graphing calculator. The use of a graphing calculator is heavily emphasized as a tool to further the student's understanding. Students will analyze data and develop mathematical models to address real world problem situations. Analysis and problem solving through dialogue and written reflection will be encouraged.

**Course Title: Advanced Math**  
Prerequisites: Algebra I, II and Geometry  
Length of Course: 2 Semesters

Course Number: 2053  
Grade Level(s): 11-12  
Credits/PRI Area: .5 credits per semester

Important Note: An exception to the prerequisites must have teacher permission.

**COURSE DESCRIPTION:** This course combines the study of trigonometry, elementary functions, analytical geometry and math analysis as preparation for calculus. Students will examine and analyze the general behaviors and characteristics of both algebraic and transcendental families of functions. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric and circular functions and their relations, inverses, and graphs; trigonometric identities and equations, solutions of right and oblique triangles, vectors, parametric equations and their graphs; the polar coordinate system, and conic sections. Analysis and problem solving through dialogue and written reflection will be encouraged.

**Course Title: Calculus**

Prerequisites: Algebra I, II and Advanced Math

Length of Course: 2 Semesters

Course Number: 2058

Grade Level(s): 11-12

Credits/PRI Area: .5 credits per semester

Important Note: Emphasis is first year college preparatory level.

**COURSE DESCRIPTION:** This course introduces calculus and includes the following topics: Analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity, first and second derivatives, applications and computation of derivatives, integration, the fundamental theorem of calculus, techniques and applications of antidifferentiation, and numerical approximations to definite integrals.

**Course Title: AP Calculus AB**

Prerequisites: Algebra I, II and Advanced Math

Length of Course: 2 Semesters

Course Number: 2058

Grade Level(s): 11-12

Credits/PRI Area: .5 credits per semester

Important Note: This course can only be offered as an Independent Study or if ten students are qualified and pre-register for the class. Emphasis is first year college preparatory level. The national AP exam is required for AP credits. The student will receive a grade on a 5-point scale.

**COURSE DESCRIPTION:** Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. This course introduces calculus and includes the following topics: Analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity, first and second derivatives, applications and computation of derivatives, integration, the fundamental theorem of calculus, techniques and applications of antidifferentiation, and numerical approximations to definite integrals

**Science Department**

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**Course Title: Earth Science**

Prerequisites: None

Length of Course: 2 Semesters

Course Number: 1701

Grade Level(s): 9-10

Credits/PRI Area: .5 lab credits per semester

**COURSE DESCRIPTION:** This is an introductory high school science course studying the complex systems of the planet Earth. The atmosphere (gaseous envelope surrounding the Earth), biosphere (life zone of the Earth), cryosphere (Earth's ice masses and snow deposits), Hydrosphere (waters of the Earth), weather related phenomena occurring around the world, and geosphere (solid portions of the earth) will be explored using guided inquiry, investigations, seminar, and real-world projects.

**Course Title: Biology**

Prerequisites: None

Course Number: 1711

Grade Level(s): 9-12



Length of Course: 2 semesters

Credits/PRI Area: .5 lab credits per semester

**COURSE DESCRIPTION:** An introductory, highly hands-on course in general biology (life science). Students are exposed to “life” from the cellular level right through to complex forms with an emphasis on the interconnectedness of all organisms and their environment. Throughout the study, students are encouraged to apply critical thinking, ask questions and explore the nature of science.

**Course Title: AP Biology**

Course Number: 1715

Prerequisites: Completion of Biology and Chemistry

Grade Level(s): 11-12

Length of Course: 2 Semesters

Credits/PRI Area: .5 lab credits per semester

Important Note: Students in this course must take the AP Exams in May to receive grading on the 5-point grade scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

**COURSE DESCRIPTION:** This is an advanced course in general biology for those students showing a keen interest and aptitude for life science. Primary emphasis is on developing an understanding of concepts, grasping science as a process, and recognition of unifying themes that integrate the major topics of biology. Concepts are explored and reinforced by in depth laboratory work and modeling in class. Students will be expected to keep up with textbook reading outside of class.

**Course Title: Anatomy and Physiology**

Course Number: 1713

Prerequisites: Completion of Biology or Chemistry

Grade Level(s): 10-12

Length of Course: 2 Semesters

Credits/PRI Area: .5 lab credits per semester

Important Note: Although 10<sup>th</sup> grade students can enroll, first priority will be given to upper division students.

**COURSE DESCRIPTION:** An introductory human anatomy (structure) and Physiology (function) course for students with some high school science background (life science or chemistry). Each organ system is investigated starting from the cellular level right through to the functioning body as a whole. This holistic approach encourages an integrated understanding of the human organism and makes clear the interrelations among the systems. Homeostasis is a recurrent theme and is contrasted regularly with pathology when appropriate. Throughout the year, students participate in a generous variety of labs, exercises, and hands-on investigations that serve to bring the subject to life. The course is highlighted by a visit to the University of New Mexico cadaver lab.

**Course Title: Chemistry**

Course Number: 1721

Prerequisites: Algebra I

Grade Level(s): 10-12

Length of Course: 2 Semesters

Credits/PRI Area: .5 lab credits per semester

**COURSE DESCRIPTION:** This is a high school general chemistry course covering the periodic table, atomic structure and properties, properties of matter, thermochemistry, stoichiometry, chemical reactions, bond energy, exothermic and endothermic processes, and many more principles. The class is designed to ensure student engagement using guided inquiry, hands-on investigations, and end-of-unit challenges that incorporate content knowledge into fun and interesting projects.

**Course Title: Physics**  
Prerequisites: Algebra I and Geometry  
Length of Course: 2 Semesters

Course Number: 1731  
Grade Level(s): 11-12  
Credits/PRI Area: .5 lab credits per semester

Important Note: Emphasis is first year college preparatory level.

**COURSE DESCRIPTION:** This high school general physics course encourages students to explore their world by “doing Physics” rather than reading about physics. Each lesson revolves around a hands-on activity done prior to any explanation. Students are then challenged to either explain the observed phenomena using an existing paradigm or to develop a more consistent one. This course approaches physics from both the conceptual angle and the mathematical angle; therefore, it’s important that students have successfully completed Algebra 1. Each chapter culminates in a project-based assignment where students apply concepts learned to a practical or familiar situation. Topics include: physics of sports, car collisions, roller coasters, sound and light waves, and electricity.

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## **DEPARTMENT: PHYSICAL EDUCATION**

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### **Philosophy**

The philosophy of physical education at Moreno Valley High School is centered around teaching students how to be responsible for their individual fitness/health throughout their lives; how to utilize outdoors/mountain activities to accomplish this fitness; how the physical being relates to the outdoors; and, to find an activity that they will continue to participate in for the rest of their lives.

Paideia methodology is utilized throughout instruction. Seminar is used to explore the connection between the mind and the body; coached projects are used to teach cooperation and critical thinking within a physical activity; and didactic instruction is used to introduce new activities.

**Course Title: Fitness for Life Physical Education**  
Prerequisites: None  
Length of Course: 2 Semesters

Course Number: 2301  
Grade Level(s): 9-12  
Credits/PRI Area: .5 credits per semester

Important Note: Two credits are required for graduation. They may be taken at anytime during MVHS enrollment.

**COURSE DESCRIPTION:** This course is based on the five components of fitness: cardiovascular, muscle strength, muscle endurance, flexibility and body composition (% of body fat and nutrition) with a philosophy that lifelong fitness is for every student regardless of body condition, athletic and/or mental ability. The course will cover: physiology, target heart rate zone, personal fitness programs, nutrition and health, fitness assessments, the mental aspects of exercise and use of surrounding outdoor environment to

maintain a fit and healthy lifelong life style. This course will also include seminar, homework and semester projects.

**Course Title: Health and Life Management**

Prerequisites: None

Length of Course: 2 Semesters

Course Number: 1407

Grade Level(s): 11-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** This course is a two semester class with life management being taught first semester and health second semester. Life management is designed to help students develop skills to be successful in independent living and in the professional world. The emphasis of this semester is on learning basic living skills, interpersonal communication, household finance and budgeting, job resume/interview skills and professional behavior. Health will include units on mental illness, nutrition, interpersonal relationships, sex education, alcohol/drug abuse and current teen issues. Both semesters will emphasize seminar, topic discussion, and projects. Hands-on-instruction is used throughout the life management semester.

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## **DEPARTMENT: SOCIAL STUDIES**

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### **Philosophy**

The philosophy of the Social Studies Department of Moreno Valley High School reflects a strong understanding of History, Geography, Political Science and Economics to better understand the world, which will in turn, lead to better personal and societal choices in the future. The study of Social Studies should impact the students' future participatory involvement in local, state, national and world affairs. All students should be lifelong learners and positive contributors as citizens of the world

The Paideia philosophy is integral to facilitate student learning in Social Studies. Didactic instruction is used to introduce new topics or eras. Through intellectual coaching/projects, students take responsibility for accessing information, applying it to their daily lives and anticipating its relevance to the future. Through seminar, students will learn to address controversial ideas in a civil manner. By studying the causes and effects of past events, students will become more proficient in anticipating outcomes of current and future influences in their lives.

**Course Title: Introduction to Seminar**

Prerequisites: None

Length of Course: 1 Semester

Course Number: 2799

Grade Level(s): 9-12

Credits/PRI Area: .5 credits per semester

Important Note: This course is recommended for incoming students who are unfamiliar with the seminar method. All 9<sup>th</sup> grade students are automatically put in this class. This class can also be used to complete the

Academic Credits elective.

**COURSE DESCRIPTION:** The purpose of this course is to prepare students for Paideia-based classes and Socratic Seminar through teaching the skills necessary to be successful. These skills include: critical reading, coaching in small groups, seminar behaviors, and different types of social studies writings. This course also will cover many of the communications skills required for the state credits in communications. These include group work, group presentations, panel discussions, and individual oral presentations. Additionally, this class is an introduction to social studies and high school study skills. Topics covered may include sociology psychology, geography, economics, political science and current events.

**Course Title: New Mexico History**

Prerequisites: None

Length of Course: 1 Semester

Course Number: 2700

Grade Level(s): 9-12

Credits/PRI Area: .5 credits per semester

**COURSE DESCRIPTION:** This course will review the history of New Mexico to 1850 including the Amerindians, Spanish, Anglos, the Mexican Province, and the American-Mexican War. An in-depth study of New Mexico after statehood including the state government system, development of the state politically, economically, and socially from 1912 to the present, plus current events in New Mexico, and how New Mexico fits into a global economic system. Skills to be practiced will include: seminar, essay writing, testing skills, research, group projects, a mock New Mexico Senate, and individual projects.

**Course Title: World History**

Prerequisites: None.

Recommend: Intro to Seminar and English 9

Length of Course: 2 Semesters

Course Number: 2704

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Normally students are enrolled in this class in their sophomore year. The school will consider enrolling students at any point after the freshman year.

**COURSE DESCRIPTION:** World History class is taught to promote global awareness through an exploration of the past, an understanding of the present, and an examination of possible solutions for current problems and conflicts in the present day. The knowledge base covers modern world history from the Age of Enlightenment through the problems facing the world today. The emphasis will be topical rather than names and dates including: Age of Enlightenment, Industrial Revolution, political revolutions, Imperialism, wars, geography crisis and controversies, current events, and present-day problems in the world. Skills to be emphasized include critical reading, research, oral presentations, seminar, writing, as well as technology skills, i.e. PowerPoint and publisher, and development of global awareness.

**Course Title: AP World History**

Prerequisites: None.

Recommend: Intro to Seminar and English 9

Length of Course: 2 Semesters

Course Number: 2755

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Students in this course must take a practice exam in April plus the AP Exams in May to

receive grading on the 5-point grade scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

**COURSE DESCRIPTION:** The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, through the interaction of different types of human societies over time. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course emphasizes the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The knowledge base covered includes prehistory through the present day using a thematic methodology. Skills emphasized include: critical reading, note taking, testing skills, analytical writing, and seminar. This is a college-level course that demands strong student responsibility in studying and homework.

**Course Title: United States History**

Prerequisites: None.

Recommend: Intro to Seminar and English 9

Length of Course: 2 Semesters

Course Number: 2725

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Normally students are enrolled in this class in their junior year. The school will consider enrolling students at any point after the freshman year.

**COURSE DESCRIPTION:** This course is designed to analyze and evaluate the impact of major eras, events, individuals, and ideologies in United States history since the Civil War and Reconstruction. The study is covered in a topical manner to include: industrialism, imperialism, development of the free market economy, cause and effect of wars, depression, and cultural revolutions. Throughout this study, current events will be woven into the topic of study. The purpose of the class is to develop greater understanding of the present day through making connections to the past. Skill developments emphasized will include: critical reading; essay writing: research with MLA emphasis, persuasive, cause and effect; testing skills, seminar, oral presentations, as well as technology skills, i.e. PowerPoint and publisher, and research techniques.

**Course Title: AP United States History**

Prerequisites: None. Recommend AP World.

Length of Course: 2 Semesters

Course Number: 2721

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Students in this course must take a practice exam in April and the AP Exams in May to receive grading on the 5 point grade scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

**COURSE DESCRIPTION:** The purpose of the AP U.S. History course is to develop greater understanding of the evolution of the culture of the United States through a close and analytical study of eras, events individuals, and forces of change. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The knowledge base covered includes pre-colonial America through the present day using a thematic methodology. Skills emphasized include: critical reading, note taking, testing skills, analytical writing, and seminar. This is a college level course that demands strong student responsibility in studying and homework.

**Course Title: Economics**

Prerequisites: None.

Recommend: US History and World History

Length of Course: 1 Semester

Course Number: 2741

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Due to the complexity of concepts, it is highly recommended that students have had previous social studies courses in World and/or US History.

**COURSE DESCRIPTION:** This course is designed to prepare students to understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems on individuals, communities, nations, and the world. The knowledge base covers the elements of economics, economic evolution since 1900, economic systems, economic policy making in the USA, and how economics interfaces with social, political and global issues. The skills developed during this class will include: Critical reading, projects and presentations, research, critical thinking and problem solving, writing and seminar.

**Course Title: United States Government and Politics**

Prerequisites: None.

Length of Course: 1 Semester

Course Number: 2730

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Due to the complexity of concepts, it is high recommended that students have had a previous social studies course in World History, U.S. History and Economics.

**COURSE DESCRIPTION:** This course is designed to prepare students to become involved, knowledgeable citizens by increasing their knowledge of the U.S. system of government relative to influences on the government, limits on the government, the citizen role in government, the citizen rights in government, federalism, and the continuing struggles to establish the balance between federal, state and individual in government. Students will be encouraged to be involved in government through being an informed and active citizen by being exposed to the types of sources of information available to be an informed citizen and being able to analyze those sources for understanding. The skills developed during this class will include: Critical reading and analysis of data, projects and presentations, research, critical thinking and problem solving, writing and seminar.

**Course Title: AP U.S. Government and Politics**

Prerequisites: None

Length of Course: 1 Semester

Course Number: 2736

Grade Level(s): 10-12

Credits/PRI Area: .5 credits per semester

Important Note: Due to the complexity of concepts, it is highly recommended that students have had a previous social studies course in World History, U.S. History and Economics. Students in this course must take a practice exam in April and the AP Exam in May to receive grading on the 5-point scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

**COURSE DESCRIPTION:** This course is designed to prepare students to become involved and knowledgeable citizens by increasing their knowledge of the U.S. system of government relative to influences on that government, limits on the government, the citizen role in government. Skills emphasized

include: critical reading, note taking, timed testing skills, analytical writing, and seminar. This is a college level course that demands strong student responsibility in studying and homework.

**Course Title: Senior Portfolio and Senior Projects**

Course Number: 2770

Prerequisites: Senior (minimum of 18 credits)  
in good standing at MVHS

Grade Level(s): 12

Length of Course: 1 Semester (or until completed)

Credits/PRI Area: .5 credits per semester

Important Note: This class will be used to dispense graduation information, to do post-high school planning and preparation, and to complete the requirements of the Senior Portfolio and Projects class. This class will be a Pass or Fail grade.

**COURSE DESCRIPTION:** All seniors are required to complete a Senior Portfolio or a Project. In Portfolio, students exhibit their proficiency in a range of subjects, which may include art, drama, music, fitness, public speaking, knowledge of current events, math, science, writing essays, creative writing, resume and proficiency in a world language. Senior Project includes: proposing a senior project that with approval of the staff is a long-term, complex academic or public service project of their own design. Projects students must log their time committed to the project, write a final reflection, work with a mentor, and finally present to the school and public. Additionally, all seniors must complete ten community service hours per year of attendance at MVHS and demonstrate competency in seminar skills.

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## **DEPARTMENT: SPECIAL EDUCATION**

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### **Philosophy**

Special Education is no different from general education at Moreno Valley in many ways. The concern is that students live up to their full potential. The best way for a student to achieve this goal is to fully participate in the general education classroom with his/her peers. Students of all skills levels and learning styles benefit from exchange of ideas, interests, and thinking skills. Today's resource classroom is designed to augment the student's education and find the method of learning that best fits the student need. The special education team designs the modifications and accommodations for the student based on teacher, parent and student input. Classroom performance is also taken into consideration. Once the appropriate accommodations and modifications are determined, they are employed in the general education classroom for the student.

The philosophy of Special Education at Moreno Valley High School follows the same techniques as any Paideia classroom: assignments, projects, and lessons are based on application of the three columns of Paideia. The goal is that students live up to their full potential. Although the delivery may need to be altered to meet the needs of a particular student, special education students will fully participate in the general education classroom with their peers. The didactic methodology may be met by employing different techniques such as a visual demonstration, audio delivery or modified vocabulary which will fit the modifications and accommodations built into the Individual Education Plan with input from the teacher, parent and student. Through coaching/projects and seminar, students are encouraged to use critical thinking, reasoning, organizational and creative skills to solve problems or provide commentary through creative expression just as students without need of services.

**Course Title: Special Resources**  
Prerequisites: Special Education IEP  
Length of Course: 1 Semester

Course Number: 2802  
Grade Level(s): 9 - 12  
Credits/PRI Area: .5 credits per semester

Important Note: This class may be taken multiple semesters/years. It may be used to fulfill an academic elective.

**COURSE DESCRIPTION:** Course provides students with educational services and resources as needed. Reinforcement of any content area may be offered with the use of specific materials or teaching techniques through group instruction or individual tutorial assistance.

**Course Title: Communication Instruction**  
Prerequisite: Current Individualized Education Program  
Length of Course: 1 Semester

Course Number: 2805  
Grade Level(s): 9 – 12  
Credits/PRI Area: .5 credits per semester

Important Note: This course may be taken multiple semesters/years. It may be used to fulfill required Language Arts courses.

**Course Description:** This course is for students who will benefit from remedial instruction in reading and writing. It is designed to support and enhance skills that will be needed in the general curriculum. Increasing the student's communication skills-oral expression, listening comprehension, reading and writing-is emphasized. Communication techniques in several areas (educational, social, and vocational) may be explored. The curriculum is tailored to the student's individual needs using a variety of sources. It is intended for students who struggle with reading, writing and/or communication skills, in order to give them the necessary skills to be successful in their other classes.

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**DEPARTMENT: MISCELLANEOUS**

**Course Title: Independent Study**  
Prerequisites: Students must be in good  
standing at MVHS  
Length of Course: 1 Semester

Course Number: 0896  
Grade Level(s): 10-12  
Credits/PRI Area: .5 credits per semester

Important Note: Students interested in enrolling in Independent Research must have the written approval of a sponsoring teacher. The student must write a letter detailing their plan of study, a schedule of completion, and who the sponsoring teacher will be. This letter should be given to the Academic Committee which is chaired by Ms. Colenda.

**COURSE DESCRIPTION:** Independent Research is an exciting option offered to allow a student to design his/her own learning plan, creating an option for credits which is not limited to the curriculum. Independent Study requires initiative, motivation, and organization. The Independent study contract is negotiated between a member of the MVHS teaching staff and a MVHS student who has completed at least one year at MVHS or is an upper level student. The student, together with the supervising teacher, will design the proposed course of study. The student is responsible for keeping a log of his/her learning activities and sharing his/her progress on a regularly scheduled basis with the sponsoring teacher.



During scheduled meetings with his/her supervisor, the student is to go over his/her log of activities. This journal should detail the work in progress, including dates, times, description of work accomplished, questions, problems, etc. The Independent Research student is responsible for asking for help when needed, not necessarily waiting for a pre-scheduled appointment. Independent Research is offered to provide students flexibility to meet individual student needs, interests and styles of learning.

## **B. EDUCATIONAL PROGRAM**

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

A copy of the Moreno Valley High School calendar for the 2011-2012 school year is included in the Appendices. This and every school year is approved by the Moreno Valley High School Governing Council, The CMS School Board and the New Mexico Public Education Department. It incorporates all the necessary instructional hours for the day and the correct length for the school year, including number of days and instructional hours appropriate for a 9<sup>th</sup> – 12<sup>th</sup> grade learning environment. As is every public school in New Mexico, we are bound by legislation pass by the NM State Legislature. Our calendar and school day will always be based on these regulations.

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

Moreno Valley High School will serve students in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades. The enrollment cap for MVHS is set for 120 students. Class size is bound by state regulation. However, recognizing the value of small classes, MVHS rarely has a class larger than 15.

### **Graduation Requirements**

Graduation Requirements are shown on the second and third pages of the MVHS Course Catalogue. The minimum state standards are covered as are additional course required by the Moreno Valley High School Governing Council.

As a graduation requirement, MVHS students are also required to complete a “senior portfolio.” In order to complete this portfolio, students must exhibit their proficiency in a range of subjects, which may include art, public speaking, musical performance, knowledge of current events, and proficiency in a world language. Students are also eligible to apply for an alternative to the senior portfolio. With approval of the staff they may choose to engage in a long-term, complex academic or public service project of their own design. This “project” is then presented at Senior Night, or another evening which can be arranged by the student and faculty. The exact content of the portfolio is reviewed and updated regularly by the faculty and the Governing Council.

## **C. STUDENT PERFORMANCE EXPECTATION**

The Paideia Seminar is extremely important to the Mission and philosophy for MVHS. 100% of the students enrolled in Moreno Valley High School will participate in at least two school-wide seminars each year between August through May.

Each year all students will review their 4-year-plan and potential classes which are necessary for their graduation. 100% of Moreno Valley High School students will enroll into classes which are appropriate to their 4-year plan. 100% of the students at MVHS are expected to enroll for classes according to regulations set by the State of New Mexico by the time they graduate from MVHS.

100% of Moreno Valley High School students must enroll in classes appropriate for credit requirements and receive full credit for each of their classes. If any student does not pass a class, they must repeat that credit class during the next school year.

100% of the students registered as an 11<sup>th</sup> grade student must complete the specific test required by the State of New Mexico. At the present time the New Mexico Standard Based Assessment is required as a required exit exam. Any student not passing any portion of the test will re-test until they pass the necessary sections.

Every student in their senior year must enroll in the Senior Portfolio class. Every senior must choose to pursue a Senior Portfolio or a Senior Project and pass each according to the items listed for that choice.

100% of the students at Moreno Valley High School must perform 40 hours of Community Service by the time they reach April of their senior year.

#### **D. PLAN FOR EVALUATING STUDENT PERFORMANCE**

Types of Assessments: In addition to all tests mandated by the State of New Mexico, students at Moreno Valley High School will be subject to the follow assessment materials.

Students in the 10<sup>th</sup> and 11<sup>th</sup> grade will take the PSAT test. This test will allow teachers, parents and students the opportunity to review growth in areas including reading, writing and math.

All students are enrolled in any Advance Placement class will take the Advanced Placement test for that specific class. The testing will be paid for by Moreno Valley High School.

Every student and parent will receive a specific username and password for PowerSchool. PowerSchool will list every class and the grading scale for each class. All assignments are also listed on either PowerSchool or School Notes. Student performance for each class may be monitored by logging into PowerSchool.

If a student fails to attain a level of proficiency established by the content standards and the curricular expectations, remediation and academic improvement programs will be available. A student may be referred to a Student Assistance Team (SAT) per the NMPED SAT Guidelines and/or the student handbook.

Moreno Valley High School will provide a formal “progress report” on the average of every four weeks. The outline for grading periods is published in the Student Handbook. A parent or guardian will be notified

no later than the end of the second grading period that his or her child is failing to attain appropriate grade level proficiency in content standards.

There will be a meeting between the parent or guardian, the teacher-mentor and the student to discuss possible remediation programs (additional in-school mentoring and tutoring; after-school tutoring; summer school). Each teacher will choose at least one day per week where they will be available for tutoring times outside the school day. Specific academic deficiencies and remediation strategies will be explained to the student's parent or guardian and a written plan developed containing timelines, academic expectations and the measurements to be used to verify that a student has overcome his or her academic deficiencies. Evaluation of the plan will be re-visited before every progress reporting period.

## **E. SPECIAL POPULATIONS**

Moreno Valley High School students have access to peer and advisor support through the Advisory Program. A full-time teacher meets three times a week with a class of about 15 students for academic planning, support and advocacy. If a student requires additional support, the teacher informally may recommend or refer the student to use community resources or, more formally, the Student Assistance Team process. MVHS also offers students the on-site confidential services of a counselor and a visiting nurse.

For each student who requires modifications to meet their educational needs, an individualized plan is created and executed. Many good lists of general modifications exist, but the choice of modification and the specific method of execution is tailored to the needs of each student. Thus far, the most common modifications MVHS students have needed are as follows: scheduled resource class, extended time for assignments, modified assignments that may be shorter or otherwise modified to the student's ability, fewer assignments, consistent verbal checking of student comprehension, grading based upon effort and improvement, one-on-one instruction in study skills and organization, use of audio books, use of calculators, peer tutor/group work, photocopied notes, preferential and strategic seating, re-testing and re-quizzing, open book quizzes, and use of school-supplied portable word processors.

Testing modifications for standardized tests have included the provision of extended time, the use of a different testing room to reduce distractions, and the use of a calculator.

Modifications for students with Limited English Proficiency and bilingual students have included a scheduled resource class with one-on-one instruction in English as a Second Language, modified assignments, peer tutors, and provision of some assignments given and completed in the student's native language.

Special education plans should include the following:

Evaluation files must contain:

- \* Parent notification referral
- \* Parent consent for evaluation
- \* Parent perception of problems and interventions
- \* Snapshot of the student's attendance history
- \* Statement re: cultural, linguistic, environmental and socio-economic factors impacting the student's ability to gain from their educational experience
- \* Observation of test behavior

- \* Evaluation report conforming to diagnostic standards
- \* Statement re: cultural, linguistic, environmental and socio-economic factors impacting test performance
- \* Statement indicating "the need for specialized instruction"
- \* Recommendation for general teaching or environmental strategies
- \* Notification of Multi-Disciplinary Team (MDT) sent prior to MDT meeting
- \* Documentation of MDT determination of eligibility.
- \* Current IEP.
- \* Current evaluation.
- \* Transition/Next Step Plan (if applicable)

Placement file must contain:

- \* Documentation of special factors affecting student placement
- \* Student IEP goals and objectives aligned to state standards written in specific, measurable terms, including reference to measurement tool to be used to determine progress
- \* Clear justification for program placement
- \* Student schedule of special education and related services
- \* Relevant testing and instructional accommodations, modifications, supplementary aids and services must be readily available to student's instructors
- \* Any accommodations indicated for state-mandated testing
- \* Documentation of required meeting participants at IEPs
- \* Parent and student notices of IEP and MDT meetings

All regulations and specifications to be followed and outlined by the State of New Mexico are requirements for the teacher covering the Resource assignments. The Resource teacher is expected to attend all workshops or information sessions provided by the State of New Mexico. Any regulations or resources specified by the State of New Mexico and the Public Education Department will be added or incorporated into the specifics set by Moreno Valley High School.

## VI. FINANCIAL PLAN

**Provide a detailed plan indicating how the charter school manages its fiscal responsibilities. The Plan must identify processes to be implemented to ensure compliance with state and federal financial requirements.**

**Also provide a description of the school's internal control procedure utilized to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.**

The Governing Council of Moreno Valley High School recognizes that the State of New Mexico Procurement Code is the best protection for those responsible for expenditure of public funds. The Council further realizes that it is important to obtain the best quality goods and services at a reasonable cost and to

conduct purchasing in a fair and impartial manner without the appearance of impropriety. Therefore, the stipulations of the State of New Mexico Procurement Code, as outlined in 13-1-21 et seq. NMSA 1978 and as may be amended from time to time, are adopted as the policy of the charter school. The charter school shall also be aware of, and adhere to, all rules and regulations as outlined in 2.40.2.1 et seq. NMAC, and 6.20.2.17 NMAC. All purchases shall be made subject to available budget, adequate segregation of duty, and adopted administrative procedures.

A. Small Purchases. For purposes of this policy, small purchases are defined as purchases valued at \$5,000 or less. Purchases of goods or services valued at \$5,000 or less may be made with Purchase Order (PO), through a check request, or via an expense reimbursement process subject to advance approval.

B. Purchases of goods or services valued at more than \$5000 but less than \$10,000. May be made with a Purchase Order based on best obtainable price. All purchasing policies are aligned with those of the Cimarron School District.

C. Purchases of goods or services valued at more than \$5,000 but less than \$10,000. Purchases of goods and services valued at more than \$5,000 but less than \$10,000 must be made utilizing a Purchase Order duly approved. In addition, at least three (3) price quotes are required to be obtained via telephone, through on-line query, or in writing.

D. Purchases of goods or services valued at more than \$10,000 and purchase of professional services up to \$30,000. Purchases of goods or services valued at more than \$10,000 and purchase of professional services up to \$30,000 may be made using an Informal Quote process via a Purchase Order. At least three (3) written quotes must be obtained. The Informal Quote does not require formal advertising, but does require mailing to potential vendors. Proof in the form of a certificate of mailing from the post office must be attached to respective copies retained by the charter school. Quotes must be in writing, but are not subject to public opening. The charter school Governing Council must approve the mailing.

E. Purchases of professional service contracts in excess of \$30,000. Purchase of professional service contracts in excess of \$30,000 are subject to either a sealed competitive bid process or a competitive sealed proposal process. Either process requires advertising in newspapers of general circulation, with a date of advertisement at least ten (10) days prior to due date of bid or proposal. Either process also requires development and distribution of a formal Invitation to Bid or Request For Proposal (RFP) document, as well as a public opening of all bids and/or proposals received.

F. Sole Source Procurement. Based on a written determination that only one source is practically available for a particular good or service, sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed as sole source are subject to 2.40.2.12 NMAC and 13.1.126 and 13.1.128, NMSA 1978.

G. Emergency Procurement. Emergency procurement shall be allowed as long as it fulfills the requirements identified in 13.1.127, (B) 1-3, NMSA 1978. Emergency procurement may be made without formal sealed bidding or competitive negotiation with a written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the

contractor/entity selected.

H. Cooperative Purchasing Agreements. Pursuant to 13.1.35 NMSA, the charter school may, at its discretion, join and participate in cooperative purchase agreements with one or more public bodies or state agencies.

I. Existing Price Agreements. Whenever possible, every attempt will be made to purchase goods or services from a vendor who already has an existing statewide pricing agreement with the State of New Mexico.

J. Payments For Purchases. Pursuant to 13-1-158 NMSA 1978, payment for any purchase of goods or services shall not be made until the charter school business office certifies that the goods or services have been received and meet the required specifications. Payment in advance for goods and/or services is not allowed except in the case of airfare, lodging, conference registration, or any other legitimate purpose which does not violate the provisions of the State of New Mexico Procurement Code.

K. Variances. The Governing Council recognizes that factors beyond the control of the school, such as shipping costs, may cause the final invoice to be higher than the approved Purchase Order. As such, this policy shall allow for a 5% variance from the total approved amount. The Vendor shall notify the Business Office of any variance in excess of 5% and a new Purchase Order shall be issued subject to the requirements stated in this policy. Variances may also occur when flight cancellations and/or flight delays result in additional lodging and other travel-related expenses. As such, this policy shall allow reasonable travel-related expenditures over and above an approved purchase order amount due to unforeseen circumstances.

L. The charter school is encouraged to issue tax-exempt certificates for qualifying purchases pursuant to the guidelines established by the New Mexico Taxation and Revenue Department for Type 9, Governmental Agencies.

M. The charter school Administrator and staff shall develop and implement any administrative procedures necessary to administer this policy.

## **Internal Control Policies & Procedures**

### **General**

These policies and procedures are established for the purpose of providing reasonable assurance that the assets of Moreno Valley High School are safeguarded against loss from unauthorized use, to ensure the school will provide reliable financial information, and to ensure the operational efficiency of the school. These controls also ensure compliance with federal and state laws, regulations and procedures.

Basic Elements of Internal Control - Practices and Procedures:

Personnel: The recruitment of competent, honest individuals is the core of internal control. Educating and training the employees regarding the established policies and procedures, as well as the thorough investigation at the time of hiring, is the responsibility of senior administration.

Segregation of Duties - The assignment of duties to staff members involved in the financial transactions of

MVHS is done with the intent of limiting their ability to cause and conceal errors and illegalities. There is a clear segregation of duties between the comparison of reports, purchase orders and invoices and the person disbursing the funds.

Transaction authorization- the authorization of expending of funds is assigned to the Director. He/She is responsible for monitoring the budget and assessing whether each request is appropriate and necessary.

Transaction Recording- All transactions are recorded at the time of authorization. The Procurement Officer is responsible for verifying the amounts, the proper account and fund classifications and authorization of all transactions for recording in the financial management system. All source documents (checks, purchase orders, etc.) are pre-numbered for accountability. All voided documents are stamped VOID and kept on file for the auditor's review.

Third Party Management Company-MVHS contracts with MPower service to handle all transactions once the authorization has taken place by the Director. They produce the PO's and checks. MVHS personnel cannot generate a check on-site. All reconciliations and monthly reports are generated by MPower and are submitted in a timely fashion to the Public Education Department with copies filed with the school as well.

Safekeeping Assets - The access to assets is limited by assigning primary custodians. The custodian is responsible for monitoring access to the buildings, cash and other assets.

Record Reconciliation- The Procurement Officer compares actual assets on hand with the amounts recorded in the financial statements. Periodic reconciliation of bank statements, fixed asset records and other financial records are prepared and verified during the monthly closing process. All discrepancies during the reconciliation process are researched and corrected when detected. These closeout procedures are administered as a joint effort by the business office staff and MPower. No one person is responsible for the reconciliation.

Systems Descriptions/Procedures for Processing Transactions:

Budget - The MVHS Governing Council prepares and adopts an Annual budget in accordance with State Statutory requirements. The operating budget is prepared under the supervision of the Council and senior administration. A budget committee of the Council helps ensure representation from instructional, program, parent and administrative areas and groups. The budget committee is utilized to make decisions regarding budgetary issues, including site-based allocations, staffing and salary increases. The operating budget is reviewed for technical accuracy. It must be signed by a majority of the governing board members, the MVHS Director and the president of the CMS board after the budget has been approved by the State Public Education Department on or before June 20. MVHS must provide notice of the public hearing to approve the operating budget pursuant to the Governing Council-approved Open Meetings Act policy. The approved and certified budget constitutes the operating budget, which is authorization for MVHS to begin operations on July 1 of the fiscal year. The Procurement Officer, under the supervision of the Business Manager, integrates the budget formally into the financial statements for the fiscal year. Upon completion of the final close for each fiscal year, MVHS determines the actual cash balances for all funds and reports to the State Public Education Department by the designated deadline.

The operating budget may be adjusted by the use of a Budget Adjustment Request. All increases, decreases and adjustments to the operating budget are presented to the MVHS Governing Council, and forwarded to the State Public Education Department as needed, for approval. Budget adjustments, which do not alter the

total amount of the budget are processed as follows:

- Intra-budget transfers- transfers between expenditure account codes within the same function are presented to the MVHS Administrator for approval. Once approved, the adjustments are recorded in the financial statements.
- Inter-budget transfers - transfers between expenditure account codes outside the same function are submitted to Governing Council for approval. The transfer requests are then submitted to the Public Education Department as needed, for approval. Once all approvals are in place, the change is recorded to the financial statements.

The business office maintains all original budget documents for the permanent file. Copies are distributed to the appropriate staff for recording and are made available to the auditor annually.

Personnel and Payroll: The core of the control environment is the recruitment of competent, honest employees. The personnel and payroll will be administered through the MVHS Business Manager, Procurement Officer, Administrator, and ultimately the MVHS Council.

The following procedures will be utilized:

- 1) Annual vacations will be required of all accounting personnel.
- 2) All personnel will be educated on policy, procedures and job requirements.
- 3) All employees will be thoroughly investigated as part of the hiring process.
- 4) The Governing Council is responsible for hiring employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget.
- 5) Payroll will be processed by MPower service, and approved per payroll period by the Administrator. All payrolls will be processed from the approved employment contracts with authorization for payroll exceptions for overtime, substitute pay, stipends or extra-hour agreements being provided to MPower service in writing.
- 6) The Procurement Officer is responsible for reporting absences and substitute employees and for maintaining those records. These will be reported to MPower service. Leave taken without sufficient leave balances will be docked from the employee's pay.
- 7) All pay rates and deduction authorizations will be submitted to MPower service in writing and signed off-on by the administrator and the employee. These records will be maintained in the employee's personnel file.
- 8) A bank account will be maintained for all payroll disbursements, including the required payroll tax/benefit disbursements. The payroll's check register and automatic deposit register will be provided to the Administrator. With the exception of substitute teachers, all employees will be required to utilize the direct deposit method of receipt of their paychecks.
- 9) All employee earnings, deductions, leave records, and personnel information will be made by the IRS electronic payment system maintained by the business and senior administration. All personnel files maintained must include Form W-4, Employee's Withholding Allowance Certificate, and I-9, Employment Eligibility Verification. Other information in the personnel file should include



employment contracts where applicable, written documentation concerning salary or hourly rates of pay, date of hire, and other agreements, such as sick pay or vacations retirement or health insurance deductions, must be maintained in the file. An accurate narrative of any problems or discussions with the employee, as well as annual evaluations, must also be recorded, but should be maintained by the senior administration.

10) The school must maintain payroll sheets or time cards for at least five years.

11) All payroll information is confidential and should be safeguarded.

Purchasing and Accounts Payable- The Business Administrator is responsible for assuring that all purchases against their assigned budget are appropriate and necessary. The Procurement Officer or Director can initiate purchasing, A request for purchase (requisition) is submitted to the Procurement Officer and approved by the Director in writing by dating and initialing the document. The requisition is then assigned a purchase order.

One copy is mailed to the vendor, the Business Office maintains one copy and one copy is given to the Procurement Officer. Once the merchandise and invoice are received, the purchase order is matched to the accounts payable copy, amounts invoiced are verified to the items on the approved copy of the purchase order, and distributed to the Procurement Officer. The Procurement Officer has the responsibility of reviewing each invoice carefully to verify amounts due, shipping costs, checking extensions and other applicable discounts, etc.

All payments must be made by pre-numbered check in a timely manner. The invoice and purchase order must be attached to the check when presented to the signer for payment. All manual checks are approved and entered into the system following the same procedures.

Four (4) Council members and the Director have signatory authorities on the bank accounts. The accounts will have two signatures on all checks.

All bank accounts will be reconciled on a monthly basis by an outside accounting firm. The business administrator or Director will open and review the bank statements, and the front of the statement before sending it to the Business Office. The bank statement will not be reconciled by anyone responsible for signing on the account, opening the mail or preparing distributions. MVHS policies and procedures are designed to meet all of the requirements of the Procurement Code in accordance with Chapter 13 of the New Mexico State Procurement Code. The Governing Council is committed to updating the policies and procedures as necessary to reflect changes to the Code.

Travel - Employees and senior administration of MVHS are entitled to reimbursement of registration fees, mileage, per diem and other costs associated with authorized trips for official school business.

Employees may, under certain circumstances, find it necessary to use their personal vehicles for travel in the performance of their duties. Upon written approval from the business administrator or Director, payment can be made to cover these costs, with the rate of reimbursement to be concurrent with state standards for travel reimbursement.

All travel must have administration approval prior to traveling. The approval is requested on the travel

request form. The purpose of the trip must be justified and all costs associated with the trip must be itemized if reimbursement is to be made. The reimbursement will only be made with sufficient approvals and required documentation, such as agendas and invoices attached to the reimbursement request. All reimbursements are processed in accordance with the Per Diem and Mileage act, as outlined in the DFA regulations. All receipts for out-of-pocket expenditures for transportation, registration and miscellaneous expenses are required for reimbursement. Any meals and/or lodging costs included in the registration fee are deducted from the per diem reimbursement. Employees are eligible for reimbursement of travel related expenses upon return from their approved trip.

Cash Receipts - All monies received are receipted in the business office. All monies are receipted using pre-numbered receipts and are deposited into the appropriate bank account within 24 hours. The pre-numbered receipts should indicate the form of payment (cash or check), check number if applicable, name of payer, date received, what the payment was for and the amount received. All monies are to be deposited intact, and must be identified as to their source. A cash receipts log will be maintained. The receipt book and cash log must agree with the deposit by date. The original receipt remains in the receipt book and the carbon copy is attached to the documents for posting and recording the information in the financial management system.

Petty Cash - Pursuant to NMAC 6.20.2.14, the MVHS shall establish and maintain a cash management program to safeguard all cash in its custody and control.

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

The charter school shall keep the petty cash fund separate from other funds. The total amount of petty cash kept on hand by the charter school shall not exceed \$100.00.

The petty cash fund shall be stored in a locking file cabinet in the charter school administration or business office.

The fund will be reconciled at the close of each month and the appropriate reimbursement ordered by the charter school Procurement Officer and Business Manager from the operating fund whenever necessary. The employee who reconciles the fund cannot be the same employee responsible for the disbursement of petty cash.

The petty cash fund is subject to random cash counts by management as well as audit by external auditors.

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

- The petty cash receipt is to be completed in duplicate
- The receipt shall include the name of the employee who is receiving reimbursement and the date the reimbursement is made.
- The exact description for the transaction.
- The total amount of reimbursement.
- The completed receipt must be validated by the person authorized to obligate funds for the amount

of reimbursement.

- An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

Investments - MVHS accounts for all monies placed in interest-bearing accounts by fund. Excess cash balances in the interest-bearing bank accounts generate interest that is credited by the Financial institution on a monthly basis. The amount of interest earned is receipted and recorded to the financial management system when credited.

Fixed Assets - The Business Office maintains fixed asset inventory records. The inventory database must include an asset number, a description of the items with the Serial number, the purchase order number if applicable, the acquisition date, and the location. Annual inventory must be taken of items valued at more than \$250. The Governing Council and the Public Education Department must approve all surplus property deletions and discards with values over \$1,000. In no case should equipment be removed or discarded without proper authorization.

### **Property Management and Inventory**

This policy ensures the care and conservation of school property by all members of the MVHS community.

The management of MVHS property ensures its proper allocation, control, use and safeguarding.

A. The responsibility for managing MVHS property is the sole responsibility of MVHS and its personnel.

B. Property granted, given or issued to MVHS becomes the property of either MVHS or its not-for-profit organization, Moreno Valley Education Foundation. All property will be properly and accurately recorded and those records maintained by each organization.

All property will be inventoried on a periodic basis to verify the accurate maintenance of records. All property will be inspected upon arrival and periodically to ensure it is in good working order.

C. All property will be adequately safeguarded and protected to avoid and/or minimize the potential for loss.

A central repository shall be kept for all books and materials not currently used in the classroom. Materials in the repository shall be inventoried, clearly marked and safely stored. Any relocation of property shall be noted and kept with the property records.

Books and other equipment to be used during the semester in the classroom shall, when not in use, be kept in locked cabinets. These materials shall be inventoried at the beginning and end of each semester. A check-out sheet shall be kept on the inside door of each cabinet, and an accurate and current account shall be kept of materials that are removed from the cabinet. Faculty should use due diligence to see that all equipment and books are returned when they should be.

Property issued to individuals does not become private property but remains MVHS property. Exceptions to this may include disposable and semi-disposable supplies such as art portfolios. Any controversy regarding the status of a particular type of property will be resolved by the Director.

Faculty and staff should label and inventory personal property kept in the classroom or office.

D. To ensure the responsible treatment and return of physical education, science and media equipment, the Faculty members shall create an approved Contract of Use that each student in his/her class shall read and sign. Parents of students under 18 shall also be asked to sign a copy of this Contract. If the student and/or his/her parents decline to sign, the student will not be able to use the equipment in class, which may affect the student's grade for that class or class segment.

Policy regarding student responsibility for the care and handling of MVHS material shall be drafted for the Student Handbook.

Faculty shall instruct students in the proper handling of equipment, as often as necessary. All property shall be used economically, and for the intended purpose.

If a student damages or loses school books or equipment through careless behavior and in disregard of school and classroom rules, the student and/or the student's family

Special Revenue Funds - All proposals for special funding require administrative approval from the Administrator and the Council. The original, approved proposal is submitted to the Council president for approval and signature.

Upon receipt of an award notice, the budget document is prepared and submitted to the business office for review and processing. New award budgets are presented to the local Board of Education for approval and the forwarded to the State Public Education Department for approval.

Final approved budgets are returned to the Procurement Officer and are entered in the financial management system. The Administrator is responsible for monitoring the budgets and compliance.

Insurance- The New Mexico Public School Insurance Authority provides insurance for employee benefits and property and liability coverage. MVHS will provide Worker's Compensation Insurance through NMPSIA and will adhere to all statutory regulations regarding application of this program. Premiums are determined for health, vision and dental coverage by the Authority and their staff with procedures set by statute. Property and liability coverage are determined by a claims loss ratio by the Authority and their insurance carrier. A Memorandum of Coverage is provided to the Insurance Authority for each fiscal year and forwarded to the provided under the risk insurance program.

Reports- Monthly reports are prepared and maintained by MVHS. This function may be designated to a third party independent public accountant. Bank statements are received by MVHS and opened and reviewed by the Administrator. The funds activities are reconciled monthly on a year-to-date basis and reviewed by the Administrator for accuracy and to determine all adjustments have been properly made and all transactions recorded. All statements will comply with the Government Accounting Standards Board (GASB 34) for presentation and will adhere to the required chart of accounts. Access to financial information must be limited.

A copy of MVHS reports are filed off-site with MPower, a professional management services company in Santa Fe, and in a fireproof safe and maintained in accordance with the Schedule for Retention and

Disposition of Records. Copies will be forwarded to the Council, the School District and the State Public Education Department in a cash basis presentation, as required. (Please note: while this document on many occasions references the work and services of MPower, the Governing Council recognizes that it may at some point be necessary to contract with a different firm providing the same charter school services.)

Audit- Moreno Valley High School will comply with the following:

- Public School Finance Act, Sections 22-8-1 through 228-42, NMSA 1978 Budget Preparation and Maintenance Standards, SBE Regulation 6 NMAC 2.2 Public School Accounting and Budgeting Supplement 6, Manual of Procedures New Mexico State Auditor
- Rules and Regulations pertaining to audits of state and local government divisions.

Contracts -New Mexico law and Public Education Department regulations will govern the issuance of contracts. All bidding requirements and processes will be implemented in accordance with New Mexico Statutory Chapter 13, "Public Purchases and Property," Article 1, known as the Procurement Code. The issuance of contracts will comply with State and Federal laws regarding non-discrimination.

Real Property Disposition- New Mexico law and State Board of Education regulations will govern the leasing, selling or otherwise disposing of real property belonging to the school.

Substitute Services- The charter school will maintain a substitute services program under the direction of the administration.

These procedures will be reviewed and changed periodically for applicable changes in legislative directives, etc.

**Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.**

In addition to the oversight of the budget provided by the MVHS procurement officer, the Director and the Treasurer of the Governing Council, MVHS's budget and financial reporting requirements are met with assistance from MPower, a professional management consulting and financial services firm in Santa Fe. MPower provides these services to MVHS and three other New Mexico charter schools, utilizing a proven system that provides services and internal controls typically found in state and local government entities. As a charter school, MVHS can only contract with MPower for a year at a time, however we anticipate renewing our long and mutually beneficial relationship through 2017. If MVHS does not contract with MPower, the school will seek out and secure the services of a similar firm providing the same scope of services, which include the following:

*Budget Preparation and Analysis*

- a. Assists MVHS in the development of an annual internal budget, including assistance in the preparation, review and submission of each year's Charter School Operating Budget request consistent with New Mexico State Statutes, and Public Education Department Regulations and Procedures for School District Budgeting for Charter Schools;
- b. Prepares a Revenue Budget utilizing an analysis of historical and anticipated operating revenue

sources (*i.e.*, local, state, federal, restricted and cash balances) as a basis for future revenue estimates;

c. Prepares an Expenditure Budget utilizing an analysis of historical expenditure information, revenue estimates, and known budgetary priorities for upcoming and future years;

d. Presents the proposed Charter School Operating Budget Request before the Charter School Governing Council for review, amendment or revision (if necessary), and approval prior to final submission to the Cimarron Municipal School District and the New Mexico Public Education Department pursuant to the Charter Schools Act; and

e. Submits the final Operating Budget Request with all required budget forms and supporting documentation to the New Mexico Public Education Department by prescribed statutory or regulatory deadlines.

#### *Payroll Services*

a. Provides a system for the calculation of wages, employee benefits and processing of payroll and payments of related taxes on a bi-weekly basis for all MVHS employees;

b. Prepares payroll checks for signature and delivery or electronic direct deposit and payroll register/report with calculated hours worked, year-to-date expenditure totals for all employees each pay period;

c. Calculates Form W-2 and W-3, federal, state and applicable taxes for preparation and submission of Form 940, and Form 941, Form 1099 and state gross receipts reports for timely submission to the appropriate agencies; and

d. On behalf of MVHS, meets with all federal, state and local governments as necessary to support the work performed by MPower to ensure compliance with all regulatory guidelines.

#### *Financial Accounting and Reporting Services*

a. Provides a governmental accounting system capable of recording beginning balances and interim detailed financial transactions, computing fund balances, reporting budget balances, and allowing for the use of journal entries for the accurate maintenance of the general ledger, according to generally-accepted accounting principles and standards set by the New Mexico State Auditor and the American Institute of Certified Public Accountants;

b. Performs accounting services capable of tracking budgets, accounts payable and receivable, payroll and approved distribution of all funds, including district, state, federal, and grant funding sources;

c. Reconciles general ledger and budgetary accounts and bank statements on a monthly basis;

d. Develops policies and procedures for all purchase requisitions, purchase orders, contracts, payroll transactions and fixed assets management;

- e. Prepares Budget Adjustment Requests (BAR) for the transfer, increase or decrease in budgeted revenues and expenditure categories;
- f. Provides cash management assistance and review;
- g. Provides monthly income and expense statements, cash balance reports, payroll registers, budget status reports, accounts payable reports, encumbrance reports, and open purchase order balances;
- h. Submits required payroll-related reports to the proper state and federal agencies as discussed in the proposed payroll services above; and
- i. Assists in preparing required budget and financial reporting information updates.

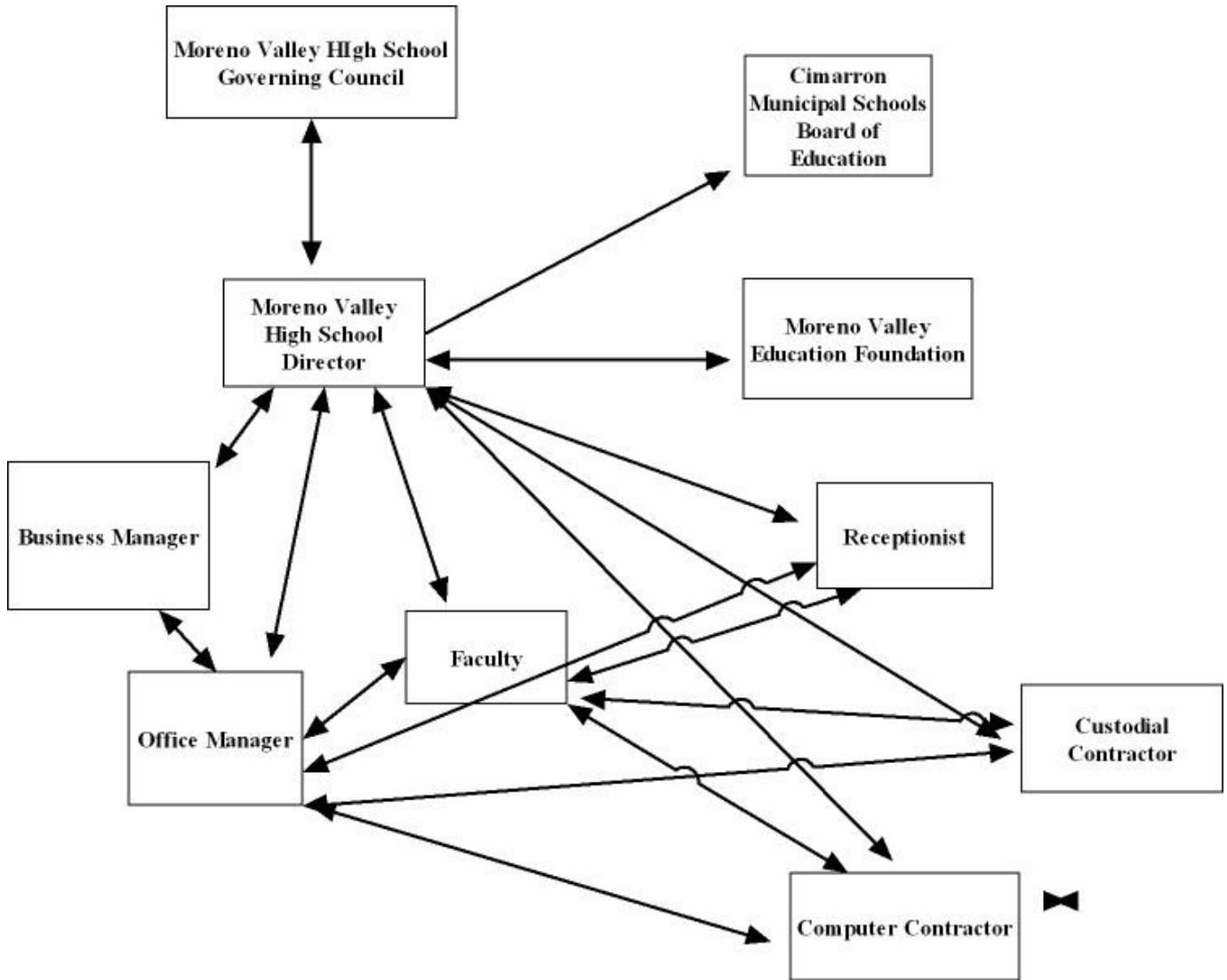
*Administrative Services*

- a. Attends Governing Council meetings on a quarterly basis to provide informational updates regarding MVHS' financial status;
- b. Provides technical assistance and advises MVHS staff on implementation of required administrative procedures and corrective action;
- c. Provides MVHS staff advice on daily administrative issues, as necessary; provides financial information and assistance in the preparation bid documents, requests for proposals and grant applications; and
- d. Provides assistance and support to MVHS staff in responding to financial reviews performed by the State of New Mexico PED and Financial Auditors.

## VII. GOVERNANCE/MANAGEMENT PLAN

### A. Governance/Management Structure

The Governance Structure of Moreno Valley High Schools follows the provided organizational chart:



The MVHS Governing Council and the MVHS Director have direct two-way communication with each other. Any decisions made by the Council are conveyed to the Director, who then has the responsibility of conveying those decisions to everyone else on the organizational chart.



## **B. Description of the Governing Body**

The specific policies and procedures for the MVHS Governing Council are provided in the Governing Council Handbook which is included in the Appendices. Full information covered in the Governing Council Handbook includes:

- Board powers and duties as a whole, individual members, and officers of the Governing Council
- Governing body member recruitment and selection, including the orientation process for new members and ongoing professional development
- Description of Governing body committees; including a Finance Committee and an Audit Committee
- The Criteria and the process that will be used to select the school's Director
- Budgeting and operation of the school
- How decisions will be made

The members of the present Governing Council include:

President: Mark Stewart

Vice-President: Pauline Hardsteen

Secretary: Bill Bishop

Treasurer: Kelly Orndorff

Member: Ellen Going

Member: Bob Lagasse

Member: Joe Phillips

The MVHS Governing Council recognizes that a student's education is best met through a partnership between the family, school administrators, families and community. MVHS views this relationship as the most productive means of extending the educational process for each student

One of the goals of the MVHS Governing Council shall be to interpret the educational program to the school community and community at large and to invite participation and commentary on matters relating to both. The Governing Council shall make every reasonable effort to determine how citizens feel about the school, especially on how they wish the school to operate. The Governing Council shall also seek to earn understanding from the community on the needs of financial support, volunteer commitments and cooperation with the Cimarron School District for the good of all students.

Members should reflect the experience necessary for the general operation of a school, and may include business people, parents, and retired citizens. All Members will demonstrate a firm commitment to upholding the MVHS Mission Statement and Vision outlined in this charter application. Other initial criteria for selecting members may include but not be limited to: willingness to commit time and energy, expertise in a variety of areas related to proper school operations, absence of conflict of interest, and a commitment to providing the best education to all students enrolled in MVHS.

Vacancies occurring in the membership shall be filled at an open meeting in which a quorum of the remaining voting members is present. Vacancies shall be filled by a majority vote of the remaining members. A qualified person shall be appointed to fill the vacancy until the term is complete. Upon completion of the term, the appointed individual shall seek re-election by the other voting members of the Governing Council.

Individuals wishing to serve on the Governing Council shall submit their names, brief resumes, and a short statement outlining their interests, goals and/or objectives in serving on the Governing Council.

**C. PARTNERSHIPS**

**The Moreno Valley Education Foundation** is a partner of the Moreno Valley High School. The Mission of the Moreno Valley Education Foundation is to support financially the establishment and operation of the Moreno Valley High School that provides a high quality public education for the youth of the Moreno Valley.

The Moreno Valley Education Foundation is not involved in the Governance of the school. There is no overlap between the functions of the Governing Council and the Moreno Valley Education Foundation.

Since the MVEF is a “Component Unit” of the Moreno Valley High School and the Cimarron School District, they are audited at the same time as the school district and the charter school. A listing of their audit findings are printed here. Each year the Cimarron School Board reviews and either accepts or rejects the recommendations of the auditor and the MVEF findings are a part of that hearing.

**Audit Findings**

Year	# of Finding	Description
2007	6	Late filing of audit report. Disbursements tested were missing adequate documentation Untimely deposits Improper fund accounting Receipts for cash received
2008	2	Disbursements tested were missing adequate documentation Untimely deposits
2009	5	Form 1099s were not issued Payments to lobbyists Untimely deposits Bank account reconciliations were misrepresented Untimely capital assets schedule

2010	7	Preparation of financial statements Expenses posted in revenue accounts Misstatement of cash Untimely deposits Backup documentation for disbursements missing Cash disbursements were not paid in a timely manner Missing Receipts
2011	Not released for publication	

Please see the separate notebook provided by the MVEF for further information concerning fundraising.

#### **D. SCHOOL ORGANIZATIONAL STRUCTURE**

##### **The School Administrator (“Director”) is responsible for:**

Under general supervision of the Governing Council, the School Administrator shall assume administrative responsibility and overall instructional leadership for the school, including discipline of students and the planning, operation, supervision, and evaluation of the educational program of the school. Specifically:

- Participate as a member of the Interviewing Committee and present recommendations for hiring, promotion, discharge, and termination of school employees to the Governing Council for approval.
- Evaluate the performance of school employees and assist in the development of Professional Development Plans (PDP) or job improvement plans to assist staff to improve.
- Supervise all educational staff and assist them in meeting their responsibilities. Take disciplinary action against school employees, as needed.
- Develop a proposed budget for the school, with input from staff, parents and the Governing Council Treasurer and submit it to the Governing Council for approval. Responsible for oversight of budget.
- Enforcement of education policies, laws, rules and regulations, and established courses of study, of the Governing Council, State Public Education Department, and Federal Office of Education. Preparation and establishment of school rules and regulations. Maintain, implement, and communicate new regulations and legal changes in education as affects the school.
- Academic formulation of specific educational objectives needs assessment, and translation of objectives into appropriate patterns of learning.
- In collaboration with the staff, select and organize both content and learning experiences to develop the curriculum and align with state standards and benchmarks.

- Interpretation and evaluation of test data in consultation with staff for purposes of proper curriculum, instruction, and remediation.
- Responsible for timely completion of school and district level reports to the PED, Federal Government and other funding sources. Responsible for development, revision, and implementation of PED required school plans.
- Perform other duties and responsibilities as requested by the Governing Council. Act as liaison between staff and Governing Council, as appropriate.
- Planning and conducting staff meetings and teacher training and professional development.
- Maintain personnel files on all staff to ensure compliance with regulations.
- Formulation of duty rosters and master schedule for all teaching personnel.

**The Business Manager is responsible for:**

- Accuracy of payroll journal, back up of journal and generation of payroll checks; and maintaining all employees' earnings, deductions, and leave records.
- Entry of pay rates and deduction changes, in accordance with benefits.
- Responsible for the maintenance of employee insurance premium reconciliation, savings, tax-sheltered annuities, and other voluntary and mandatory payroll deductions
- Responsible for completing required PED financial reports in collaboration with Procurement Officer and Governing Council treasurer and monthly, quarterly, and annual payroll tax-benefit reports required by Federal, state and local governmental agencies.
- Accommodating and assisting State Auditor in yearly audit.
- Assisting School Administrator as appropriate and needed in oversight of the school.
- Overseeing and maintaining office equipment and supplies.
- Recording and reporting staff absences and requests for leave.
- Assisting with supply and instructional material orders and distribution of catalogs.
- Answering the phone and recording messages as appropriate.
- Oversight of the school physical plant and coordination and ordering of all building supplies and equipment, in accordance with approved internal control policy.

- Financial record keeping – collect, record, and deposit money.
- Coordination of all supply orders for all departments, in accordance with approved internal control policy.
- Coordination and approval of all textbook orders and teaching aids in collaboration with School Administrator and the Assistant to the Administrator, in accordance with internal control policy.
- Maintaining inventories and preparing requisitions.
- With approval of Administrator, preparation of contracts to enter into the Financial Management System.
- Maintaining vendor invoices, matching encumbrance copy and receiving copy of purchase order then matching with approved purchase order copy.
- Accommodating and assisting State Auditor in yearly audit.
- Assisting the Business Manager, School Administrator, and other staff as necessary.

**The Instructional Staff (Faculty) is responsible for:**

Planning and implementing instructional activities to meet the individual educational needs of students. Specifically:

- Meet highly qualified teacher competencies and maintain licensure requirements.
- Provide a classroom environment conducive to learning. Prepare and implement an instructional program to students that is adequate and measurable by outcomes. Provide instruction that meets the needs of all students, including students with special education needs.
- Carry out educational intent of the Charter, through instructional activities based on Paideia and other school curriculums and state standards and benchmarks.
- Implement school discipline policy and provide adequate supervision of students.
- Maintain student academic records at all times. Complete quarterly grading period progress reports and report cards.
- In collaboration with the School Administrator, select and organize both content and learning experiences to develop the curriculum and align with state standards and benchmarks.
- Assist with interpretation and evaluation of test data for purposes of proper curriculum, instruction, and remediation.

- Provide on-going communication with parents regarding students' performance. Provide conference time at school for parents and/or students. Provide opportunities for parent participation. In collaboration with School Administrator, plan parent education opportunities.
- Demonstrate loyalty to the mission, goals and policies of the MVHS Charter and the community of students, parents and staff that make-up the Moreno Valley High School.
- Collaborate with other staff in regard to overall school goals, curriculum, and individual students. Actively participate and provide input into decision making for school policies and procedures and other issues.
- Prepare and complete an annual Professional Development Plan (PDP), to improve teaching skills.
- Be accountable for care and maintenance of classroom and school property. Hold students accountable for care and maintenance of school property and equipment.

Participate in school support groups, such as PTSA. Participate in fund raising activities and events.

## **E. EMPLOYEE RELATIONS**

The Moreno Valley High School Employee handbook is included in the Appendices. Please refer to it for specific guidelines for faculty and staff. The Employee Handbook is approved annually by the Moreno Valley High School Governing Council.

Evaluations are based on statutes developed by the State of New Mexico. Evaluations are made by the Director who holds the specific licenses required by the State of New Mexico.

Due process and legal grievance procedures are posted in the Policy Handbook which is available to all teachers. A copy is housed in the Director's office and in the Teacher's Work Area. All policies, including the School Personnel Act, requirements for NM state licensure, and Workman's Compensation and Safety procedures are housed in the Policy Handbook.

## **F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

### **Enrollment Procedures**

An application packet is developed in the early spring of each year. The application packet includes asking for student information, parental information and emergency contact information. Part of the packet also includes a medical information questionnaire.

A "Request for Records Transfer" is also included. This records transfer covers asking for test results, transcript grades, a psychological report or social development report if applicable and any Special Education Records. The release of any of these records must be accompanied by signatures of a parent or guardian.

A form specific to Moreno Valley High School which pertains to Consent/Non-Consent for MVHS School

Day Activities is included. Since many activities integral to the MVHS curriculum may occur off-campus it is important to obtain permission for off-campus activities during the school day.

Spring enrollment periods are advertised in the Sangre de Cristo Chronicle as well as the Taos newspaper. During these time periods students who have filled out the application packet may make appointments with the Dean of Students to come in and discuss the specifics of enrollment.

### **Discipline Policy**

The Discipline Policy is specifically outlined in the Student Handbook and the Anti-Bullying Policy. Each of these policies must be reviewed by the student and parent. A signature sheet is provided for each which, after being returned to the school is filed in each student's permanent file. As with all policies, each is reviewed and approved by the MVHS Governing Council. The full Student Handbook is in the Appendices.

MVHS was established for the purpose of allowing choice in education for students and their parents. The goal is to maintain a positive, yet well-disciplined learning environment based on mutual respect among staff and students. Students are expected to be responsible as partners in this process.

This policy is based on the premise that rules must be consistently enforced. The rules must be fair and firm, and comply with the individual's constitutional and other legal rights. However, staff members who implement this policy will recognize that there are differences in age and maturity as well as mitigating circumstances that may require different types of disciplinary actions. Therefore, the enforcement of negative consequences will follow the guidelines in this Handbook, while taking into consideration other relevant factors. Guidelines for appropriate negative consequences are detailed in the MVHS Discipline Code. A student who chooses to repeatedly break school rules may be subject to expulsion for insubordination.

The MVHS discipline policy fulfills State and District requirements.

Students should be aware that they are under the jurisdiction of MVHS from the time they leave home for school until the time they return home including off-campus lunch. This jurisdiction includes any school-sponsored activity, regardless of time and location.

The enforcement of negative consequences as detailed in this policy may include detention, in-school suspension, Friday School, conferences, suspension, expulsion, or the notification of police authority, when necessary, by school administration when required by school policy or by the New Mexico Criminal Code.

Any discipline problem arising from a Special Education student shall be addressed pursuant to the appropriate statutes and regulations. As allowed by law, these students may be moved to an appropriate alternative educational setting. These students will continue to participate in the general curriculum.

In all situations where a discipline problem arises in a conflict between students or between student and staff, MVHS staff and administration shall make all reasonable efforts to intervene before a situation escalates to physical conflict. Should a situation escalate to physical conflict, staff and administration shall intervene, if possible, in a timely and calm manner, while taking into account the safety of other students and of themselves. Persons involved in a physical conflict shall be separated for a "cool-down" period in separate locations while staff and the Director investigate the facts of the situation.

**Possible Disciplinary Actions:** Parents are notified in a timely manner of all disciplinary actions.

- Detention: Usually served after school for a specified time.
- Friday School: detention scheduled to take place on a non-school day Friday.
- Suspension: Student is not allowed on school grounds for classes or any school-sponsored activity. Suspensions may be short-term (less than ten days), long-term (ten days or more), or occasionally in-school (not attending classes but in a secluded area on campus).
- Expulsion: Permanent removal of a student from MVHS and the Cimarron Municipal School District. A specified amount of time may be determined by the MVHS Governing Council.
- Incident Reports to the Angel Fire Police Department: Certain actions by law must be referred to local police departments, such as theft, vandalism, assault, etc.

**DISCIPLINARY CODE: GUIDELINES FOR DISCIPLINE**

Certain offenses may be reported to the police, at the discretion of the school Director (as noted by \*), and other offenses **MUST** be referred to the police (as noted by \*\*).

<b>STUDENT ACTION</b>	<b>DISCIPLINE</b>
<p><b>Class One Offenses:</b></p> <ul style="list-style-type: none"> <li>• Dress Code Violation:</li> <li>• Actions that disturb the learning environments inside or outside classrooms</li> </ul>	<p><b>Consequences:</b></p> <ol style="list-style-type: none"> <li>1. Conference with Director and parental notification.</li> <li>2. First offense: one hour detention</li> <li>3. Second offense: one Friday School detention</li> <li>4. Third offense: suspension depending on severity of offense.</li> </ol>
<p><b>Class Two Offenses:</b></p> <ul style="list-style-type: none"> <li>• Disrespect toward staff or other students including sexual, racial or religious harassment, bullying, hazing, verbal or physical intimidation.*</li> <li>• Willful Disobedience: failure to follow a reasonable direction issued by authorized school personnel.</li> <li>• Misbehavior on a bus or school vehicle: failure to follow directions of the driver or other school personnel</li> <li>• Verbal Assault: threatening or hostile verbal comments</li> <li>• Vandalism/Graffiti*</li> <li>• Possession of Drug Paraphernalia*</li> <li>• Truancy</li> </ul>	<p><b>Consequences:</b></p> <ol style="list-style-type: none"> <li>1. Conference with Director and parental notification</li> <li>2. Depending on the severity of the action:               <ol style="list-style-type: none"> <li>a. Friday School or one day suspension</li> <li>b. Three day suspension</li> <li>c. Ten Day suspension</li> <li>d. Recommendation of expulsion</li> </ol> </li> </ol>



<p><b>Class Four Offenses:</b></p> <ul style="list-style-type: none"> <li>• Firearms: possession on campus or threatening to use**</li> <li>• Bomb Threat/Arson**</li> <li>• Substance Abuse: Possession and/or use of illegal drugs/alcohol/tobacco or obvious intoxication on school property or school activity.**</li> </ul>	<p><b>Consequences:</b></p> <ol style="list-style-type: none"> <li>1. Conference with Director and Parents.</li> <li>2. Ten Day Suspension and/or expulsion.</li> </ol>
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<p><b>Miscellaneous Offenses:</b></p> <ul style="list-style-type: none"> <li>• Skateboarding on campus in non-designated areas</li> <li>• Reckless or Illegal Vehicle use on campus</li> <li>• Electronic Devices</li> <li>• Violating Computer Use Agreement*</li> <li>• Academic Cheating: Knowingly using another student’s work or allowing your work to be used by another student or using unauthorized information during a test or quiz.</li> <li>• <b>Plagiarism</b> is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.</li> <li>• Forgery</li> </ul>	<p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• Confiscate skateboard</li> <li>• Restrict use of vehicle; Revoke right to have vehicle on school grounds</li> <li>• Conference/and confiscate; revoke right to have device on campus</li> <li>• Restriction of computer use; possible suspension</li> </ul> <ol style="list-style-type: none"> <li>1. First offense: Failed assignment or test that cannot be made-up. Parent notification.</li> <li>2. Second offense: Withdrawal from class with a failing grade for the semester.</li> </ol> <ul style="list-style-type: none"> <li>• Plagiarism or forgery will result in a zero for the assignment on the first offense. A second offense will result in failure of the class for the semester.</li> </ul>
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## G.FACILITIES

**Describe the school facility, including location, size and layout of space.**

The Moreno Valley High School plant facility is located at 56 Camino Grande in Angel Fire, New Mexico. The facility includes six modular buildings and a 7,000 sq. ft. multi-purpose building.

The six modular buildings house classrooms for art, music, science, math, PE, English, Foreign Language, Government and Economics, History and the Resource classroom. The teacher’s work area and small media resource area, independent language study area and the computer server room and work area for the computer technician are also in the modular buildings.

The Multi-purpose building houses a Commons Area where students have access to computers and video-editing equipment, individual study spaces and an area where school information is posted. The student locker area houses lockers for student material storage. The business office and Director's office as well as an specific area designated for the receptionist are housed in the multi-purpose building. The Multi-purpose building also houses a LifeSkills classroom where students learn skills concerning basic necessities.

The Gathering Hall is a focal point of the multi-purpose area. The Gathering Hall is where students meet in the morning before school, where students may eat lunch, large-group seminars and discussion groups may meet and where project presentations are held. The Governing Council and several other community groups hold their meetings in the Gathering Hall.

The MVHS campus also houses a Garden Bus facility and a traversing boulder.

The modular buildings receive PSFA/PSCOC approval each year and the new multi-purpose building is ready for close-out paperwork on construction. A copy of the occupancy certificate is included in the appendices.

Moreno Valley High School has been included in the five-year facility plan for the Cimarron School District. During the planning stages for the Multi-purpose building Mr. Gallegos and Dr. Boyd filled out specific PSFA/PSCOC paperwork with Mr. Karl Sitzberger, the regional PSFA representative.

The Moreno Valley Education Foundation funded a Facility Master Plan. The site plan includes the addition of classrooms, media and resource center, fully-expanded PE facilities and a music and performing arts space. It is estimated that the build-out of classrooms would cost in the range of \$14 million dollars.

During the present financial climate, MVHS is realistic enough to know that a total classroom build-out is not possible through regular funding avenues. We will continue to explore means of maintaining the facilities we have and make plans on expansion and replacement when the need becomes necessary. MVHS is still on the PSCOC facility planning list for funding consideration.

## **H.OTHER STUDENT SERVICES**

### **Describe the school plan for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.**

MVHS utilizes bus service provided by the Cimarron District for students within the District boundaries. Students who come to MVHS from outside the District are responsible for their own transportation.

### **Describe the school plan for meeting the food services needs of its students and plans for contracting services for food services, if applicable.**

Not applicable.

**Describe the school plan for providing student access to counseling services and plans for contracting services if applicable.**

MVHS has the ability to contract for outside services for students by utilizing the Regional Education Center in Raton. We also have access to service for counseling from Casa de Corazon in Taos. We have a diagnostician on call in the event that testing needs to be done, or that test interpretation is necessary.

**Describe the school plan for providing student access to health services and plans for contracting services if necessary.**

MVHS has been fortunate to partner with the Cimarron School District in utilizing Lucy Brazil, the CMS nurse for vaccinations. No other specific services are provided at MVHS. If the need arises for emergency medical attention, MVHS contacts the Angel Fire EMT service or the Moreno Valley Health Care service. Parents are aware of the lack of a “school” nurse and provide specific medical information in case we must utilize the services of the local EMT or health care clinic.

**VIII. REQUIREMENT/ WAIVERS**

**NOT APPLICABLE**

**IX. APPENDICES**

**Moreno Valley High School Governing Council Handbook**

**Contains:**

**School Calendar**

**Employee Handbook**

**Student Handbook**

**MVHS Anti-Bullying Policy**

**Salary Schedule**