

TAOS INTERNATIONAL
SCHOOL (TIS)

**An International Baccalaureate/Dual Language
Program for K-8 Students**

Charter School Application
July 2, 2012

I. EXECUTIVE SUMMARY

Taos International School will be located within the boundaries of Taos Municipal Schools (TMS). TMS is located in a rural area in Northern New Mexico (Taos County). The district's student demographic data currently shows that 78 percent of district students are Hispanic, 13.7 percent Caucasian, 6.6 percent Native American, 0.6 percent African American, and 1.0 percent Asian. Taos Municipal Schools has an English language learners (ELLs) population of 15.7 percent and 0.2 percent special education students. Most recent data indicate that 100 percent of students are designated economically disadvantaged. Based on current school achievement data and school grading system, two schools in the district received a letter grade of "B"; one a grade of "C"; one a grade letter of "D"; and one received a letter grade of "D" (NM Public Education 2012)

Currently, not all students requesting the dual language program that is offered in one of the three public elementary schools have the opportunity to participate due to limited space. In addition, continuation of this dual language program is no longer offered for sixth grade students at the middle school level resulting in limited choices for students in the dual language program who are interested in continued their study of Spanish.

If approved, Taos International School will provide a greater focus on a multilingual curriculum and will address the international education and foreign language needs of New Mexico students living in the Taos area. In addition, Taos International School will be the only school outside Albuquerque offering the International Baccalaureate's Primary and Middle years Programme.

Additional TIS educational components include:

- Longer School Year and Day
- School-sponsored After School Enrichment Program
- School-funded Field Trips
- Art and Music Program
- Physical Education Program
- Introduction of Third Language: Mandarin Chinese

Taos International School's philosophy and instructional approach is research-based and incorporates best-practices in all aspects of instruction. The demand for more educational programs combining dual language immersion education with the International Baccalaureate elementary and middle school programs is significant. Schools with such programs in the Albuquerque area have long waiting lists. Students living in the Taos area should be provided an opportunity to enroll in a similar program.

School Information

Name of Proposed Charter School: Taos International School

School Address: P.O. Box 384

Arroyo Hondo, NM 87513

School Location(City/Town): Taos, NM 87571

School District within which the school will be located: Taos Municipal Schools

Contact Information

Primary Contact Person: Nadine M. Vigil

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II. EDUCATION PLAN

A. SCHOOL SIZE

Academic Year		Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	2013-14	120	K-1 & 6th	20/1
Year 2	2014-15	200	K-2 & 6 th , 7 th	20/1
Year 3	2015-16	280	K-3, 6 th , 7 th , 8 th	20/1
Year 4	2016-17	320	K-4, 6 th , 7 th , 8 th	20/1
Year 5	2017-18	360	K-8	20/1
At Capacity (Enrollment Cap)		360	K-8	20/1

B. VISION

Students at Taos International School will learn to respect themselves, their community, and the larger diverse world in which they live while developing the skills necessary to achieve their goals.

C. MISSION

Taos International School will (TIS) provide K-8 students an educational program focused on inquiry-based teaching and learning, the acquisition of languages, and the development of social, emotional, and rigorous academic skills necessary to function in our local, national, and international community. TIS's curriculum materials and instructional strategies will be aligned to Common Core Standards and will immediately begin to implement the International Baccalaureate (IB) Primary and Middle Years Program.

The study of a second and third language will be a required component of the school's educational program. Students at TIS will be expected to be proficient by the end of eighth grade in both English and Spanish and to begin studying a third language, Mandarin Chinese, at the beginning of fourth grade. Spanish proficiency will be measured not only by the student's ability to speak the language, but also by the student's ability to engage with native-like fluency in writing and reading activities. TIS will use a one-way language immersion approach to teach languages.

D. STUDENT PERFORMANCE GOALS

1. STUDENT ACADEMIC PERFORMANCE

- By the end of the 2017-2018 school year and in subsequent years, students at Taos International School who have been in attendance at the school for four (4) consecutive years, will score proficient or above in all assessed content areas on New Mexico Standards Based Assessment.
- By the end of the 2017-2018 school year and in subsequent years, students at Taos International School who have been in attendance at the school for fourth and fifth grade will score a Level 2, Early Intermediate in Mandarin Chinese as measured by the Minnesota Modified Student Language Observation Matrix (MN-SOLOM).
- By the end of the 2017-2018 school year and in subsequent years, students at Taos International School who have been in attendance at the school for 4 or more consecutive years, will score proficient or above on the Spanish *Logramos* (2nd edition) assessment.

2. STUDENT ACADEMIC GROWTH

Student Academic Growth by Grade Level	Below are specific learning objectives to increase student achievement so that all students school-wide and in each subgroup meet SMART goals and Adequate Yearly Progress targets. Growth targets are established to be achieved within four years. By the end of 2014-2015 80% of students will achieve grade level proficiency in reading (Spanish and English), math, and science, and writing.
Kindergarten:	By the end of 2017-2018, 100% of students will: <ul style="list-style-type: none"> • Score 7 or higher in writing test in Spanish and English. • Score at grade level on Measures of Academic Progress short-cycle assessment in English, Reading, Math, and Science. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition.
First Grade:	By the end of 2017-2018, 100% of students will: <ul style="list-style-type: none"> • Score 7 or higher on writing test in Spanish and English. • Score at grade level on Measures of Academic Progress short-cycle assessment in English

	<p>Reading, Math, and Science.</p> <ul style="list-style-type: none"> • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition.
Second Grade:	<p>By the end of 2017-2018, 100% of students will:</p> <ul style="list-style-type: none"> • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading, Math, and Science. • Score 7 or higher on writing test in Spanish and English. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition.
Third Grade:	<p>By the end of 2017-2018, 100% of students will:</p> <ul style="list-style-type: none"> • Score proficiency or higher on NMSBA in Reading/Language Arts, Math, and Science. • Score 7 or higher on writing test in Spanish and English. • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading, math, and science. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition.
Fourth Grade:	<p>By the end of 2017-2018, 100% of students will:</p> <ul style="list-style-type: none"> • Score proficient or higher on NMSBA in Reading/Language Arts, Math, and Science. • Score 7 or higher on writing assessment in Spanish and English. • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading, Math, and Science. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition. • Score beginning level in Mandarin Chinese on the Minnesota Modified Student Language Observation Matrix.
Fifth Grade:	<p>By the end of 2017-2018, 100% of students will:</p> <ul style="list-style-type: none"> • Score proficient or higher on NMSBA in Reading/Language Arts, Science, and Math. • Score 7 or higher on writing assessment in English and Spanish. • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading Math, and Science. • Score at the 50th percentile in the Spanish test

	<p><i>Logramos</i>, 2nd Edition.</p> <ul style="list-style-type: none"> • Score early intermediate level in Mandarin Chinese on the Minnesota Modified Student Language Observation Matrix.
Sixth Grade:	<p>By the end of 2014-2015, 100% of students will:</p> <ul style="list-style-type: none"> • Score proficient or higher on NMSBA in Reading/Language Arts, Science, and Math. • Score 7 or higher on writing assessment in English and Spanish. • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading Math and Science. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition. • Score early intermediate level in Mandarin Chinese on the Minnesota Modified Student Language Observation Matrix.
Seventh Grade:	<p>By the end of 2015-2016, 100% of students will:</p> <ul style="list-style-type: none"> • Score proficient or higher on NMSBA in reading/language arts, science, and math. • Score 7 or higher on writing assessment in English and Spanish. • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading, Math, and Science. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition. • Score early intermediate level in Mandarin Chinese on the Minnesota Modified Student Language Observation Matrix.
Eighth Grade:	<p>By the end of 2016-2017, 100% of students will:</p> <ul style="list-style-type: none"> • Score proficient or higher on NMSBA in Reading/Language Arts, Science, and Math. • Score 7 or higher on writing assessment in English and Spanish. • Score at grade level on Measures of Academic Progress short-cycle assessment in English Reading Math, and Science. • Score at the 50th percentile in the Spanish test <i>Logramos</i>, 2nd Edition. • Score early intermediate level in Mandarin Chinese on the Minnesota Modified Student Language Observation Matrix.

3. ADDRESSING ACHIEVEMENT GAPS

At the end of each testing cycle, students at Taos International School who score below proficient on the New Mexico Standards Based Assessment and/ or the Spanish *Logramos*, will be provided with intensive intervention to address achievement gap.

Identified students will be go through the Student Assistance Team (SAT) process as defined in section II I. (1) (a) of this charter. An after school tutoring program will be implemented by teachers to ensure students are receiving intense instruction in assisting them to become proficient

4. ATTENDANCE

Taos International School will ensure that all students succeed in a rigorous world curriculum in a bilingual and biliterate environment. Regular, uninterrupted classroom instruction, classroom participation, and interaction with classmates are essential to this educational process. Preparation and training for subsequent study or employment includes the development of self-discipline through regular class attendance. For these reasons and others, the Taos International School will require that all enrolled students attend classes regularly. The New Mexico Compulsory School Attendance Law [NMSA 1978, 22-12-2] requires that all school-age children attend school until the age of eighteen or until they graduate from high school or receive a GED certificate.

TIS will establish and monitor an annual attendance goal of at least 97 percent. The school will implement positive incentives to ensure that students attend school on a regularly basis. However, in the event that these incentives do not succeed and students are habitually late and/or truant, school officials will immediately begin to take steps necessary to enforce New Mexico Compulsory School Attendance Law requirements. These steps may include one or more of the following:

- If a student has accumulated five unexcused absences in the school year, the school shall contact the student's parent(s) guardian(s) to inform them that the student has unexcused absences and to discuss possible interventions.
- A representative of the school shall meet with the student in need of early intervention and his or her parent(s)/guardian(s) to identify the causes for the student's unexcused absences. Identify what actions can be taken that might prevent the student's unexcused absences, identify possible school and community resources to address the causes for the student's unexcused absences, and establish a corrective action plan to address the student's unexcused absences.
- The corrective action plan must contain follow-up procedures to ensure that the causes for the student's unexcused absences are being addressed.
- If unexcused absences continue after all school-level interventions have been exhausted, the student shall be reported to the probation services office of the judicial district where the student resides.

5. RECURRENT ENROLLMENT

Taos International School (TIS) will have a recurrent enrollment plan that is two-fold:

- a. Each year in January, the TIS will establish its enrollment goals for the following year. If in any year TIS fails to meet its enrollment goals by July 1, the school will conduct a more expansive marketing program. This will include an additional July enrollment period, with related advertising in local newspapers. This marketing campaign will also include flyers strategically placed in all communities that will be served by TIS, including Taos, Ranchos, Arroyo Hondo, Arroyo Seco, Las Colonias, and Questa communities. The marketing plan may also include radio advertising and other advertising media within these markets.
- b. If the school continues to fall short of its enrollment goals, an Enrollment Committee will be established. This committee will consist of the President of the Governing Council, the GC treasurer, the School Director and the Business Manager. This committee will meet on August 1 to consider any necessary budget cuts. If cuts are required, the committee will provide to the GC at a special/emergency meeting a list of proposed budget adjustments that will ensure the school is run in a fiscally responsible manner. If it becomes necessary to terminate tenured teachers, TIS will follow the Reduction in Force procedures required under New Mexico law.

6. **HIGH SCHOOL COLLEGE READINESS:** Taos International School will be a K-8 school. This section is, therefore, not applicable.

7. **GRADUATION RATE:** Taos International School will be a K-8 school. This section is, therefore, not applicable.

8. **GROWTH FOR LOWEST 25%**

At the end of each testing cycle, students at TIS who score below the 25% on the NMSBA and/or the Spanish *Logramos*, will be provided with intensive intervention to improve their academic performance. Identified students will go through the Student Assistant Team (SAT) process as defined in section II I. (1) (a) of this charter. An after school tutoring program will be implemented by teachers to ensure students are receiving intense instruction in assisting them to become proficient.

E. **ORGANIZATIONAL GOALS (Optional)**

Taos International School founders believe that organizational goals are important and have, therefore, identified two major operational goals to be achieved within four years or before submitting a renewal application for continuation of the school's charter. The goals are:

1. By the end of the fourth school year, Taos International School will be designated as a world school by the International Baccalaureate organization and will officially begin to offer the Primary Years Program (PYP).

2. By the end of the fourth year school year, Taos International School will be designated as a world school by the International Baccalaureate organization and will officially begin to offer the Middle Years Program (MYP).

F. CURRICULUM

1. PHILOSOPHY

Taos International School's philosophical framework consists of three components that are aligned with the school's mission statement. The first component is the written curriculum. This component explains in great detail the school's instructional philosophy and approach. It addresses the question, "What will students learn?"

The second component of TIS's framework is the taught curriculum. In this section, the question, "How will students learn?" is addressed. The International Baccalaureate planning documents provide some guidance in this area. However, the primary instructional strategies will derive from inquiry-based research and best practices. This component will also explain the one-way immersion approach to second and third language learning.

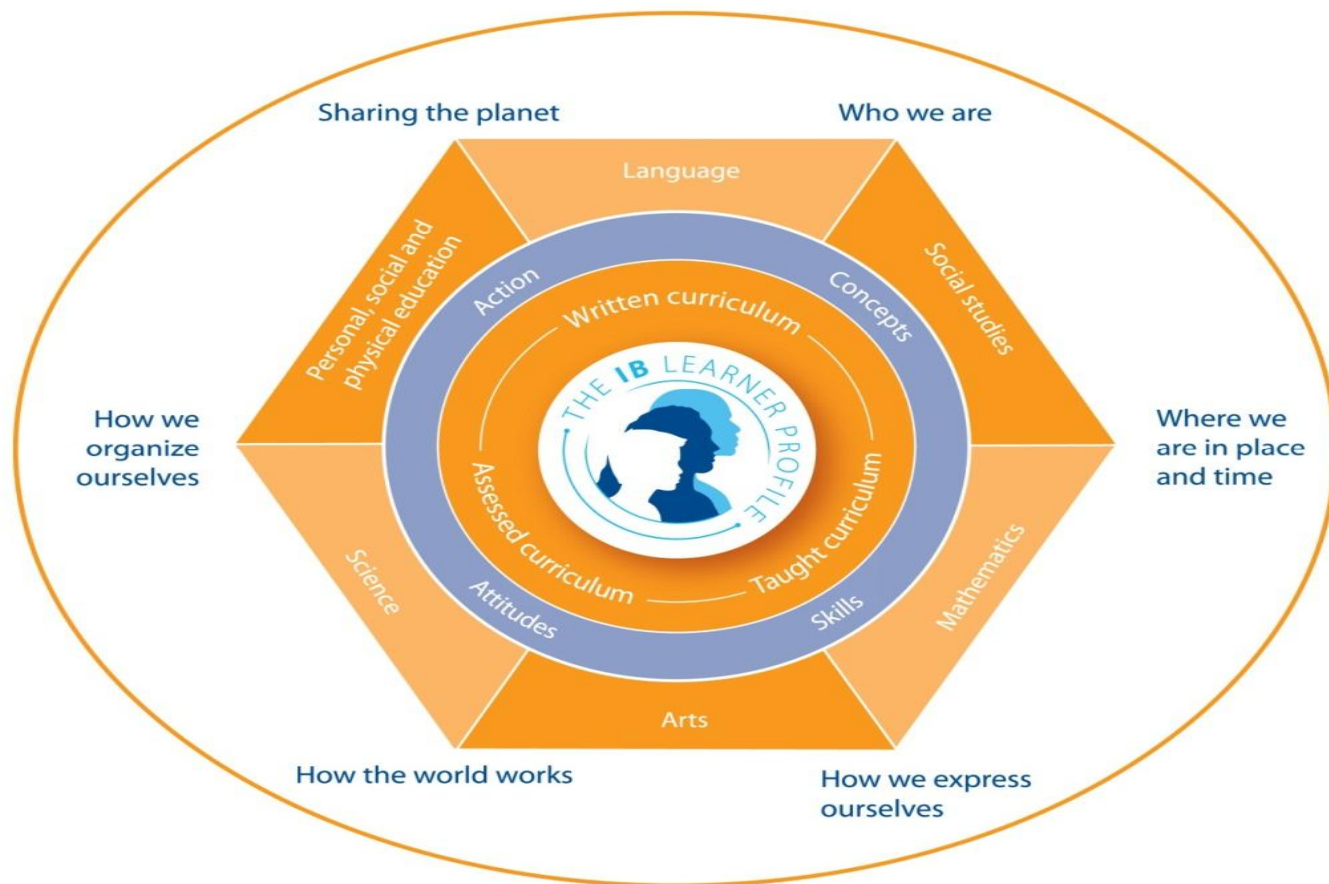
The third and final component of TIS's framework is the assessed curriculum. This component describes and explains all the formative and summative assessment that will be administered to monitor student progress and to generate quantitative and qualitative data to analyze. It will also provide important information on the alignment of the written, taught, and assessed curriculum. Most of the assessment information is provided in Section II J. (3) of this charter application.

The Written Curriculum

New Mexico Common Core State Standards and the International Baccalaureate Organization (IBO) curriculum documents have been reviewed and topically aligned to ensure that the written curriculum is taught and assessed effectively.

Exhibit 1.0 illustrates that in addition to a written, taught, and assessed curriculum, students in the IB Primary Years Program will engage in learning that addresses a learner profile, attitudes and attributes, 6 content areas, and 6 trans-disciplinary themes.

Exhibit 1.0: International Baccalaureate Primary Years Programme Framework



The IB Learner Profile consists of 10 attributes (not individually identified in [Exhibit 1.0](#)) that are integrated in the daily routine of school and home. The 10 attributes that make up the profile are:

1. *Inquirers*: Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
2. *Knowledgeable*: Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
3. *Thinkers*: Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

4. *Communicators*: Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

5. *Principled*: Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

6. *Open-minded*: Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

7. *Caring*: Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

8. *Risk-takers*: Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

9. *Balanced*: Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

10. *Reflective*: Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The next outer circle in the Exhibit 1.0 identifies the four essential elements of the Primary Years Program (PYP). The essential elements are:

Concepts: powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.

Skills: those things the students need to be able to do to succeed in a changing, challenging world.

Attitudes: dispositions which are expressions of fundamental values, beliefs, and feelings about learning, the environment, and people.

Action: demonstration of deeper learning in responsible behavior through positive action and service; a manifestation in practice of the other essential elements.

Following the essential elements, students in PYP world schools must enroll in courses that address the six content areas: Language (including foreign languages), Social Studies, Mathematics, Science, the Arts, Personal, Social, and Physical Education.

Finally, the IB program consists of six trans-disciplinary themes that focus a school's program of inquiry. A sample school Program of Inquiry (curriculum scope and sequence) addressing central ideas, key concepts, related concepts, and lines of inquiry for ages 5 to 12 follows definitions of the trans-disciplinary themes. The Program of Inquiry (Exhibit 2.0) must be developed by school staff and must incorporate all NM Common Content Standards. Note: The IB Organization has copyright to all documents and information presented here.

Who are we: An inquiry into the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.

Where we are in place and time: An inquiry into orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure of function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Exhibit 2.0
Sample Program of Inquiry (POI) for Primary Years Program (PYP)

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
566	<p>Central idea Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key concepts: function, causation, reflection</p> <p>Related concepts: balance, well-being</p> <p>Lines of inquiry Daily habits and routines (hygiene, sleep, play, eating) Balanced choices Consequences of choices</p>	<p>Central idea Communities are enriched by their members and the different perspectives they bring.</p> <p>Key concepts: change, perspective</p> <p>Related concepts: continuity, diversity</p> <p>Lines of inquiry What a community is People within a community The personal stories of community members</p>	<p>Central idea People recognize important events through celebrations and traditions.</p> <p>Key concepts: form, perspective</p> <p>Related concepts: beliefs, culture, values</p> <p>Lines of inquiry What traditions are How and why people celebrate Similarities and differences between various celebrations</p>	<p>Central idea All living things go through a process of change.</p> <p>Key concepts: change, connections</p> <p>Related concepts: cycles, transformation</p> <p>Lines of inquiry Life cycles How living things change over their life time Developmental stages of various living things</p>	<p>Central idea Transportation systems are directly related to the needs of a community.</p> <p>Key concepts: function, connection</p> <p>Related concepts: systems</p> <p>Lines of inquiry Specific purposes of different transportation systems Factors that affect the kinds of systems that can be developed Relationship between transportation systems and the environment</p>	<p>Central idea People interact with, use and value the natural environment in different ways.</p> <p>Key concepts: causation, responsibility, reflection</p> <p>Related concepts: conservation, interdependence, order</p> <p>Lines of inquiry Local natural environment Human use of the local environment Actions that benefit or harm the local environment</p>
667	<p>Central idea Homes reflect personal identity and local culture.</p> <p>Key concepts: form, connection, perspective</p>	<p>Central idea Public areas strengthen communities and provide people with opportunities to connect.</p>	<p>Central idea Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p>	<p>Central idea Understanding the properties of air allows people to make practical applications.</p> <p>Key concepts:</p>	<p>Central idea Systems need to be in place to maintain organization in communities.</p> <p>Key concepts: connection,</p>	<p>Central idea People can establish practices in order to sustain and maintain the Earth's resources.</p> <p>Key concepts: change,</p>

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<p>Related concepts: creativity, diversity</p> <p>Lines of inquiry The concept of home Different types of homes Circumstances that determine where people live</p>	<p>Key concepts: function, connection</p> <p>Related concepts: cooperation, ownership</p> <p>Lines of inquiry Different public areas and their functions How public areas develop How these places differ from our homes</p>	<p>Key concepts: causation, perspective, reflection</p> <p>Related concepts: empathy, invention, transformation</p> <p>Lines of inquiry How we demonstrate and enjoy our imagination How our imagination helps us to consider other perspectives How imagination helps us to solve problems The value of imagination</p>	<p>function, causation</p> <p>Related concepts: force, energy</p> <p>Lines of inquiry The evidence of the existence of air What air can do and how we use it The relationship between air, light and sound</p>	<p>responsibility</p> <p>Related concepts: interdependence, organization, systems</p> <p>Lines of inquiry The concept of organization Different systems of organization that we use personally Different systems of organization in our community Collection, storage and use of information for organization</p>	<p>responsibility, reflection</p> <p>Related concepts: lifestyle, resources</p> <p>Lines of inquiry Limited nature of the Earth's resources Personal choices that can help sustain the environment Reusing and recycling different materials Reducing waste</p>
768	<p>Central idea Relationships are enhanced by learning about other people's perspectives and communicating our own.</p> <p>Key concepts: perspective, reflection</p>	<p>Central idea The development of global perspectives is supported through understanding our place in the world in relation to others.</p> <p>Key concepts: connection,</p>	<p>Central idea Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p>Key concepts: function, perspective, reflection</p>	<p>Central idea The design of buildings and structures is dependent upon the environment and available materials.</p> <p>Key concepts: connection, responsibility</p> <p>Related concepts:</p>	<p>Central idea In a workplace people share responsibility towards a common purpose.</p> <p>Key concepts: function, causation connection</p> <p>Related concepts: cooperation, employment</p>	<p>Central idea Over time, living things need to adapt in order to survive.</p> <p>Key concepts: change, connection</p> <p>Related concepts: adaptation, evolution</p> <p>Lines of inquiry Concept of adaptation</p>

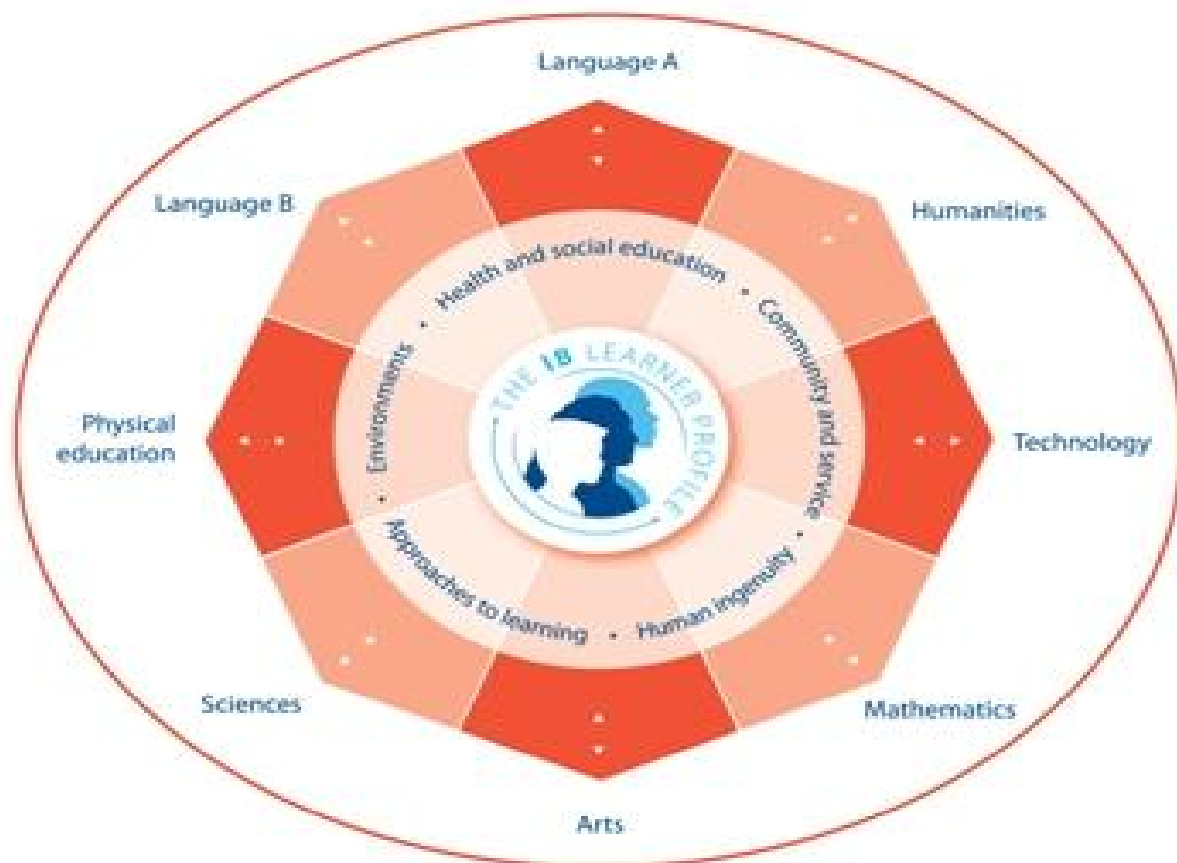
Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<p>Related concepts: communication, empathy, open-mindedness</p> <p>Lines of inquiry Social interactions Acknowledging others' perspectives Managing and resolving conflict</p>	<p>perspective</p> <p>Related concepts: context, location, orientation</p> <p>Lines of inquiry: How we represent place Representations of place through time The relationship of our location to other parts of the world</p>	<p>Related concepts: perception, self-expression</p> <p>Lines of inquiry The diverse ways in which people express themselves How everyone can express their uniqueness through the arts The role of art in culture and society</p>	<p>structure, sustainability, transformation</p> <p>Lines of inquiry Considerations to take into account when building a structure How building impacts on the environment Indigenous architecture</p>	<p>Lines of inquiry Purpose of a workplace Interconnectedness of people in a workplace Importance of a shared vision or common purpose</p>	<p>Circumstances that lead to adaptation How plants and animals adapt or respond to environmental conditions</p>
869	<p>Central idea Understanding different ways of learning enables people to respond to their own learning needs as well as those of others.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Related concepts: diversity, motivation</p> <p>Lines of inquiry Learning</p>	<p>Central idea Family histories provide an insight into cultural and personal identity.</p> <p>Key concepts: change, reflection</p> <p>Related concepts: chronology, history, tradition</p> <p>Lines of inquiry Family ancestry Artifacts, heirlooms or rituals that have meaning in a family Similarities and differences</p>	<p>Central idea A variety of signs and symbols facilitates local and global communication.</p> <p>Key concepts: form, connection</p> <p>Related concepts: culture, media, pattern</p> <p>Lines of inquiry Signs and symbols Reasons for the development of communication systems Specialized</p>	<p>Central idea Human survival is connected to understanding the continual changing nature of the Earth.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: erosion, geology, tectonic plates, movement</p> <p>Lines of inquiry How the different components of the Earth are interrelated</p>	<p>Central idea Communities provide interconnected services designed to meet people's needs.</p> <p>Key concepts: function, causation, connection</p> <p>Related concept: networks</p> <p>Lines of inquiry Reasons people live in the local community Services needed to support a community Planning services for</p>	<p>Central idea Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts: function, responsibility</p> <p>Related concepts: conservation, equity, processes</p> <p>Lines of inquiry Sources of water and how water is used What happens to water after we have used it Distribution and</p>

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<p>communities</p> <p>How people construct knowledge</p> <p>Different learning styles</p> <p>How learning styles impact the way people engage in a learning community</p>	<p>between generations within a family</p>	<p>systems of communication</p>	<p>How the Earth has changed and is continuing to change</p> <p>Why the Earth changes</p> <p>Human response to the Earth's changes</p>	<p>a community</p>	<p>availability of usable water</p> <p>Responsibilities regarding water</p>
9610	<p>Central idea What we believe is a part of who we are.</p> <p>Key concepts: perspective, reflection</p> <p>Related concepts: diversity, perception</p> <p>Lines of inquiry What we believe How beliefs influence the way we behave The impact of religion and spiritual traditions on society</p>	<p>Central idea Human migration is a response to challenges, risks and opportunities.</p> <p>Key concepts: causation, change, perspective</p> <p>Related concepts: population, settlement</p> <p>Lines of inquiry The reasons why people migrate Migration throughout history Effects of migration on communities, cultures and individuals</p>	<p>Central idea Choices of role models reflect the characteristics that societies and individuals value.</p> <p>Key concepts: causation, perspective, reflection</p> <p>Related concepts: self-fulfillment, influence</p> <p>Lines of inquiry Role models and why we value them Why we should develop our own gifts, talents and interests</p>	<p>Central idea Energy may be converted from one form to another and stored in various ways.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: conservation, transformation</p> <p>Lines of inquiry Forms of energy The storage and transformation of energy Conservation of energy Renewable and sustainable energy</p>	<p>Central idea Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <p>Key concepts: function, connection</p> <p>Related concepts: interdependence, supply and demand</p> <p>Lines of inquiry Medium of exchange in various marketplaces Ethics of the marketplace How and in what ways we depend on people in other places</p>	<p>Central idea Children worldwide face a variety of challenges and risks.</p> <p>Key concepts: function, reflection</p> <p>Related concepts: equality, rights</p> <p>Lines of inquiry Challenges and risks that children face How children respond to challenges and risks Ways in which individuals, organizations and nations work to protect children from risk</p>

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
			How personal strengths can be applied to help others		How global movement and communication affect the availability of goods and services	
10611	<p>Central idea Complex factors contribute to the process of making decisions that have implications for ourselves and others.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: choice, systems</p> <p>Lines of inquiry Factors that influence our decisions Decision-making processes for groups and individuals Impact or consequences that decisions can have</p>	<p>Central idea Past civilizations shape present day systems and technologies.</p> <p>Key concepts: causation, change, perspective</p> <p>Related concepts: continuity, progress, technology</p> <p>Lines of inquiry Aspects of past civilizations that have survived Reasons these systems and technologies developed Why modern societies continue to use adaptations of these systems and technologies Implications for the future</p>	<p>Central idea Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: beliefs, diversity</p> <p>Lines of inquiry What constitutes a culture Significance of rituals and traditions How artifacts symbolize beliefs and values</p>	<p>Central idea The fact that materials can undergo permanent or temporary changes poses challenges and provides benefits for society and the environment.</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: measurement, transformation</p> <p>Lines of inquiry Nature of chemical and physical changes Practical applications and implications of change in materials Ethical dilemmas associated with manufacturing processes and by-products</p>	<p>Central idea Governmental systems and decisions can promote or deny equal opportunities and social justice.</p> <p>Key concepts: function, responsibility</p> <p>Related concepts: equality, government or governance</p> <p>Lines of inquiry Types of governance Principles of human rights and social justice The effect of institutional behaviours and attitudes on social justice</p>	<p>Central idea Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>Key concepts: connection, responsibility</p> <p>Related concepts: balance, biodiversity, interdependence</p> <p>Lines of inquiry Interdependence within ecosystems, biomes and environments Ways in which organisms are interconnected in nature How human interaction with the environment can affect the balance of systems</p>

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
11612	<p>Central idea Personal well-being is dependent on a complex balance of interconnected factors.</p> <p>Key concepts: change, responsibility</p> <p>Related concepts: growth, relationships</p> <p>Lines of inquiry The concept of well-being Factors that contribute to well-being (physical, mental, social and spiritual) Personal issues affecting our well-being</p>	<p>Central idea Exploration leads to discovery and develops new understandings.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: consequences, discovery, geography</p> <p>Lines of inquiry Reasons for exploration (historical and personal) Feelings and attitudes associated with exploration What we learn through exploration Methods of navigation</p>	<p>Central idea People's outward appearance can lead to perceptions and misconceptions.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: creativity, diversity, stereotypes</p> <p>Lines of inquiry Personal adornments, clothing and identity Reasons for what people wear Impact of first impressions Countering misconceptions</p>	<p>Central idea Reproduction of living things contributes to the continuation of the species.</p> <p>Key concepts: change, connection</p> <p>Related concepts: cycles, growth</p> <p>Lines of inquiry Reproduction as part of a life cycle Reproductive processes Genetics and hereditary factors</p>	<p>Central idea Technology impacts on the world of work and leisure.</p> <p>Key concepts: change, connection, responsibility</p> <p>Related concepts: communication, systems, ethics</p> <p>Lines of inquiry Technology and inventions of the home, workplace and leisure activities Circumstances that lead to the development of important inventions and their impact How technology supports/impacts sustainability</p>	<p>Central idea Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: conflict, diversity, justice</p> <p>Lines of inquiry Causes of conflict Conflict resolution and management Living and working together peacefully</p>

Exhibit 3.0: Middle Years Programme Curriculum Model



The curriculum is illustrated by an octagon with eight academic areas or subject groups : Language A, Humanities, Technology, Mathematics, Arts, Sciences, Physical Education, and Language B. The academic areas surround the five areas of interaction. The personal project appears at the center.

The outer circle in Exhibit 3.0 identifies the five essential Areas of Interaction of the MYP. The Areas of Interaction are:

1. *Community and Service* community and service begin in the classroom and extend beyond it, requiring students to take an active part in the communities in which they live.
2. *Human Ingenuity* provides opportunities for students to appreciate and develop in themselves the human capacity to create, transform; enjoy and improve the quality of life.
3. *Approaches to Learning* students are provided with the tools to enable them to take responsibility for their own learning.

4. *Environments* develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. *Health and Social Education* develops in students a sense of responsibility for their own well-being and for their physical and social environment.

In the final year of the MYP, each student completes a personal project, a significant piece of work that is the product of the student's own initiative and creativity. Project must reflect a personal understanding of the areas of interaction. Students apply the skills acquired through one of these areas as well as approaches to learning.

The overall philosophy of the MYP is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

The curriculum provides a balanced education that will equip young people for effective participation in the modern world.

Finally, students in MYP world schools must enroll in courses that address the six content areas: Language (including foreign languages), Social Studies, Mathematics, Science, the Arts, Personal, Social, and Physical Education.

NOTE: The IB curriculum is divided by age range and not grade levels.

Additional Written Curriculum Information

Appendix A provides preliminary information on how New Mexico Common Core State Standards in language arts, mathematics and science are topically aligned to IB written curriculum documents. The first column identifies the age range. IB documents are designed to cover 3 years. This aspect of the IB Primary Years and Middle Years Programme points to the importance of allowing students ample opportunities to master complex ideas and skills.

Columns 2 to 6 identify the specific learner objective to learn at each grade level or age span. The language arts matrix, for example, requires instruction in written, oral, and visual communication. In addition to listening, writing, reading, and speaking, the IB Primary Years and Middle Years Programme provide opportunities for the learner to view information from a variety of visual media sources.

The final column in Appendix A is perhaps the most relevant. This column demonstrates how the IB curriculum document is topically aligned with Common Core Standards. The alignment shows on a topic-only basis what New Mexico students are required to learn with what students in IB world schools study.

To demonstrate how the scope and sequence of the IB program aligns with Common Core State Standards, a curriculum summary is provided below for the core content areas: Language Arts, Mathematics, Science and Technology.

2. RESEARCH/DATA

According to second language research, the most effective approach to learning a language is through complete immersion. (Lambert and Tucker 1972; Swain 1982) Therefore, students beginning in Kindergarten at TIS will engage in classroom instruction that is delivered 90 percent of the time in Spanish. Since Spanish is the target language for native English speakers, the instructional day must maximize time in target language. As students acquire Spanish language skills more time will be allocated to English. By the end of 8th grade, 50-55 percent of instruction will be in English.

Additional research conducted by Lindholm-Leary indicates the following outcomes for English-dominant students who enter an immersion program. English dominant students:

- develop proficiency in two languages.
- score as well as or better than their English-speaking non dual language peers in English-only instruction on standardized test of math and language arts in English.
- develop positive sense of self and multicultural competencies.

Other outcomes have also been identified for students in bilingual classrooms:

- Research on bilingualism shows that students with high levels of bilingual proficiency exhibit elevated levels of academic and cognitive functioning in comparison to students with monolingual or low bilingual skills.
- High bilingual students feel most comfortable interacting with students of other backgrounds and demonstrate more positive attitudes toward school than medium or low bilinguals.
- In dual language programs there are significant positive correlations in achievement across the two languages: students who achieve at the highest levels in English are the ones who achieve at the highest levels in Spanish.

Primary and Middle School Years Programs

Primary and Middle School Years programs are offered in nearly 2,000 schools in 124 countries. In New Mexico, one public school is authorized to offer the high school (Diploma) program; one is authorized to offer the Primary Years Program; and none are authorized to offer the Middle Years Program. Both Diploma and Primary Years program authorized in New Mexico are provided by charter schools in Albuquerque. There are no schools in the Taos Municipal Schools that offer IB programs.

Various studies have been conducted on the performance of IB students, the standards of the IB program, and the effect of the implementation of the program on a school. Results show that:

- IB students outperform their peers on state assessments;
- IB Diploma students have higher acceptance rates to colleges;

- IB Diploma students perform better in post-secondary education than their peers;
- IB standards are aligned with best practice in education and support effective teaching practices; and
- IB has a positive impact on the culture of a school.

In conclusion, studies on the performance of IB students in elementary, secondary and post-secondary education have shown that IB students:

- Possess the knowledge, skills and attitudes for success in advanced courses; and
- Perform better than their peers on various assessments.

3. CURRICULUM DESCRIPTION

The Taos International School has adopted a standards-based curriculum. The New Mexico Common Core Standards and the International Baccalaureate Organization's Curriculum Guides for Primary and Middle Years Programs have served as foundational documents in the development of the school's curriculum and in the adoption of instructional materials. Additionally, the World-Class Instructional Design and Assessment's (WIDA) "Normas WIDA del español" have provided guidance in the development of the school's Spanish curriculum.

The PYP and MYP scope and sequence for all content areas and supporting documents are available in English and Spanish through the International Baccalaureate Organization (IBO). Although not as extensive, documents are also available in Mandarin Chinese.

Mandarin Chinese Language Curriculum

The written curriculum for classical Mandarin Chinese instruction will originate from a variety of sources. The International Baccalaureate Organization's Online Curriculum Center provides a variety of reference material for the study of the language.

Another important resource is the Center for Applied Linguistics. Their resource database produced hundreds of materials in Mandarin Chinese. The site listed dictionary, texts, literature books, readers or anthologies, reference materials as well as general guidance on how to teach the language. The University of New Mexico's foreign languages division will also be source of information and possibly teachers to assist TIS in implementing a Mandarin Chinese language program for fourth through eighth grade students.

Mandarin Chinese Language Curriculum development will begin during the first year along with the development of "Program of Inquiry." Although students will not be enrolled in Mandarin Chinese classes until the 4th grade, Mandarin Chinese teachers will be hired on a very limited basis to develop the curriculum, secure

instructional materials, and explain the Mandarin Chinese language program to staff members and families.

Textbooks and Other Instructional Materials

Taos International School will adopt the following state approved textbooks/resources to assist teachers in implementing the written curriculum in the four core content areas in English and Spanish:

CONTENT	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
<u>Language Arts:</u> McGraw Hill (e.g. Treasures/Tesoro) (English and/or Spanish)	X	X	X	X	X	X	X	X	X
<u>Mathematics:</u> Everyday Math, Connected Math (English and/or Spanish)	X	X	X	X	X	X	X	X	X
<u>Science:</u> Center for Hands on Learning	X	X	X	X	X	X	X	X	X
<u>Social Studies:</u> Scott Foresman (Spanish)	X	X	X	X	X	X	X	X	X

Additional materials such as dictionaries, maps, readers, phonic (English and Spanish) programs, manipulative, visuals, and computers will be purchased to assist teaching staff in delivering the written curriculum.

New Mexico Common Core State Standards have been partially aligned with standards in core content areas. Refer to Appendix A.

4. CURRICULUM RESEARCH

Information about Taos International School's curriculum can be found throughout this document including appendices (Appendix A). The school's proposed core curriculum is standards-based and approved by the New

Mexico Public Education Department. Below is a brief description of state-approved core instructional materials.

Language Arts: Tesoro/Treasures (McGraw Hill)

Mathematics: Everyday Math and Connected Math

Science: Center for Hands on Learning

Social Studies: Scotts Foresman

5. CURRICULUM OVERVIEW

Refer to Appendix A; F1.Philosophy; and F3. Curriculum Description provided above.

6. DEVELOPMENT TIMELINE

IB PYP and IB MYP curriculum documents have partially been aligned with Common Core State Standards as indicated in Appendix A. If charter is approved, Taos International School will begin the process of fully and deeply aligning the IB PYP and IB MYP curriculum with Common Core State Standards during the planning year as well as during the first year of operation.

7. INSTRUCTIONAL PROGRAM

Three months prior to school opening, the school will hire a school administrator who will provide leadership, coordination and guidance to develop, refine and implement the instructional program. The school administrator will be responsible in ordering instructional materials, hiring staff as needed in oversight of the school.

8. ALIGNMENT TIMELINE

The alignment process will begin with the establishment of a school-wide curriculum alignment committee consisting of administration, teachers, parents, and governing council members. The process will be completed in approximately one year from the start date of committee.

G. GRADUATION REQUIREMENTS & WAIVER

Taos International School will be a K-8 school. This section is not applicable.

H. INSTRUCTION

The Taught Curriculum

1. INSTRUCTIONAL STRATEGIES

Students in grades K-8 will be required to study English and Spanish in time allocations illustrated in Exhibit 4.0.

Exhibit 4.0
Proposed Instructional Time in Each Language

Grade	Percent Spanish	Percent English	Percent Mandarin Chinese
K	90%	10%	NA
1st	80%	20%	NA
2nd	70%	30%	NA
3rd	60%	40%	NA
4th	40%	50-55%	5-10%
5th,6th,7th,8th	40%	50-55%	5-10%

The formal study of the third language, Mandarin Chinese, will not begin until 4th grade. By this time, students will have reached sufficient command of English and Spanish skills to allow for the introduction of Mandarin Chinese. It is anticipated that no more than 5-10 percent of the regular school day will be allocated to the acquisition of Mandarin Chinese language skills. Student outcomes for Mandarin Chinese will be at the beginning to intermediate level. The goal is for conversational skills that emphasize pronunciation and vocabulary.

2. EFFECTIVENESS

Academic outcomes for dual language immersion students have been exceptional in both one-way immersion and two-way immersion programs. Some of this research was provided in Section F.2. Research/Data. Data was also provided for International Baccalaureate programs.

In addition, many schools in New Mexico, including some in Taos, use language immersion strategies in their elementary programs. Dual language programs across the state have successfully provided an immersion education for over 30 years. Nationwide, over 500 immersion programs have been developed and implemented.

3. DIFFERENTIATED INSTRUCTION

Differentiated Instruction or differentiated learning is a powerful classroom instructional strategy. According to Tomlinson (2008), differentiated instruction provides students a variety of opportunities to master important content standards. More specifically, differentiated instruction ensures that "what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match

for that student's readiness level, interests, and preferred mode of learning." (Ellis, Gable, Greg, & Rock, 2008, pg. 32)

At Taos International School (TIS), differentiated instruction will play an important role both as an instructional tool and as a teacher student intervention strategy. Teachers will be expected to plan and implement lessons incorporating tenets of differentiated instruction. They will also use these strategies to support students struggling with challenging content standards.

The teachers will be proactive in planning for the needs of diverse learners. Teachers will create highly differentiated classrooms involving matching a Responsive Mind-Set (RMS) with practical proven strategies. Responsive Mind-Set includes the following components: learning profile, tiered activities, curriculum compacting, learning contracts, independent study, flexible grouping, anchor activities, learning centers/stations, problem-based learning, project based learning, and assessment. An example is: teacher will model instruction first and then meet with small groups to reteach. And all students will generously share skills and knowledge through peer tutoring.

Differentiated instruction at TIS will include the following approaches:

- Whole group, small group, and individual instruction
- Meaning, Inquiry-based instruction
- Student-centered
- Dynamic Teaching
- Aligned to formative and summative assessment results

I. SPECIAL POPULATIONS

1. SPECIAL EDUCATION

Taos International School is prepared to meet the needs of a diverse group of students including bilingual, English language learners, and special education students by implementing the reform framework known as Universal Design for Learning (UDL).

UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences. The objective of the UDL framework is to teach every student in an inclusive setting. The general education curriculum will be accessible, interactive, and enable progress of every student. The teacher(s) design the planning curricular units of study with all the classroom students in mind. The instructional materials, activities, formative and summative assessments allow individuals with wide differences in their abilities to see, hear, speak, move, read, write, attend, organize, engage, and remember to achieve in the classroom. Regardless of special education eligibility, level of English proficiency, behavior, or other impacting factor, the Taos International School is committed to inclusion, where students:

- (a) attend the same schools as siblings and neighbors (such as a public charter school);
- (b) have membership in general education classrooms with age-appropriate peers;
- (c) have individualized, relevant learning objectives, and
- (d) are provided with the means to access classroom curriculum materials.

The UDL framework is predicated on recent research in neuroscience, which shows that each brain processes information differently. The way we learn is as individual as fingerprints. However, despite our individual differences, this research reveals three primary brain networks and the roles each network plays in learning.

Recognition Networks (Gathering Facts)

This network relates to how we identify and categorize what we see, hear, and read. In school it allows us to identify letters, words, or an author's style. It is the "what" of learning.

Strategic Networks (Planning and Performing Tasks)

This network relates to how we organize and express our ideas such as writing an essay or solving a math problem. It is the "how" of learning.

Affective Networks (Engagement and Motivation)

This network relates to how we respond, how we are challenged, excited, or interested. It is the "why" of learning.

To accommodate these many ways of learning, we can use what we know about how each brain network operates to make our teaching methods and curriculum materials flexible in specific ways.

The UDL framework includes creating student and classroom profiles, so information regarding students' strengths and weaknesses are considered when planning units of study

Curriculum (Goal or Unit):		
Student name:		
Recognition Strengths (List here)	Recognition Needs (List here)	Recognition Preferences / Interests (List here)
Strategic Strengths (List here)	Strategic Needs (List here)	Strategic Preferences / Interests (List here)
Affective Strengths (List here)	Affective Needs (List here)	Affective Preferences / Interests (List here)

Below is a sample list of common students' strengths and weaknesses in each network.

<p>Recognition Strengths</p> <ul style="list-style-type: none"> Excellent observer Extraordinary spatial ability Excellent interpretation graphs/charts Acute sensitivity to nuance / tone Perfect pitch Extensive musical background Excellent at deriving key points from spoken/written language Extensive vocabulary Extensive knowledge 	<p>Recognition Weaknesses</p> <ul style="list-style-type: none"> Low vision Blindness Poor visual / spatial understanding Color blindness Hearing impairment Deafness Difficulty processing and deriving meaning from spoken language Limited vocabulary Limited content knowledge
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<p>Knowledge of multiple languages Advanced reading abilities word recognition word decoding text structures/story grammar author style skimming Facility with hypertext (e.g., Web links, navigation through electronic documents) Skill with rhymes, phonemic awareness, language play</p>	<p>Limited English proficiency Difficulty with reading word recognition word decoding text structures/story grammar author style skimming Difficulty/confusion with hypertext Tendency to literal interpretation Difficulty finding important information</p>
<p>Strategic Strengths Drawing/artistic talent Talented athlete Skilled with 3-dimensional design Talented singer/musician Excellent at computer graphics Excellent dancer Outstanding speaker/presenter Outstanding written expression skills: poetry narrative expository writing journal dialogue/drama songs Outstanding concentration/attention Highly organized Highly flexible, adaptable Facility with constructing (building, assembling, fixing, designing) Strong problem analysis/solving skills Strong at summarizing, paraphrasing Strong at composing (art, dance, multimedia, visual)</p>	<p>Strategic Weaknesses Fine motor difficulties Gross motor coordination problems Hand-eye coordination problems Poor handwriting Poor spelling Speech impairment Difficulty with oral presentations Written expression problems: selecting/narrowing topic planning organization proofreading addressing audience Restless/fidgety Poor self-monitoring Trouble completing work Trouble completing work Poor organization Difficulty seeking relevant info Poor memory for spoken information Poor memory for written info Difficulty taking good notes Trouble finding key concepts Trouble prioritizing</p>
<p>Affective Strengths Persistent Optimistic</p>	<p>Affective Weaknesses Discouraged Overconfident</p>

Highly confident Outstanding leadership skills High energy Deep subject interests Very independent worker Deeply caring and considerate Excellent collaborator Seeker of challenge Focused	Low expectation of success Difficulty working in groups Difficulty working in pairs Fearful Withdrawn Domineering Problems outside of school Gives up easily Difficulty with independent work
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Certain instructional techniques are very effective in supporting students as they learn to recognize patterns; other techniques are better suited to supporting students as they learn strategic skills or as they build engagement with learning. To accommodate diverse learners we will use a repertoire of teaching strategies suited to each of the brain networks.

Designing Instruction to support Recognition learning

1. Provide multiple examples
2. Highlight critical features
3. Provide multiple media and formats
4. Support background knowledge

Designing Instruction to Support Strategic Learning

1. Provide flexible models of skilled performance
2. Provide ongoing opportunities to practice with support
3. Provide ongoing relevant feedback
4. Provide flexible opportunities for demonstrating skill

Designing Instruction to Support Affective Learning

1. Offer choices of content and tools
2. Provide adjustable levels of challenge
3. Offer choices of rewards
4. Offer choices of learning context

The UDL framework includes a four step process called, "Planning for all Learners" or PAL to facilitate making the curriculum and learning accessible for all students.

1. SET GOALS
 - a. Establish context and align standards
2. ANALYZE STATUS
 - a. Identify methods, materials, and assessments
 - b. Identify barriers
3. APPLY UDL
 - a. Identify UDL materials and methods
 - b. Write UDL plan
 - c. Collect and organize materials

4. TEACH UDL LESSON

- a. Teach lesson
- b. Evaluate success
- c. Revise lesson/unit and or utilize teacher's lessons in future planning

The model below shows how one teacher might select some solutions to reduce the particular barriers in his or her classroom, based on the learning network involved.

Materials and Methods	Potential Barriers / Missed Opportunities	Network(s)	UDL Solutions
Printed Materials	Difficulty seeing small text	Recognition	Electronic version of the text (varying text sizes, read aloud with text-to-speech)
Lecture & Chalkboard	Difficulty with extracting key points and note taking	Recognition	e-text outline of lecture content with main ideas highlighted
Lecture & Chalkboard	Difficulty with extracting key points and note taking	Strategic	Printed and electronic concept map to structure note taking
Internet research	Difficulty finding relevant information	Recognition	Teacher made e-templates for focusing search
Internet research	Difficulty finding relevant information	Strategic	Printed and electronic concept map to structure note taking
Internet research	Trouble keeping track of information gathered	Strategic	Teacher made e-templates for organizing information
Internet research	Not engaged with material, distracted from listening	Affective	Option to access content through multimedia resources
Chapter test	Some students can't effectively show knowledge on tests	Strategic	Option to demonstrate knowledge with electronic portfolio
Chapter test	Text anxiety	Affective	Option to demonstrate knowledge in format of choice
Written report	Difficulty with writing mechanics	Recognition	Talking word processor with spell check
Written report	Students with strengths in other modalities - skills not tapped	Strategic	Option to create multimedia report rather than written
Oral report	Some students intimidated	Strategic	Collaborative learning groups with different roles
Oral report	Does not tap into other expressive modalities	Strategic	Option to use computer slide show for presentation
Fixed project	Disengages students who	Affective	Option to set own learning

requirements & due date	have alternate strategies for completing work		goals and milestones
Fixed project requirements & due date	Does not allow students to work at own level or pace	Affective Strategic	Flexible project requirements & due date

In conclusion, by considering the nature of the three brain networks critical to learning and by selecting media and tools wisely, we can extend learners' abilities and open pathways to success for everyone. The UDL framework guides teachers through the process of injecting flexibility into three core elements of teaching: setting goals, selecting materials and methods to support students in reaching those goals, and designing accurate ongoing assessment.

A. ACCESS TO SERVICES

Special Education Plan

Taos International School (TIS) will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act 2004 (IDEA). Individualized Education Plans (IEP) will be developed for those students who are identified as eligible for special education services. TIS will comply with the IEP process established by state and federal law to ensure that all students are properly identified, assessed and services delivered. Students previously identified as qualifying for special education services will receive the special education services outlined in their current IEP, which will be reviewed annually, or the student will be reevaluated as determined by the student's current IEP. This process will assure:

- Equal access to all students
- Individualized Education Plans
- Free Appropriate Public Education (FAPE)
- Least Restricted Environment (LRE)
- Due process and parental involvement
- Nondiscriminatory evaluation

Student Assistance Team (SAT) and Student Eligibility for Special Education

Taos International School will use the NMPED "Student Assistance Team Manual" as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

TIER I

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

TIER II

The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized school program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

TIER III-Special Education Referral Process

Students referred to this tier have begun the special education referral process. TIS will follow the rule that informed parental consent must precede initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004.

Determination of Eligibility and Educational Need

Upon completion of the initial evaluation, a Multidisciplinary Team Meeting (MDT) will be scheduled. A written notice to parents will be sent to inform them of, and inviting them to the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules.

The MDT team is composed of parents and educational professionals such as general and special education teachers, a diagnostician, related service providers if they conducted an evaluation, and a school administrator. The purpose of the meeting is to determine that the child is a "child with and disability and to determine the educational needs of the child." An Individualized Education Plan (IEP) is developed at that point by the team. The IEP team will meet annually to update and develop the IP for the succeeding year.

Individualized Educational Plan

Taos International School will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future. TIS recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and is required for any student eligible for services.

The IEP team is composed of parents, regular education teachers, special education teachers, administrators, and other professionals with relevant knowledge or expertise, and individuals invited by the school or parents (such as an interpreter or an advocate).

The following actions will have already occurred prior to the IEP meeting:

Evaluate the child through a variety of assessments, observations, and information gathering, targeting all areas related to the student's eligibility. If this is an initial IEP, have the MDT team

examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. Record determination results. If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form "Determining the Existence of a Specific Learning Disability." This two-page form includes objective results (such as test data) and subjective assessments (such as observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions.

IEP Content:

IDEA 2004 requires that when developing a student's Individualized Education Plan, that the following information be considered:

- the strengths of the child;
- the concerns of the parents for enhancing the education of their child;
- the results of the initial evaluation or most recent evaluation of the child, and
- the academic, developmental, and functional needs of the child

To that end, Taos International School will use the New Mexico Special Education Bureau's IEP form, which includes the following:

- Consideration of special factors (i.e. second language learner?)
- Student profile and student/family vision
- Transition services (Required at age 14, or sooner, if appropriate)
- Present levels of educational performance
- How the child's disability affects the child's involvement and progress in the general education curriculum;
- For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
- Annual goals (objectives/benchmarks)
- The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and
- Least restrictive environment
- Summary of services
- Modifications
- Supplementary aids and services
- Participation in mandated testing

Schedules of Services

- The projected date for the beginning of the services and modifications.
- Level of Service / Setting
- The anticipated frequency, location, and duration of those services and modifications.
- Accommodations & Modifications

- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.
- IEP Progress Documentation
- Prior written notice of proposed/rejected action(s)

Student Discipline

IDEA 2004 states that school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct. Therefore, the School Director of TIS will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability. A long-term disciplinary removal is 10 or more school days.

Manifestation Determination

Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the child's IEP, any teacher observation and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the school's failure to implement the IEP.

Should the manifestation determination determine that the conduct in question was not caused by the child's disability, and IEP team is charged with determining an interim alternative education setting.

If it was determined that the child's behavior was related to the disability, the IEP team is to return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)

A functional behavioral assessment is done when a student's behavior interferes with his or her learning or the learning of others. Its purpose is to identify why a behavior is happening so that the IEP team can develop appropriate interventions. TIS will use the FBA and BIP forms provided by the NM PED Special Education Bureau.

Regarding a manifestation determination finding that a student's behavior was related to his/her disability, and then the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. If the school already had developed and implemented a BIP for the student, the IEP must review the plan and modify it, as needed to address the behavior in question.

Treatment of Student Records

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

Least Restrictive Environment

Students who qualify for special education services will be placed in the least restrictive environment (LRE). Depending upon the student's needs this could be inclusion in regular programs, special speech and language services, and partial day special education classes specific to the student's needs. It can also extend to local district, regional services or school contracted private providers. Instructional support materials, computer programs, digitized media and other materials will be available to enhance and increase academic learning.

Alternate Assessment

Taos International School understands that Alternate Assessment was developed for students with severe cognitive disabilities. It measures the performance of this relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by an IEP team.

In the event that a student is enrolled at TIS whose disabilities preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards based performance and progress of the student.

Eligible students will take the New Mexico Alternate Assessment in grades 3-5 as an alternate to state mandated testing in those grades. Teachers can use the results from each year to identify goals, program needs, and student growth.

The IEP team will complete the New Mexico Public Education Department "Addendum for Determining Eligibility for the New Mexico Alternate Assessment" and provide documentation that the student meets participation or eligibility criteria

Due Process

Due Process Hearing Procedures may be initiated between parent and public education agency concerning the following circumstances:

- A. A proposal or refusal to initiate or change identification, assessment, or educational placement of a child or the provision of a free, appropriate, public education to the child.
- B. A parent refuses consent to assessment procedures.

A mediation conference may be requested at any point during the hearing process if both parties agree to mediate and are willing to extend the 45 day limit for issuing a hearing decision for a period equal to the length of the mediation process.

B. IEP MONITORING

Taos International School will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future. TIS recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and is required for any student eligible for services.

The IEP team is composed of parents, regular education teachers, special education teachers, administrators, and other professionals with relevant knowledge or expertise, and individuals invited by the school or parents (such as an interpreter or an advocate).

The following actions will have already occurred prior to the IEP meeting:

- Evaluate the child through a variety of assessments, observations, and information gathering, targeting all areas related to the student's eligibility.
- If this is an initial IEP, have the MDT team examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services.

Record

determination results.

- If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form "Determining the Existence of a Specific Learning Disability." This two-page form includes objective results (such as test data) and subjective assessments (such as observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions.
- A written notice of the meeting has been sent to the parents.

IEP Content

IDEA 2004 requires that when developing a student's Individualized Education Plan, that the following information be considered:

- A. the strengths of the child;
- B. the concerns of the parents for enhancing the education of their child;
- C. the results of the initial evaluation or most recent evaluation of the child, and
- D. the academic, developmental, and functional needs of the child

To that end, Taos International School will use the New Mexico Special Education Bureau's IEP form, which includes the following:

1. Consideration of special factors (i.e. second language learner?)
2. Student profile and student/family vision
3. Transition services (Required at age 14, or sooner, if appropriate)
4. Present levels of educational performance

- a. How the child's disability affects the child's involvement and progress in the general education curriculum;
 - c. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
5. Annual goals (objectives/benchmarks)
 - a. The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum.
 6. Least restrictive environment
 7. Summary of services
 8. Modifications
 9. Supplementary aids and services
 10. Participation in mandated testing
 11. Schedules of Services
 - a. The projected date for the beginning of the services and modifications.
 12. Level of Service / Setting
 - a. The anticipated frequency, location, and duration of those services and modifications.
 13. Accommodations & Modifications
 - a. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.
 14. IEP Progress Documentation
 15. Prior written notice of proposed/rejected action(s)

C. GRADUATION

Taos International will be a K-8. This section, therefore, is not applicable.

D. ADDRESSING STAFFING NEEDS

Taos International School will contract with licensed professionals to provide ancillary services. Contractors may include Cooperative Educational Services and other professionals in the field. TIS will provide all services determined and required by the student's IEP or 504 Plan.

2. STUDENTS WITH SECTION 504 PLANS

Section 504 / American Disabilities Act

Section 504 (Subpart D) is a civil rights law that is the responsibility of the comprehensive general education system. It requires students with disabilities be provided with a free appropriate public education (FAPE). As such, Taos International School will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

TIS recognizes that all individuals who are disabled under the Individuals with Disabilities Act (IDEA) are also considered to be disabled, and therefore protected, under Section 504/ADA. However, all individuals who are disabled under Section 504 will not meet the eligibility requirements of IDEA. These children do require a response from the regular education staff, and a plan for the provision of accommodations and services may take the form of a written Section 504 Plan.

Eligibility

Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment, or is regarded as having such an impairment. (29 U.S.C Sec. 706(8))

Major life activities is defined as:

“functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.” (34CFR Part 104.3)

Evaluation Process

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements as exist under IDEA. However, the evaluation will be sufficient to accurately and completely assess the nature and extent of the disability, and the impact of the disability on a specific major life activity.

Services

The determination of services needed will be made in accordance with evaluation data by a group of persons knowledgeable about the student. The group will review the nature and presence of the disability, how it affects the student’s access to the educational process, and whether accommodations are needed to prevent discrimination. The decision about 504 eligibility and services will be documented in the student’s file, and if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the group who developed the plan.

Access to Ancillary Services

TIS will contract with licensed professionals to provide ancillary services. Contractors may include Cooperative Educational Services and other professionals in the field. TIS will provide all services determined and required by the student’s IEP or 504 Plan.

Parent Notice

As required by this law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting and participate in the decisions made. Parents are entitled to an impartial due process

hearing if they disagree with the school's decisions in these areas. A section 504 hearing will be made available by the school if requested by the parent. TIS understand that parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing.

A. MONITORING 504

The determination of services needed will be made in accordance with evaluation data by a group of persons knowledgeable about the student. The group will review the nature and presence of the disability, how it affects the student's access to the educational process, and whether accommodations are needed to prevent discrimination. The decision about 504 eligibility and services will be documented in the student's file, and if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the group who developed the plan.

3. ENGLISH LANGUAGE LEARNERS (ELL STUDENTS)

A. IDENTIFYING ELLs

Taos International School will be committed to providing a quality education for all students, including academically and linguistically appropriate instruction.

The English Language Learner population falls into three basic categories:

- (1) students whose primary or home language is other than English, including recent immigrants;
- (2) students from heritage language groups needing enrichment and further development of academic English, some of whom maintain degrees of fluency in their heritage language, and
- (3) any other students needing enrichment and further development of academic English.

Taos International School will use the proper assessment and placement in identifying English Language Learners.

The following plan will be utilized:

- Parents will be instructed to fill out a Home Language Survey that will be provided by the school.
- If the home language survey indicates that the student's primary language is a language other than English, the school will have thirty calendar days to administer the WIDA-Access

Placement Test

W-APT. The assessment is an initial measure of the student's English language proficiency in order

to determine if the student is in need of English language instructional services and if so, at what level.

- When student is identified as an English Language Learner, he/she will begin receiving English as a Second Language (ESL) instruction according to English language Proficiency Standards (ELP) level.
- Decisions to exit a student from ELL services will be supported by the student's annual progress on the ACCESS for ELLs assessment, and on other evidence as well, such as

goals. The Sheltered Instruction Observation Protocol (SIOP) will be used as a reference to adequately plan support for such students.

The Sheltered Instruction Observation Protocol (SIOP)

I. Preparation

1. Write content objectives clearly for students.
2. Write language objectives clearly for students.
 - a. Choose content concepts appropriate for age and educational background level of students.
3. Identify supplementary materials to use (graphs, models, visuals). List materials:
 - a. Adapt content (e.g., text, assignment) to all levels of student proficiency.
 - b. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

II. Instruction

Building Background

4. Explicitly link concepts to students' backgrounds and experience.
Examples:
5. Explicitly link past learning and new concepts. Examples:
 - a. Emphasize key vocabulary (e.g. introduce, write, repeat, and highlight) for students.

Comprehensible Input

6. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners.)
7. Explain academic tasks clearly.
8. Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

9. Provide ample opportunities for students to use strategies, (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
10. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson.
11. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

12. Provide frequent opportunities for interaction and discussion between teacher/student and among students about lesson concepts, and encourage elaborated responses.
13. Use group configurations that support language and content objectives of the lesson.

14. Provide sufficient wait time for student responses consistently.
15. Give ample opportunities for students to clarify key concepts in L1 (1st language) as needed with aide, peer of L1 text.

Practice/Application

16. Provide hands-on materials and or manipulatives for students to practice using new content knowledge.
17. Provide activities for student to apply content and language knowledge in the classroom.
18. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

Lesson Delivery

19. Support content objectives clearly.
20. Support language objectives clearly.
21. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).
22. Pace the lesson appropriately to students' ability level.

III. Review / Evaluation

23. Give a comprehensive review of key vocabulary.
24. Give a comprehensive review of key content concepts.
25. Provide feedback to students regularly on their output (e.g., language, content, work).
26. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

D. MONITORING

Taos International School shall administer and enforce the provisions of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978]. TIS will maintain academic achievement and language proficiency data and update the data annually to evaluate bilingual multicultural education program effectiveness and use of funds to assist in monitoring the progress and success of English Language Learners.

E. STAFFING

Taos International School will hire highly qualified teachers who have specialized in elementary or secondary education and who have received specialized training in bilingual education conducted through the use of two languages. Teachers will be required to hold a Bilingual or Tesol endorsement. When ELL students enroll, TIS will submit application for funding for three (3) hour bilingual program.

J. ASSESSMENT AND ACCOUNTABILITY

The Assessed Curriculum

1. MEASURING ORGANIZATIONAL GOALS

Taos International School has identified two organizational goals:

- By the end of the fourth school year, Taos International School will be designated as a world school by the International Baccalaureate organization and will officially begin to offer the Primary Years Program (PYP).
- By the end of the fourth year school year, Taos International School will be designated as a world school by the International Baccalaureate organization and will officially begin to offer the Middle Years Program (MYP).

The school's Governing Council and Administration will be responsible for monitoring the progress towards achieving the school's organizational goals. Progress discussions will be added periodically to the Governing Council agenda. School administrator will be required to provide progress reports on an annual basis. Progress will also be shared with the School's Advisory Committee (SAC).

2. MEASURING ACADEMIC GOALS

Taos International School will use a variety of formative and summative assessment. In addition to state mandated formative assessments, e.g., NM Standards Based Assessments, TIS will use Measures of Academic Progress (MAP), *Logramos* (Spanish Assessment), diagnostic assessments found in adopted core instructional materials, and the Minnesota Modified Student Language Observation Matrix.

In sum, the evaluation of student performance will include the collection of quantitative (outcome data and demographic data) and qualitative data (process data and survey data) for the purpose of:

- Monitoring student progress;
- Measuring program effectiveness;
- Assessing instructional effectiveness;
- Guiding curriculum alignment and development;
- Allocating limited resources;
- Promoting accountability;
- Reporting progress to all stakeholders;
- Maintaining education rigor and focus;
- Assessing trends; and
- Determining degree of SMART goal accomplishments.

3. USE OF ASSESSMENTS

Taos International School will be accountable first and foremost for the progress of students in meeting challenging standards of learning and performance Specific Measurable Attainable Realistic Timely (SMART) goals. Student achievement levels will be measured by two types of assessments: formative and summative assessments. Formative or short cycle assessments will be

given regularly during the year to monitor student progress towards meeting state (common core) standards and other school goals. Summative assessments will be administered annually.

Exhibit 5.0

Taos International School Assessment List

Assessment	Type	Grades	Performance Standard	Frequency
New Mexico Standards-Based Assessment (NMSBA)	State Criterion Referenced: English Reading, Math, and Science	3-8	Proficient	Annually
Logramos, 2nd Edition	Norm Referenced: Spanish reading, math	K-8	50th Percentile and above	Annually
Writing	Local Formative Assessment	K-8	7 or higher	Annually
Measures of Academic Progress (MAP)	Local Criterion Referenced (English reading, math, and science short-cycle assessment)	K-8	Grade Level	Quarterly
Minnesota Modified Student Language Observation Matrix (MN-SOLOM).	Local Criterion Referenced: Assessment of Mandarin Chinese Language Skills	4-8	End of 4th grade (one year of instruction): Beginning End of 5th grade (two years of instruction): Early Intermediate	Annually

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4. SELF MONITORING

Taos International School will develop a school improvement plan that sets out the changes the school will need to make to improve the level of student achievement, and show how and when these changes will be made. In developing the plan it will involve teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that together can determine what needs to be improved in the school. As the plan is implemented, the school will continue to gather this kind of data using this process. By comparing the new data to the initial information on which the plan was based, all involved can measure the success of their improvement strategies. The school's Director as the person responsible for administering the school and for providing instructional leadership will involve the entire school community in all stages of the process: planning, implementing, monitoring, and evaluating progress. The Director will be responsible for implementation and the teachers will be responsible in implementing the strategies. Teachers involved will establish areas of focus and will need to look at available background information and answer the following question: What do we need to focus on specifically to enhance curriculum delivery in this area so that the level of student achievement will improve in our school? By choosing a specific focus, all involved will develop specific strategies to achieve their goals. The strategies will not seem overwhelming, and all participants will feel that they are working on something doable. These strategies will help the school work towards achieving its goals. Data from MAP, *Logramos*, and NMSBA assessments will also be evaluated using this process.

To begin developing strategies, all involved will answer the following questions:

- What specific actions are we going to take to improve in this area?
- What specific teaching and other strategies can we implement to meet our goal in the curriculum area so that the level of student achievement in our school is enhanced?
- What specific strategies can we implement or what specific actions can we take to meet our goal in the school environment area so that the level of student achievement in our school is enhanced?
- What specific strategies can we implement or what specific actions can we take to meet our goal in the area we are focusing in so that the level of student achievement in our school is enhanced?

IMPROVEMENT PLAN CHART

Goal: Statement that focus on improving the level of student achievement.
Performance Target: Measurable statements that indicate the level at which the school would like to be performing on a given goal by a given time. (Meeting the performance target is the ultimate indicator of success.)

Focus	Strategies	Indicators of Success	Time lines	Responsibilities	Status Update	Revisions
Determining specific focus will allow teachers to develop specific strategies to achieve their goals.	Actions that will be taken to help the school work towards achieving its goals.	Provides the school with standards against which the school can measure their progress towards their improvement goals.	Strategy being implemented should be looked at to determine the most suitable time to begin working on as well as the duration of the strategy.	Director working together with staff will determine who is responsible for implementing each strategy.	Director will monitor improvement plans on an ongoing basis to discuss progress of strategies.	The school's decision to revise any section of plan should be based on the same kinds of solid data as those used to determine the original goals, focuses, strategies, and time lines.

5. REPORTING ON PROGRESS

Taos International School will use proactive communication strategies in reporting student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community. The educational program of the school functions is most effectively when parents and teachers work together to promote student learning. The purpose of the Progress Report and standards-based Report Card is to communicate with the parents and keep them informed. Progress reports will be sent to the parents of each student during the fifth week of the Quarter. The reports will be taken home by the student, signed by the parent, and returned to the teacher. Report Cards will be sent home three times per year. Parents will be informed through the media and school announcements about the progress reports and report cards and the date they will be sent home.

The progress report will include:

1. Skills checklist and or percentage grade
2. Class behavior
3. Use of class time
4. Completion of assignments

Recommendations will be made as needed regarding:

1. More effort at home
2. After-school help
3. Tutoring
4. Conference with the teacher
5. Other suggestions

In addition to these mid-quarter progress reports, teachers will inform parents, at any time, if a student is failing, or if a significant decline in the student's grade(s) occurs.

Taos International School will document all student data in electronic files. These data files will be kept at the school. Hard copy of individual student performance results will be filed in the student's cumulative file and/or special education files.

To document progress in each of these areas, TIS will annually write a progress report card and distribute to all stakeholders. Data will also be used to complete the school's annual Educational plan for Student Success and to update the plan as required.

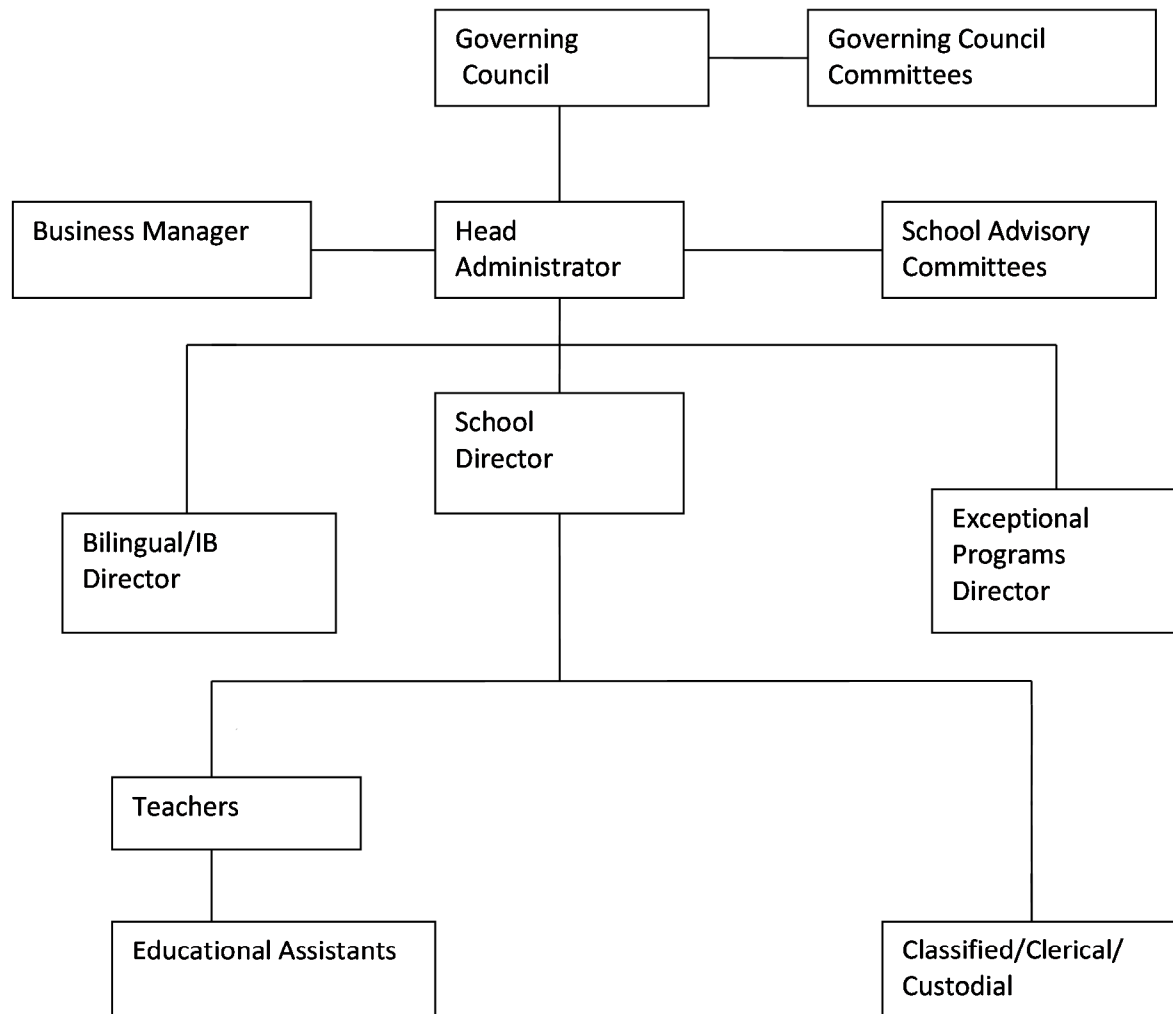
III. ORGANIZATIONAL PLAN AND GOVERNANCE

A. GOVERNING BODY CREATION/CAPACITY

The officers of the Governing Council will be a President, a Vice-President, a Secretary, and a Treasurer. President: The Council may create such other officer positions as it thinks necessary. Each officer will have its duties and responsibilities specified and included in the bylaws. No officer may hold more than one position at the same time. Major officer responsibilities include the following:

- President: Oversight of Governing Council business and affairs
- Vice President: In the absence of the President, performs all duties of the President
- Treasurer: Chair of the Finance Committee and general oversight of school's financial records
- Secretary: Provides notice of all public meetings and ensures prompt completion and dissemination of Council minutes

Proposed Organizational Chart and Narrative



1. GOVERNANCE DESCRIPTION

Following is a brief description of responsibilities for various groups and individuals associated with TIS. For a complete listing of responsibilities see Section IIIA. (1) and III D. (2) of this document.

Governing Council: Detail description of Governing Council powers and duties is found in the following section of this application.

Governing Council Committees: Detail description of Governing Council Committees and their roles is found in the following section of this application.

Head Administrator: The head administrator shall supervise, either directly or through delegation, all activities and all personnel of the school according to the laws of the state of New Mexico, including charter school laws, federal laws, and adopted policies on the Governing Council. The head administrator is the school's chief executive officer and the administrative head of the school. It is the head administrator's duty to administer the policies of the Council and to provide leadership for the school. The head administrator is the professional consultant to the Council and, in this capacity, makes recommendations to the Council for changes in policies and educational programs.

The head administrator provides the initiative and the technical guidance for the improvement of the total program of the school. The delegation of authority for the operation of the various functions of the school is one of the head administrator's duties. The head administrator is, however, responsible to the Council for all functions of the school.

School Advisory Committee: The School Advisory Committee is an important component of the TIS site-based management structure. The SAC will consist of one representative per grade level selected by the parents of children enrolled at the grade level. In addition to the six parent representatives (one per grade level), a teacher selected by his/her peers will represent the certificated staff. The school's head administrator and school directors will be permanent members of the SAC. Other members may include educational assistants and clerical staff.

The SAC will serve in an advisory role to the school's administration. Whenever possible, the school's administrator will seek SAC input in school policies, budgets, and procedures before presenting them to Governing Council for discussion, consideration, and approval.

The SAC will meet quarterly and select new grade level representatives in the spring of each year.

School Director: In consultation with the school's head administrator, the school director is responsible for actual administration and supervision of the school within the established policies of the Governing Council. Specific duties include administration of student assessment, supervision and evaluation of staff, coordination of and technology program, and other duties as specified in job description and/or assigned by the school's head administrator.

Business Manager: The school's business manager provides prompt and accurate financial information. The manager is responsible for accounts payable/receivable, payroll, benefits, insurance, ordering of materials and supplies, and developing school's annual budget.

Bilingual/International Baccalaureate Director: The school's Bilingual/IB director is responsible for the implementation of the school's state bilingual application and the IB plan for authorization. The bilingual/IB director will work closely with teaching staff to ensure accurate and effective use of one-way immersion strategies.

Special Education Director: Primarily responsible for the implantation of the school's special education program. Major responsibilities include scheduling various services for special education students; monitoring implementation of IEPs and 504 Plans.

Teachers: Responsibilities include: developing and implementing unit planners that focus on Common Core Standards, International Baccalaureate Primary Years Program, Middle Years Program and second, third language acquisition.

Educational Assistants: Assist classroom teachers in implementing the school's educational program.

Classified/Clerical/Custodial Staff: The school's classified/clerical/ custodial staff will play an important role in ensuring that outside the classroom services are carried out. Classified/clerical staff will answer telephones; greet visitors, file documents, and other clerical-related roles. Custodial staff will ensure that interior and exterior areas of the school are well maintained.

2. DESCRIPTION OF FOUNDERS' EXPERTISE

Nadine M. Vigil, MA, Lead Organizer and Governing Council Member
Retired Principal

Adjunct Professor, University of New Mexico-Taos

Adjunct Professor, Northern New Mexico College-Taos

Ms. Vigil has served in various administrative and teaching roles for over thirty-seven years including elementary teacher assistant, teacher, assistant principal, principal and adjunct professor.

Ms. Vigil is bilingual (English/Spanish) and holds a New Mexico administrative credential with Bilingual and TESOL endorsements.

Dr. Carlos Pagan, Organizer and Governing Council Member
Assistant Professor, University of New Mexico

Dr. Pagan is the lead founder of Corrales International School and New Mexico International School. He has served in various administrative and teaching roles for over twenty-six years including elementary and high school teacher, middle school assistant principal, and charter elementary principal. Dr. Pagan is bilingual (English/Spanish) and holds a New Mexico administrative credential.

Ms. Amie Chavez-Aguilar, MA, Governing Council Member
Taos Student Success Director-University of New Mexico-Taos

Ms. Chavez-Aguilar has served in various administrative and teaching roles for over sixteen years including assistant professor. She is bilingual (English/Spanish) and holds a New Mexico administrative credential.

Ms. Beatrice Martinez, Governing Council Member
Teacher and Lead Supervisor of Teaching Staff

Ms. Martinez has served in the capacity of teacher assistant, Lead Teacher and Lead Teacher Supervisor of Teaching Staff for over eighteen years.. Ms. Martinez holds an Associate of Arts in Multicultural Education and a Bachelor of Arts in Early Childhood Education. She is bilingual (English/Spanish).

Mr. Kenleigh Winters, Governing Council Member
Property Management/Renovations/Construction Consultant

Mr. Winters is a speculation home builder/entrepreneur. He designs, funds, sub-contracts, builds and sells homes. He holds specialized training and certificates in geothermal installation, geothermal maintenance, polyethylene fusion and repair.

Ms. Marsha Winters, Governing Council Member

Ms. Winters has served in various roles; Salon Coordinator, Retail and Bookkeeper, Assistant Manager and Ski Technician. She holds an Electrical Engineering degree.

Ms. Regina Vigil, MA, Governing Council Member
Retired Educator

Adjunct Professor, University of New Mexico-Taos

Ms. Vigil has served in various roles in education for over forty years including secretary, educational assistant, teacher and professor. Ms. Vigil is bilingual (English/Spanish) and holds a Master of Arts in Curriculum and Instruction with Reading, Bilingual, and TESOL endorsements from the state of New Mexico.

3. DESCRIPTION OF PROSPECTIVE GOVERNANCE EXPERTISE

Nadine M. Vigil, MA, Lead Organizer and Interim Governing Council Member

Retired Principal

Adjunct Professor, University of New Mexico-Taos

Adjunct Professor, Northern New Mexico College-Taos

Ms. Vigil has served in various administrative and teaching roles for over thirty-seven years including elementary teacher assistant, teacher, assistant principal, principal and adjunct professor.

Ms. Vigil is bilingual (English/Spanish) and holds a New Mexico administrative credential with Bilingual and TESOL endorsements.

Dr. Carlos Pagán, Organizer and Governing Council Member
Assistant Professor, University of New Mexico

Dr. Pagan is the lead founder of Corrales International School and New Mexico International School. He has served in various administrative and teaching roles for over twenty-six years including elementary and high school teacher, middle school assistant principal, and charter elementary principal. Dr. Pagán is bilingual (English/Spanish) and holds a New Mexico administrative credential.

Ms. Amie Chavez-Aguilar, MA, Governing Council Member
Taos Student Success Director-University of New Mexico-Taos

Ms. Chavez-Aguilar has served in various administrative and teaching roles for over sixteen years including assistant professor. She is bilingual (English/Spanish) and holds a New Mexico administrative credential.

Mr. Larry Torres, MA, Governing Council Member
Associate Professor of Foreign Languages and Cultures

Mr. Torres has served in various administrative and teaching roles for over thirty-seven years. He has been a high school teacher and college professor of Spanish, Russian, French, English, Latin, Southwest Studies, Linguistics and Bilingual Education. He has been internationally recognized as a speaker and presenter in the field of Global Education in Foreign Language teaching. New Mexico author of several Hispanic Culture books. Mr. Torres has received many awards: National Walt Disney Outstanding Foreign Language Teacher of the Year, Recipient of Milken Family Foundation National Educator of the Year, Golden Apple, Excellence in Teaching, and many other local, regional, and state honors. Mr. Torres is fluent in ten languages. He holds a Master of Arts degree in French.

Mr. Kenleigh Winters, Governing Council Member
Property Management/Renovations/Construction Consultant

Mr. Winters is a speculation home builder/entrepreneur. He designs, funds, sub-contracts, builds and sells homes. He holds specialized training and certificates in geothermal installation, geothermal maintenance, polyethylene fusion and repair.

Ms. Marsha Winters, Governing Council Member
Ms. Winters has served in various roles; Salon Coordinator, Retail and Bookkeeper, Assistant Manager and Ski Technician. She holds an Electrical Engineering degree.

Ms. Regina Vigil, MA, Governing Council Member
Retired Educator
Adjunct Professor, University of New Mexico-Taos

Ms. Vigil has served in various roles in education for over forty years including secretary, educational assistant, teacher and professor. Ms. Vigil is bilingual (English/Spanish) and holds a Master of Arts in Curriculum and Instruction with Reading, Bilingual, and TESOL endorsements from the state of New Mexico.

4. SELECTION OF MEMBERS

Taos International School's Interim Governing Council and its Governance Committee will be responsible for recruiting and appointing permanent Governing Council members. The interim council and committee will apply the following seven steps in their selection of permanent members:

1. Prepare for active council member recruitment.
2. Develop a profile of the current council.
3. Determine strategies to build council diversity.
4. Develop an initial list of prospective candidates.
5. Contact top recruiting prospects.
6. Schedule and conduct orientation sessions with prospective council members.
7. Select new members to the council.

Number. The Governing Council will consist of not less than five and not more than seven members. The Head Administrator of Taos International School will be a non-voting member of the Governing Council.

Term and Term Limits. Governing Council members will be appointed for three year terms. Terms will be staggered so that no more than 1/3 of the Council shall be up for appointment in any year, unless unforeseen vacancy (ies) occurred. Governing Council membership will be limited to two consecutive three-year terms. Previous Governing Council members will be eligible for appointment after a lapse of two years.

Annual Meeting. An annual meeting of the Governing Council for the appointment of members and officers and such other business as may come before the meeting will be held in the spring of each year. Written notice will be given not less than three days of the time, place, and purpose of the meeting. The meeting will be held at the principal location of the school or such other place as specified in the meeting notice. The notice will comply with the Open Public Meetings Act.

B. GOVERNING BODY TRAINING AND EVALUATION

1. GOVERNANCE TRAINING

A new member of the Governing Council will be afforded the Council's and staff's fullest attention to assist them in becoming completely informed about the Council's functions, policies, procedures, and goals.

In the interim between appointment and actually assuming office, the new member will be invited to attend appropriate meetings and functions of the Governing Council and will receive pertinent reports and communication normally sent to Governing Council members. The new member will also be provided access to documents including the Governing Council Policy Manual, the school's charter, agendas and minutes from previous meetings, and other school-related reports.

The Governing Council President and school's administrative staff will confer with the new members as necessary to introduce them to school staff, answer questions, and provide additional information about the school.

New Governing Council members will be required to attend meetings and workshops specifically designed for new members.

2. GOVERNANCE EVALUATION

The Governing Council (GC) of Taos International School will ensure creation of a shared vision/mission that promotes student learning and success. The GC provides guidance and direction for accomplishing the vision and mission.

The Governing Council shall meet as necessary for the purpose of appraising its functioning as a Council and to evaluate their performance. The appraisal plan approved by the Governing Council will be facilitated by the GC President working with the Head Administrator.

Governing Council of Taos International School will utilize the following plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness but not limited to:

- GC meetings/decision-making process
- Policy development/implementation
- GC goal setting
- Curriculum and instruction management/program
- Fiscal management/resource allocation
- School plant planning/management
- GC member orientation
- GC member development
- GC officer performance
- GC member relationships
- GC- Head Administrator relationship

- GC- community relationship
- Legislative and governmental relationships

The annual self-evaluation may be carried out in conjunction with the annual evaluation of the Head Administrator.

C. LEADERSHIP AND MANAGEMENT

1. MONITORING

Taos International School's Governing Council will apply to become a Board of Finance and provide oversight of the school's finances by regularly reviewing and approving financial reports at the monthly GC meetings. The Governing Council will also establish and approve the yearly budget, as well as approve the head administrator's contract and the staff salary schedule to ensure that the school is meeting its mission and vision.

2. HEAD ADMINISTRATOR SELECTION

The Governing Council will engage in the following process to recruit and hire the school's head administrator:

1. Identify who will be involved in the selection process and establish selection committee.
2. Identify desired and needed characteristics for the school's head administrator.
3. Write and/or modify a detailed job description.
4. Advertise nationwide for applicants.
5. Conduct a paper screen of applicants.
6. Develop questions and desired answers to the questions based on the written job description.
7. Train interview team.
8. Interview process - primary goal is to find as much as possible about each candidate.
9. Debrief with selection team to identify top candidates.
10. Check references.
11. Come to a final decision and recommend that the Governing Council hire the candidate preferred by selection committee.
12. Notify selected and non-selected candidates of selection committee's decision.

With the exception of step 11, a similar process will be followed to hire the school's director and other school staff.

3. HEAD ADMINISTRATOR EVALUATION

The Head Administrator sets the tone for the entire school. His or her job is multifaceted, so there are numerous elements that must be looked at when evaluating his/her position.

The governing body will convey to and delineate the roles and responsibilities of the school's head administrator by stating expectations and determining how they will measure them.

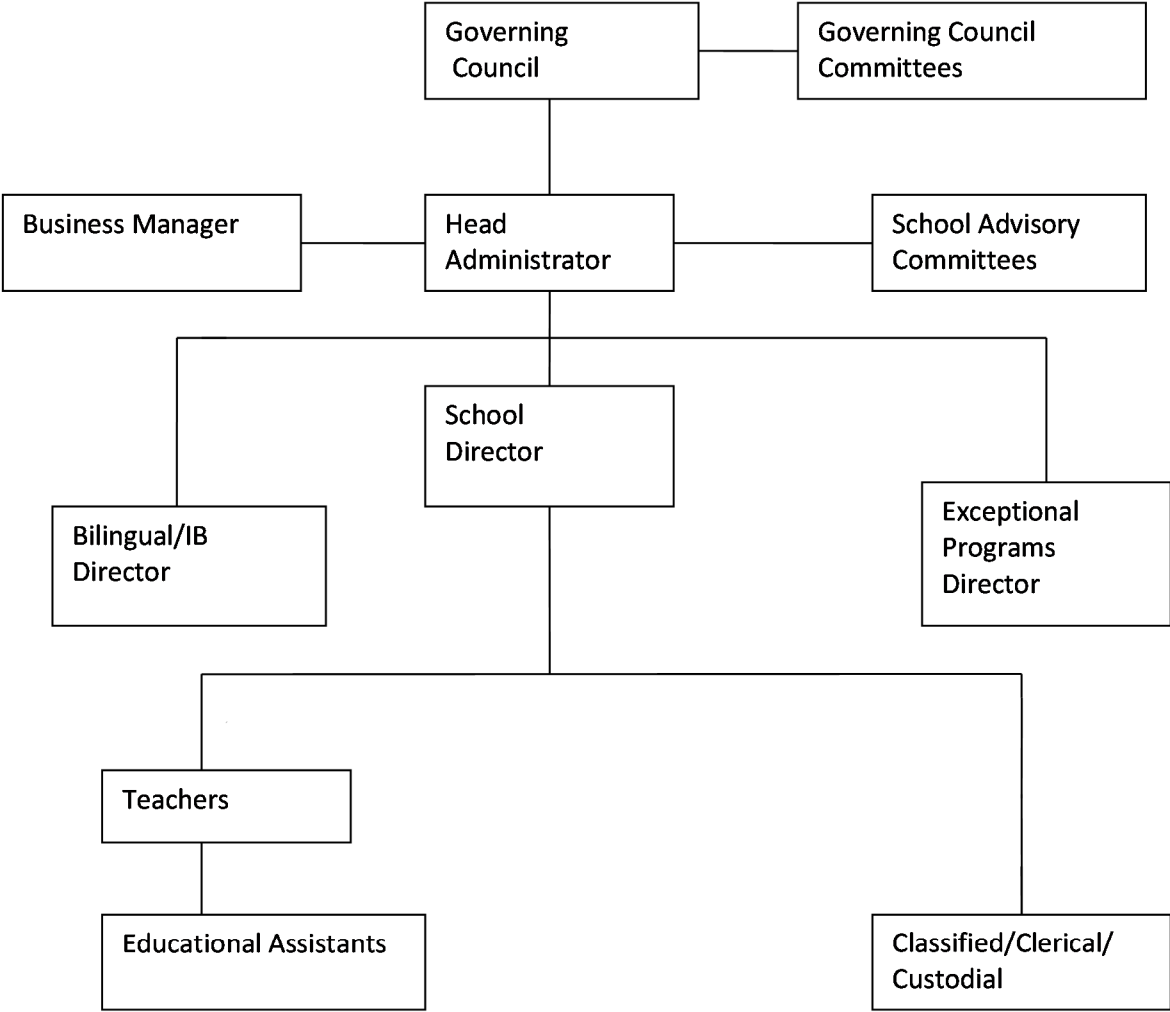
The head administrator will be evaluated and held accountable for the operations for the school's success by the governing body:

1. Developing the Head Administrator's evaluation and procedure.
2. Developing the Head Administrator's evaluation instrument.
3. Discussing and determining the governing body's goals and school goals.
4. Developing school's priorities.
5. Defining the criteria for the measurement of the goals.
6. Requiring the Head Administrator to develop a work plan to accomplish the goals.
7. Setting the timing for an interim (midyear) and final evaluation.
8. Determining the documents needed to conduct the evaluation.
9. Taking steps to tie the evaluation of the Head Administrator to the contractual obligation.

The Head Administrator's evaluation will be conducted at a separate GC meeting. It will focus on performance goals and priorities. With the Head Administrator presenting his or her accomplishments and areas that need improvement as well as identifying the circumstances that prevented the accomplishment of goals. GC members should identify the strong points of a Head Administrator's performance, areas for improvement, and any priorities or goals that the governing council wishes the Head Administrator to focus on.

D. ORGANIZATIONAL STRUCTURE OF THE SCHOOL

1. ORGANIZATIONAL STRUCTURE



2. JOB DESCRIPTIONS

Head Administrator

Specific Duties and/or Responsibilities:

Education Program:

- Administers the development, coordination, maintenance, and evaluation of the educational program, including the International Baccalaureate Program and the language immersion program (bilingual).
- Supervises methods of teaching, supervision, and administration in effect at the school.
- Keeps informed of modern educational thought and practices by advance study, by visiting other schools, by attending educational conferences and workshops, and by other appropriate means.
- Keeps public and Council informed about modern education practices, educational trends, and the policies, practices, and challenges in the school.

Management:

- Ensures that all activities of the school are conducted in accordance with the laws of the state of New Mexico, charter school laws, federal laws, and adopted policies of the Governing Council.
- Assumes responsibility for the overall financial planning of the school and for the preparation of the annual budget, and submits it to the Council for review and approval.
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget, subject to direction and approval by the Council.
- Maintains or has maintained adequate records for the school, including financial accounts; business and property records; and personnel, attendance, and academic records.
- Provides suitable instructions and guidance to protect and maintain school property.
- Oversees the completion and submission of required reports.
- Interprets the budget and finances to the community.
- Remains current on charter school requirements and approved legislation.
- In collaboration with school director, conducts parent information meetings relative to school's entrance (lottery) requirements.
- Assess facilities needs and recommends plans to Council.

Governing Council:

- Attends and participates in all meetings of the Council and its committees, except when excused by the Council's President.
- Takes prompt action to implement all directives of the Council.
- Advises the Council on the need for new and/or revised policies.
- Provides timely advice to the Council on the implication of changes in statutes or regulations affecting the school's programs.

- Informs and advises the Council about programs, practices, and problems of the school, and keeps the Council informed of the activities operating under the Council's authority.
- Prepares and submits to the Council recommendations relative to all matters requiring Council action, placing before the Council such facts, objective information, and reports as are needed to ensure the making of informed decisions.
- Develops and implements rules and regulations in keeping with Council policy.
- Acts as chief public relations agent for the school.
- Acts on own discretion if action is necessary in any matter not covered by Council policy, reports such action to the Council as soon as practicable, and recommends policy guidance in the future.

Personnel:

- Completes performance evaluations of school directors.
- Recommends to the Council the appointment or dismissal of the school's director.
- Ensures that all employees are evaluated in accordance with the laws of the state of New Mexico and adopted Council policies.
- Provides and/or facilitates professional development opportunities for school staff.
- Recommends all promotions, demotions, contracts, appointments, and salary changes to the Council.
- Communicates to all employees all actions of the Council relating to personnel matters, and receives from employees all communication to be made to the Council.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

- Valid New Mexico administrative certificate.
- Masters degree from an accredited college or university with specialization in the areas of administration, supervision, and evaluation of educational programs.
- Five or more years of school administration experience preferably at a dual language school and/or International Baccalaureate school.
- Experience as a classroom teacher preferred.
- Bilingual (Spanish/English) skills preferred.

Physical Requirements:

- Work is performed in an indoor environment and requires frequent sitting, standing, bending, repetitive motion, vision to monitor, and lifting up to 15 pounds.
- Reports to: Governing Council

Business Manager

- Prepare and present an annual school budget to the Governing Council
- Prepare and present the Budget Adjustment Requests (BAR)
- Post the revenue to the appropriate fund and revenue code
- Responsible for impressed funds and disbursement of funds

- Aware of and follow the public school financial standards pursuant to NMAC, and follow GAAP standards
- Responsible for ensuring the safeguard of all financial and student records from potential theft and destruction
- Responsible for reconciliation of all bank statements
- Accuracy of payroll journal, backup of journal, and generation of payroll checks
- Maintain all employees' earnings, deductions, and leave records
- Responsible for substitute payment disbursement
- 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 Head Administrator and School Director as appropriate and needed in oversight of the school
- 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
- Coordinate all supply orders for all departments in accordance with approved internal control policy
- Coordinate and approve all textbook orders and teaching aids in collaboration with School Director and Administrative Assistant in accordance with internal control policy
- With approval of Head Administrator, prepare contracts to enter into the Financial Management System
- Maintain vendor invoices, matching encumbrance copy and receiving copy of purchase order, then matching with approved purchase order copy
- Prepare requisitions
- Manage school activities funds
- Trained in using the Operating Budget Management System (OBS) for the purpose of providing assurance that the data of TIS are in compliance with federal and state laws and procedures and the Public Education Department (PED)
- Work Year: 12 months
- Reports to: Head Administrator

School Director

Specific Duties and/or Responsibilities:

Education Program:

- Keeps informed of and interprets all laws, regulations, statues, rules, and policies affecting programs under his/her supervision.
- Directs all school testing and assessment requirements.
- Directs analysis and interpretation of data (achievement and survey) through descriptive statistics and narrative methods.
- Prepares oral and written reports on assessment, evaluation, and survey results for staff and Council.
- Acts as a resource to teachers and head administrator in analyzing student achievement data.
- Performs all duties and responsibilities related to the school's special education program including the scheduling of initial, annual, and 3-year evaluations.
- Assists teachers in implementing a school-wide student discipline plan/policy. When necessary, works with students to improve behavior.
- Provides leadership, coordination, and guidance to develop, refine, and implement technology throughout the school.

Management:

- Acts as the school's registrar. Coordinates with other staff to ensure completion of enrollment, attendance, and registration requirements.
- Administers research/evaluation projects, needs assessment, and parent (community) satisfaction surveys.
- Assist in the preparation and administration of the school's budget and assumes responsibility for preparing all purchase orders.
- Attends and presides over such other meetings as the head administrator designates.
- Prepares and submits to head administrator for review needed Council policies, status reports, handbooks, grant applications, school's annual calendar, and other documents required for overall management of school.
- Serves upon assignment by the head administrator as a resource person to various parent and community groups and facilitates their positive involvement in the school.
- Accepts from the head administrator such of his/her responsibilities as the head administrator chooses to delegate, and assumes full responsibility for discharging them.

Operations:

- Supervises personnel to carry out maintenance work.
- Evaluates and recommends necessary improvements in school buildings and grounds.
- Organizes, supervises, and directs the school's transportation program.
- Develops and implements safety education programs.
- Coordinates late starts, snow days, and make-up days for the school.

- Assists teachers in securing transportation for pre-approved educational field trips and athletic events.

Personnel:

- Completes performance evaluations of teachers and classified staff.
- Assists instructional staff in securing substitute teachers.
- Coordinates and supervises the work of all classified staff members.
- Provides or facilitates professional development opportunities for classified staff.
- Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):
- Valid New Mexico administrative certificate.
- Masters degree from an accredited college or university with specialization in the areas of administration, supervision, and evaluation of educational programs.
- School administration experience preferably at a dual language school and/or International Baccalaureate school.
- Experience as a classroom teacher preferred.
- Bilingual (Spanish/English) skills preferred.

Physical Requirements:

- Work is performed in an indoor environment and requires frequent sitting, standing, bending, repetitive motion, vision to monitor, and lifting up to 15 pounds.
- Work Year: 210 days
- Reports to: Head Administrator

Exceptional Programs Director

The Director of Special Education will serve as the primary communicator between parents of students with special needs, their teachers and support staff, and other pertinent personnel. This Director will also be in close contact with the Head Administrator to ensure that state and federal guidelines and timelines are being implemented correctly and in a timely fashion. In particular, this position will:

- Facilitate or designate an appropriate facilitator of Multidisciplinary Team/IEP meetings following performance-based reevaluations. Also facilitate any Manifestation Determinations or Addendums to the IEP.
- Facilitate or designate an appropriate facilitator of annual Individual Educational Plan (IEP) meetings
- Coordinate with the diagnostician all reevaluations with testing to be completed in a timely manner
- Coordinate support/ancillary special education staff needed to supply specific services for any special needs students
- Manage and maintain special education confidential files

- Coordinate the transfer of or request for any special education records to or from other schools
- Assure that all special education IEP forms are available either in hard copy or electronically
- Coordinate with administration regarding special education policies, procedures, and/or technical assistance
- Ensure, along with administration, that the physical plant is up to ADA code for special needs access to the building.
- Assist administration in the building of the Master Schedule as it pertains to any special needs issues
- Facilitate with any textbook purchase or other teaching materials, hardware or software particular to the specific needs of special education students.
- Ensure that the appropriate state reports are correct and submitted in a timely fashion
- Assist with implementation/ participate as a member of SAT meetings but will not act as chair
- Assist/ participate on meetings, and other intervention committees
- Ensure that all special education students are receiving their required services in the Least Restrictive Environment
- Ensure that all special needs students have an appropriate "Next Step" plan and transition plan for post-secondary choices
- Assist with Professional Development as it pertains to all teachers working with special needs students, particularly differentiated instruction
- Hold NM teacher certification with special education endorsement
- Work Year: 210 days
- Reports to: Head Administrator

Bilingual/IB Director

- Complete State Bilingual Application
- Provide training to staff related to one-way language immersion program
- Implement all components of bilingual program as delineated in the State Bilingual Application
- Work with International Baccalaureate Organization to complete necessary applications and to implement program components
- Provide teachers assistance in developing IB planners and lesson plans
- Assist parents in completing home language survey
- Administer home language assessments
- Secure services for English language learners
- Hold NM teacher certification with bilingual endorsement
- Work Year: 210 days

- Reports to: Head Administrator

Teachers

- Teach in line with the school mission and vision
- Monitor and direct student activity in accordance with the student's IEP (when applicable), and the school's policies and procedures
- Maintain accurate records of student progress
- Be proactive and diligent in classroom management strategies and uphold the discipline policy of TIS
- Utilize a diverse array of techniques and modalities in order to maximize a student's academic and personal outcomes
- Participate regularly in grade level and staff meetings
- Participate in a personal growth plan tied to the school's professional development plan
- Create lesson plans and IB planners which align with state standards
- Communicate regularly with families regarding student progress
- Analyze student data to drive instruction and track student progress
- Hold NM certification and be highly qualified in teaching assignment areas
- Work Year: 180 student days, 10 professional development days (190 total)
- Reports to: School Director

Office Manager/Clerical

- Oversee and maintain office equipment and supplies
- Record and report staff absences and requests for leave
- Assist Business Manager with supply and instructional material orders and distribution of catalogs
- Type memos as needed and requested by administration
- Answer the phone and record messages as appropriate
- Maintain inventory of assets
- Responsible for safeguarding and disbursement of petty cash funds
- Trained in using the Operating Budget Management System (OBS) for the purpose of providing assurance that the data of TIS are in compliance with federal and state laws and procedures and the Public Education Department (PED)
- Prepare agendas for all meetings and send out notification
- Prepare minutes from meetings for dissemination at a later date
- Maintain student cumulative files. Process requests for student records
- Maintain student attendance records
- Work Year: 210 days

- Reports to: School Director

Educational Assistant

- Support student learning in any way deemed appropriate by the teacher
- Participate in staff and professional development as determined by the Director of Special Education and Bilingual/IB education.
- Assist with clerical teacher duties
- Be flexible with assigned duties ó cover classes when needed
- Work with small groups at teacher discretion
- Hold NM Educational Assistant license
- Work Year: 185 days
- Reports to: Classroom Teacher

3. STAFF EVALUATION

The evaluation process will consist of an annual performance evaluation based on an annual professional development plan that meets the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.10 NMAC.

-No later than forty school days after the first day of school of each school year, each teacher and his/her school Director shall establish a professional development plan for the teacher, with measurable objectives, for the coming year based on, among other things: 1.) The PED's nine teaching competencies and indicators for the teacher's licensure level; and 2.) The previous year's annual evaluation, if applicable; and 3.) Assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the school has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified.

-Annual Performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved.

-The school Director shall observe each teacher's classroom or program practice at least once annually to determine the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level.

4. STAFFING PLAN

Proposed staff plan for TIS. The maximum number of students is 20 or a 20:1 ratio per class.

Year One: 2013-2014	Year Two: 2014-2015	Year Three: 2015-2016	Year Four: 2016-2017	Year Five: 2017-2018
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Year One: 2013-2014	Year Two: 2014-2015	Year Three: 2015-2016	Year Four: 2016-2017	Year Five: 2017-2018
5 Teacher FTEs (K, 1, 6)	8 Teacher FTE (K, 1,2, 6,7)	11 Teacher FTEs (K, 1,2,3,6,7,8)	13 Teacher FTEs (K,1,2,3,4, 6,7,8)	14 Teacher FTEs (K,1,2,3,4,5,6,7,8)
1 Special education FTE (Director)	1 Special education (Director) FTE	2 Special education (Director) FTE	2 Special education (Director) FTE	2 Special education (Director) FTE
.5 Art teacher FTE	.5 Art teacher FTE	1 Art teacher FTE	1 Art teacher FTE	1 Art teacher FTE
.5 Music teacher FTE	.5 Music teacher FTE	1 Music teacher FTE	1 Music teacher FTE	1 Music teacher FTE
		.5 Chinese FTE	.5 Chinese FTE	.5 Chinese FTE
.25 Head Administrator	.25 Head Administrator	.25 Head Administrator	.25 Head Administrator	.25 Head Administrator
1 School Director	1 School Director	1 School Director	1 School Director	1 School Director
1 Bilingual Director	1 Bilingual Director	1 Bilingual Director	1 Bilingual Director	1 Bilingual Director
1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager
1 Office Manager/Bookkeeper (clerical)	1 Office Manager (clerical)	1 Office Manager (clerical)	1 Office Manager (clerical)	1 Office Manager (clerical)
2 Educational Assistants	4 Educational Assistants	4 Educational Assistants	4 Educational Assistant	4 Educational Assistants
	1 Bookkeeper (clerical)	1 Bookkeeper (clerical)	1 Bookkeeper (clerical)	1 Bookkeeper (clerical)

5. SCHOOL DAY/YEAR

Taos International School will develop a school calendar that reflects 180 student instructional days. The school year will begin after Labor Day and end 180 days later.

The school day will begin at 8:30 AM and end at 3:30 PM with a 30 minute lunch period. An optional, but highly encouraged After School/Extended Day Program will begin immediately at

3:30 PM and end at approximately 4:45 PM every day except Wednesdays. Students will be released at 2:30 PM on Wednesdays.

Length of School Day will support the school's Educational Plan in a variety of ways: The International Baccalaureate Program requires the integration of additional content areas including music, art, and physical education. It is not possible to address all the Common Core Standards as well as provide students with an enrichment in the visual and performing arts and athletic program.

Due to the school's no homework policy, additional time will be needed for students to be tutored by their classroom teachers. Tutoring will be scheduled by teachers and will take place in an extended day environment.

TIS's focus on field trips and outside-the-classroom experiences will also require the extension of the regular school day.

Total instructional hours for the 2013-2014 school year for all K, 1, & 6 students will be: 1,145 hours (180 school days ranging in length from 5.5 to 6.5 instructional hours per day).

6. PROFESSIONAL DEVELOPMENT PLAN

The Taos International School Governing Council recognizes that staff members should continue to improve their competencies during their service. It expects the Head Administrator to promote opportunities for staff development and for staff members to take advantage of them. To the extent feasible, the Head Administrator and School Director will establish procedures by which staff members can receive proper recognition for professional development.

All professional development will reflect the mission, goals and objectives of Taos International School which include International Baccalaureate requirements, one-way language immersion education, and core content standards training. The school will actively seek resources for improvement of professional development opportunities for all staff members through all means available. The school will actively seek funds for improvement of teaching and learning through high quality professional development activities in core academic subjects through all means available, including but not limited to grants, operational funds, and professional development provided free of charge.

All full-time teachers will have a professional development plan created in collaboration with the School Director. The Head Administrator will have a professional development plan created in collaboration with the Governing Council and from feedback from the school community.

At Taos International School, weekly group planning time will give teachers formal and informal opportunities to review, revise, propose curriculum activities, and to develop the teamwork critical to the success of the educational program at Taos International School.

Wednesdays Early Release

Students will be dismissed at 2:30PM on Wednesdays. From 2:30-4:30PM staff will hold general meetings and/or grade level meetings for the purpose of:

- examining student work and select student exemplars
- reviewing International Baccalaureate Organization authorization requirements
- conducting lesson study and other methods to improve instructional strategies and curriculum
- conducting grade level meetings to address issues related to instruction and vertical articulation of curriculum
- planning lessons and unit planners (as required by IB)
- discussing articles and other professional readings
- improving on one-way immersion instructional strategies

E. EMPLOYEES

1. EMPLOYER/EMPLOYEE RELATIONSHIP

In accordance with Title 6, Chapter 61, NMAC, TIS will retain or employ teachers, administrators, and other instructional personnel who hold appropriate New Mexico licensure in elementary and secondary education, grades K-5, or other documents issued by the New Mexico State PED Licensing Division. Highly qualified teachers will teach the core academic classes in which they are endorsed. Teachers will be responsible for overseeing student's academic progress, for grading, and for matriculation decisions as specified in the school's operational policies. Qualifications for TIS teachers and administrators will include, but not be limited to, years of teacher and administrator experience, familiarity with State of New Mexico content and benchmark standards, common core standards, International Baccalaureate programs, one-way immersion education, demonstrated ability to differentiate instruction (additional specific training provided), and strength of their teaching credential (i.e. special education, ESL or bilingual, master's degree).

2. PERSONNEL POLICIES

REFER TO APPENDIX E.

3. STAFF DISCIPLINE PROCESS

The following procedures shall be followed by Taos International School Governing Council in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge.

1. Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by the School Director before notice of intent to discharge is served upon him or her. For purposes of this policy, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.
2. A written record of all conferences shall be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school which might improve such performance, and all improvements made. Each written record shall be signed by all parties to the conference. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The Governing Council shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance, pursuant to 6.69.2 NMAC.

4. GRIEVANCE PROCESS

Proposed process for addressing employee grievances:

- a. Any member of TIS school who wishes to file a grievance against another member of the school may file a complaint with the Head Administrator, or if the alleged incident is directed to the Head Administrator, to the Governing Council. The grievance shall be in writing, shall set forth the circumstances of the incident, and identify the member(s) involved. Such complaint should be submitted within ten (10) days of the alleged incident, unless there is justifiable reason for submitting a grievance beyond the ten (10) day requirement.
- b. The Head Administrator (or Governing Council, if the allegation is against the Head Administrator) shall initiate an investigation of the incident and shall protect the confidentiality of the grievant.
- c. The investigator shall make every effort to complete the investigation within twenty (20) days of the filing of the grievance. Results of the investigation, along with recommendations and suggestions, shall be furnished to the grievant no later than thirty (30) days after the complaint is submitted.
- d. If the grievant believes the issues are not resolved after considering the recommendations and suggestions of the Head Administrator or Governing Council, the grievant may request a hearing by a grievance committee which is to be formed by a member of the Governing Council, and composed of a parent, administrator, and licensed staff members. This request shall be made in

writing to the Head Administrator within ten (10) days after receiving the results of the investigation.

e. Upon receiving a request for a hearing, the grievance committee shall schedule the hearing to occur within twenty (20) days from the date of the request.

f. Both the grievant and the person(s) against whom the complaint was made may be represented by legal counsel at the hearing.

g. Within ten (10) days of the hearing, the grievance committee shall furnish a written report of its findings and recommendations to the Head Administrator.

h. The Head Administrator shall, within five (5) days of the receipt of the grievance committee's report, act upon the recommendations of the committee or furnish a written report to the grievant explaining why the recommendations will not be implemented. The Head Administrator may also conduct whatever investigation is necessary.

I. Upon receipt of the Head Administrator's report, the grievant may file a written appeal with the Governing Council. The Governing Council shall, within thirty (30) days from the date the appeal was received, review the report and affirm, overrule, or modify the decision of the grievance committee.

j. No retaliation will be permitted against a grievant who files a complaint with the school.

k. The Head Administrator will take reasonable actions to protect student, staff and the complainant from the alleged violator of this policy pending the conclusion of the investigation.

l. Complaints based on employment contract termination or discharge must be pursued in accordance with the termination or discharge procedures that are set forth.

F. COMMUNITY/PARENT/EMPLOYEE INVOLVEMENT IN GOVERNANCE

1. COMMUNITY INVOLVEMENT

It will be TIS Governing Council's policy to have an open and honest relationship with the press, parents, students, employees, and community to ensure that the school's mission and vision will advance. TIS will want to keep the community informed of the progress and problems of our school through open informative communication with the public. At the same time, input from parents and community is appreciated and solicited.

Good public relations are the responsibility of the entire licensed and non-licensed staff. Every employee is expected to feel a responsibility for the development of good relations with the public. Public confidence and good will can be gained when employees are considerate, courteous, friendly, and understanding.

The council and staff of TIS will believe that parent/community interest and input are necessary for optimal functioning of the school. It will be our conviction that students learn best when their parents are involved in their education. Businesses will be encouraged to release employees for parent/teacher conferences.

Groups such as Parent Teacher Association (PTA), TIS's School Volunteer Program and School-Business Partnerships and committees such as School Advisory, Facilities, Finance/Audit, Fundraising and Philanthropy, Library, Special Events, Uniform, and Yearbook will also be in place and will be valuable allies in the education function of the school. The Council will fully support and encourage close cooperation with these groups.

2. COMPLAINT RESOLUTION

It will be Taos International School's policy to encourage the discussion and resolution of problems at the lowest level possible. Whenever a complaint is made directly to the Governing Council or an individual council member, such complaint shall be referred to the School Director for study and possible resolution. The Governing Council will not consider or act upon concerns or complaints that have not been submitted for study and possible resolution by the School's administration. The policy will apply to students and their parents or legal guardians.

The following procedures should be followed to resolve problems, concerns and complaints:

Classroom Problems

- Parents/guardians should address classroom problems with the classroom teacher in an individual conference.
- Unresolved classroom problems should be submitted in writing to the School Director along with a suggested remedy or solution.
- The School Director may choose to hold a meeting with parties individually or in a single meeting to gather information related to the concern or complaint.
- The School Director must submit a written response within five (5) working days from the date the concern/complaint is submitted.

A parent may appeal the School Director's decision to the Head Administrator.

- The Head Administrator shall review the School Director's decision, may meet with the parties individually or in a single meeting to gather information related to the concern or complaint.
- The Head Administrator must submit a written response within five (5) working days from the day the written appeal is received.
- If the concern or complaint is about a school employee, the Head Administrator's decision shall be the final level of review.

Concerns or complaints which are not about a school employee may be appealed in writing to the Governing Council.

- The Governing Council will review the written record regarding the concern or complaint and will submit a written decision within twenty (20) working days.

- With the exception of personnel issues, the Governing Council shall be the final level of review.

Other concerns and Complaints:

Other concerns and Complaints include, but are not limited to, complaints about personnel, Governing Council policies, discrimination, sexual harassment, Title IX (prohibiting gender discrimination in educational and activity programs), Title VI (prohibiting discrimination on the basis of race, color or national origin in educational and activity programs), the McKinney-Vento Education for Homeless Children and Youth Act, and all instructional programs of the School from the General Public, Parents, Staff or Students.

A written complaint must be submitted to the School Director and must include (1) the name of person or group submitting the concern or complaint, (2) a summary of the complaint with reference to applicable policies, procedures, statutes, or laws, and (3) a suggested remedy.

- The School Director may choose to hold a meeting with parties individually or in a single meeting to gather information related to the concern or complaint.
- The School Director must submit a written response within ten (10) working days from the date the concern/complaint is submitted.

If the person or persons submitting the concern/complaint are still aggrieved, the concern/complaint may be appealed to the Head Administrator, in writing, stating why the decision or resolution from the School Director is not acceptable.

- The Head Administrator may meet with the parties individually or in a single meeting to gather information needed to address the concern or complaint.
- The Head Administrator must submit a written response within ten (10) working days from the date the written appeal is received.
- If the concern/complaint is about a school employee, the Head Administrator's decision shall be the final level of review.

If the person or persons submitting the concern/complaint are still aggrieved, the decision or resolution of the Head Administrator may be appealed to the Governing Council. The appeal to the Governing Council must be submitted in writing stating why the decision or resolution of the Head Administrator is not acceptable.

- The governing Council will review the written record regarding the concern or complaint and will submit a written decision within twenty (20) working days.
- With the exception of personnel issues, the Governing Council shall be the final level of review.

Situations not covered by this Concerns and Complaint Process include:

- the discretionary act(s) of professional judgment related to the evaluation of the work performance of any employee by his or her immediate supervisor;
- any personnel decision made by the Head Administrator, including, but not limited to, a refusal to employ or employ, a discharge, a demotion, or any other action directly and adversely affecting the employment of an employee.
- any situation in which the Head Administrator and the Governing Council are without authority to act;
- situations in which the remedy for the alleged violation exclusively resides in some person, agency, or authority other than the Head Administrator or the Governing Council;
- situations as to which a different procedure or remedy has been provided by law; policy or procedure;
- situations involving a complaint or grievance by a contractor; and
- the termination or discharge of an employee.

G. STUDENT POLICIES

1. STUDENT DISCIPLINE POLICY

Student Discipline Policy

High standards for academics, high standards for behavior.

Zero Tolerance

Taos International School (TIS) is unequivocally committed to providing a safe and orderly environment in which students can improve their academic achievement. Students whose behavior does not meet the school community's clearly deemed standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Students who pose an immediate danger to the school community will be removed from class or the school, depending on the severity of the infraction. No warnings will be given or exceptions granted. Without a firm and consistent discipline code, none of what we envision for the school can take place. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline code. Students and families have a right to attend a safe and orderly school.

A complete explanation of TIS's Student Discipline Policy is found in the section APPENDIX F of this application.

2. ALTERNATIVE PLACEMENTS

First and foremost Taos International School will assure that a safe environment conducive to learning shall be maintained. To build and maintain this environment TIS will provide students, families, and staff with clear expectations and rules for appropriate school behavior. These rules

must balance the responsibilities and rights of individuals and the responsibilities and right of the school community.

Should the disciplinary procedures include long-term suspension or expulsion, TIS will continue to provide educational services, including access to the general education academic curriculum. If long-term suspension or expulsion involves an exceptional programs student, educational services will be provided by TIS as determined in the IEP. Parents and student will be responsible in adhering to procedures set in place.

H. STUDENT RECRUITMENT AND ENROLLMENT

1. STUDENT RECRUITMENT

Taos International School welcomes all students who are eligible to attend school in New Mexico. In order to ensure equal opportunity to all those who hope to attend TIS, the school will place newspaper advertisements of general circulation in the Taos area, which includes the communities of Ranchos, Arroyo Seco, Arroyo Hondo, San Cristobal and Questa. Flyers will also be distributed through outreach efforts community (Youth development organizations, neighborhood organizations, and student academic associations). Public forums and local public radio announcements with the different radio stations in Taos were held to provide community information about Taos International School

2. LOTTERY PROCESS

Pursuant to the 1999 Charter Schools Act, should the number of applications received for enrollment be greater than the number of students allowed by the charter, or by the Governing Council limit(s), a lottery process for admission will be instituted for the applicants. This lottery will be carried out two weeks after the closing of the enrollment period. Because the Governing Council may set enrollment limits for each grade, the instituted lottery may only apply to students applying for one grade.

For purposes of the lottery, each applicant will be assigned a number. These numbers will be written on their application packet and on individual cards and placed into a box. These cards will be drawn at random by a municipal court judge, or another appropriate judicial official, and each student will be accepted for enrollment until the number of applications meets the maximum number of students allowed by the charter of the Governing Council. For example, if the maximum number of second grade students established by the Governing Council for the following year is 20, and the returning students who have filed letters-of-intent number 30, the first 20 applicants whose numbers are drawn by the official will be enrolled in TIS. All other applicants will be placed on a waiting list, and will be enrolled in accordance with their assigned lottery number. For example, if the school accepts 20 students, and one drops out, the student with lottery number 21 will then be enrolled. If he or she chooses not to enroll, number 22 will be enrolled, and so forth.

3. ENROLLMENT PROCESS

The following policy describes the procedures Taos International School (TIS) personnel will use in determining admission to the school:

- a. All students who meet the State of New Mexico's eligibility requirements for attending elementary school will be allowed to apply for admission to TIS. TIS does not discriminate on the basis of race, color, creed, age, gender, religious orientation, or disability in its programs, admissions policies, employment practices, or other operations. TIS is a public elementary school that does not charge tuition or maintain admission requirements.
- b. Each year at the January (winter) meeting, the Governing Council will determine by open vote the number of students to be admitted the following year. This number may be no greater than the limit established by the charter, but may be less. The Governing Council may also establish the total enrollment of students in each grade. This enrollment limit cannot be used to deny re-admission to a currently enrolled student or to the sibling of a currently enrolled student.
- c. By February 15, currently enrolled students must have their enrollment information and intent to return letter for the following turned into the school. Siblings of currently enrolled students who plan to attend TIS must have their application packet turned into the registrar by February 15. Students enrolled by this date are automatically accepted. TIS will then determine the number of spaces available for new enrollees for the next school year. This number will be determined by subtracting the number of students who have filed letters of intent from the limit established by the charter, or the limit(s) established by the Governing Council.
- d. TIS will hold an open enrollment period during the month of March at which time eligible students may file an application packet for admission for the following school year.
- e. If the number of applications received during this period is fewer than the number specified in the approved charter, or fewer than the limit(s) established by the Governing Council, all applicants will be accepted for admission.
- f. If the number of students enrolled during the formal application period is less than the maximum number of students allowed by the charter or the Governing Council, TIS may choose to enact a second enrollment period, which will be held in May and June. If the sum of applications received during both enrollment periods is less than the number specified in the approved charter, or established by the Governing Council, all applicants will be accepted for admission. If the number of applications received during this second period of enrollment, in combination with the earlier enrollees exceeds the maximum number allowed by the charter, a lottery will be instituted using the methods described above. This lottery will apply only to students who applied during the second enrollment period.

g. If after both of these open enrollment periods the number of students enrolled in TIS remains below the charter-specified limit, or the Governing Council limit, TIS may choose to continue to hold additional enrollment periods or accept students in accordance with 22-8B-4.1NMSA, students will be accepted on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the school.

Only those students applying during each enrollment period are subject to participating in a lottery, if one is instituted. All applications must be in the business office by 5:00pm of the final day of the enrollment period.

h. Students accepted for admission must confirm in writing their date of enrollment. This date will be indicated on the written notification of admission that will be sent to each student. Students who do not confirm their enrollment by the date and time indicated in the written notification will be dropped from the admission list and placed at the end of the waiting list. All accepted students will be notified by letter within 2-weeks of the last day of the enrollment period. Students who confirm enrollment will be invited to attend an informational meeting in June to review curriculum, policy and procedures and preparation requirements for classes.

i. Parents or guardians of potential students are responsible for maintaining up-to-date information on the enrollment application, and are responsible for notifying TIS, in writing, of any changes in address, telephone number, or other contact information. TIS is not responsible for maintaining contact information with, or continuing a search for, an applicant who cannot be contacted within a reasonable time period and by reasonable effort. If TIS is not able to contact an applicant to either confirm enrollment or to notify the applicant that he or she is to be moved from the waiting list to the admissions list, then the applicant may be dropped from both lists.

l. Parents of students will be required to provide the following for enrolling students.

- TIS Enrollment Application
- Proof of Age and Citizenship (Birth certificate or other acceptable documentation)
- Emergency Medical Authorization
- Emergency Contact Information
- Authorization for Release of Information Form
- Special Education Information (if applicable)
- Immunization Records
- Student Rights & Responsibilities Contract
- Parents Rights & Responsibilities Contract

j. Once admitted to TIS, students who remain in attendance and who meet the state's minimum academic and behavioral requirements will be automatically accepted for each succeeding school year. Additionally, siblings of current TIS students will be automatically accepted for admission to the school, and will not be required to participate in a lottery, if one is instituted.

k. Copies of this policy shall be made available at all locations where enrollment forms are distributed, and on the TIS website. Notice of the availability of this policy shall be included in all advertisements

I. ILEGAL COMPLIANCE

1. CONFLICT OF INTEREST

REFER TO APPENDIX G.

2. TRANSPARENCY

All meetings of the Governing Council and Taos International School will be held in accordance with the New Mexico Open Public Meetings Act (NMSA 1978, Sections 10-15-1 et seq). Adequate notice of all meetings subject to the Act will be visibly posted and announced in the school's website, bulletin boards, and all school-home correspondence.

Regular Meetings: In addition to the Annual Meeting for the purpose of appointing Governing Council members, regular meetings of the Council will be held four times per year (fall, winter, spring, and summer) and at such other times as the Council may determine. Timely public notice of all such regular meetings will be provided as specified in the Open Public Meetings Act.

Special Meetings: Special meetings of the Governing Council for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Governing Council. Such meetings will be held upon not less than three business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than five business days notice given by depositing notice in the United States mail. Such notice will specify the time and place of the meeting and in all respects comply with the notice requirements contained in the Open Public Meetings Act.

The school's Web site will be used to post all school-related documents including minutes and agendas, staff salaries, school's annual budget, and all other official documents.

J. EVIDENCE OF PARTNERSHIP/CONTRACTOR RELATIONSHIP

1. THIRD PARTY RELATIONSHIPS

Taos International School may partner with New Mexico International School in Albuquerque, New Mexico to share best practices, collaborate in providing staff professional development in the areas of IB and dual language education, to coordinate completion of school documents such as curriculum description and alignment, and to work together on projects and activities that support school's mission and vision statements.

K. WAIVERS

Taos International School is not seeking waivers from New Mexico Statutes or Administrative Codes.

L. TRANSPORTATION AND FOOD

1. TRANSPORTATION

Taos International School will initially not provide transportation. TIS may seek state support in providing transportation in later years.

2. FOOD SERVICES

Taos International School will initially not provide food services. TIS may seek state and federal government support in providing food services in later years.

M. FACILITIES

1. PROJECTED FACILITY NEEDS

Taos International School will secure leased-property, or any other property suitable for the implementation of the school's educational program. A Facilities Master Plan has been submitted to PSFA for review.

Please refer to Appendix I: Facilities Master Plan (FMP) and Letter of approval from PSFA

2. FACILITY PLAN

As Lead Organizer, Ms. Nadine Vigil has taken the following efforts in identifying a facility for the proposed school (TIS): She contacted the Mayor of Taos and the Town of Taos Planner on different buildings that are vacant and available in possibly housing Taos International School. Currently, there are three buildings that would meet the criteria in providing a safe environment for students. The following considerations have been taken into place: location, square footage, facility repairs, safety standards, and areas close to the facility that would enhance TIS' educational/Instructional programs.

The Mary Medina Building located on 812 Gusdorf, Taos, NM meets the square footage needed in providing students a safe environment. However, it will need remodeling.

The vacated 10,000 square feet Magistrate Court Facility located on 920 Salazar Road, #B Taos, NM with another 10,000 square feet structure attached to the building which would allow for student growth meets all ADA and safety standards and will need minimal renovation. The Town of Taos ECO and Felimon Sanchez Parks are within walking distance of the facility and will be available for usage enhancing the Physical Educational/instructional programs at TIS. Ms. Vigil had several conversations with the owner about the possibility of acquiring the building if approved.

Another possibility will be the Vista Grande High School Facility located on 238 Camino del Santiago, Taos, NM. It will be available as soon as they vacate to their new location which will be during the 2011-2012 school year. This facility belongs to the Taos Municipal Schools District. She spoke to one of the school board members about the possibility of acquiring this building if approved.

3. PROJECTED FACILITY COSTS

Taos International School will apply for Charter School Lease reimbursement funds and will use operational budget to pay for remaining balance.

IV. BUSINESS PLAN

PLEASE REFER TO APPENDICES J, K, L AND N FOR BUSINESS PLAN INFORMATION

A. BUDGETS

- 1. REFER TO APPENDIX J**
- 2. REFER TO APPENDIX K**
- 3. REFER TO APPENDIX N**
- 4. REFER TO APPENDIX N**

PROPOSED SALARY SCHEDULE/ REFER TO APPENDIX L

B. FINANCIAL POLICIES, OVERSIGHT, COMPLIANCE AND SUSTAINABILITY

REFER TO APPENDIX N FOR INFORMATION ON THE FOLLOWING FOUR ITEMS:

1. FINANCIAL POLICIES
 2. INTERNAL CONTROL
 3. FINANCIAL PERSONNEL
 4. FINANCIAL OVERSIGHT
-
5. **SCHOOL SUSTAINABILITY**

The Governing Council and Head Administrator will work together to ensure that the number of students included in the school's annual budget projections materialize. In the event, the number of students registering is lower than what was projected, the Governing Council and the school's director will schedule a meeting to determine next steps. Some of these steps have been identified in section D.5 Recurrent Enrollment in this application.

The long-range plan for the school's sustainability will also include an unwavering focus on realizing the school's educational goals. Experience and research has indicated that enrolled families are the best recruiting tool for any charter school. If enrolled families are satisfied with the school, it is highly likely that they will return year after year and share information about the school with prospective families. However, if they are unhappy, the opposite is true and the charter school will experience declining enrollment.

The first year, before the school has a history, is the most difficult year for recruiting families. Without a group of already enrolled families it is difficult to disseminate information about the school. However, Taos International School's founders are well-known community members and educators. The founders have been administrators, teachers, college professors, and consultants. This fact should help the school recruit students and families for its inaugural class. In addition, TIS is proposing to replicate educational elements of highly successful charter schools in the state. The reputation of the founders and the replication of successful educational models should help the school recruit its first group of students and meet enrollment targets in future years.

V. EVIDENCE OF SUPPORT

A. OUTREACH ACTIVITIES

Lead organizers conducted the following types of outreach to make students, families and community leaders aware of the proposed charter school:

Radio Announcements:

- March 26, 2012 KXMT
- May 23, 2012-KXMT, KKIT
- May 29, 2012- KVOT

Newspaper Announcement:

Thursday, May 25, 2012

Public Forums:

March 28, 2012 and May 30, 2012

Telephone Calls:

Numerous calls were made by lead organizer to parents, families and community leaders

Refer to Appendix M Letters of Support for evidence of support received in response.

B. EVIDENCE OF SUPPORT

Currently within the Taos Public Schools there is limited space for students participating in their Dual Language Programs. Therefore, if approved, Taos International School is proposing to open its doors during the 2013-2014 school year with two Kindergarten classrooms, two First Grade classrooms and two sixth grade classrooms and expand to eight grade within a five year period. Taos International School will accommodate the overflow of students.

The community has been well informed of TIS through public forums, telephone calls, radio and newspaper announcements and have expressed a tremendous interest in enrolling their children. Following is a total number of prospective students interested in the charter.

Kindergarten 38 students; 15 male, 23 female

Currently attending pre-schools, day cares etc. in the Taos Community

First Grade- 45; 23 male, 22 female

Currently enrolled at Enos Garcia Elementary, Arroyos del Norte Elementary and Ranchos Elementary as Kindergartners.

Sixth Grade- 50; 27 male, 23 female

Currently enrolled at Enos Garcia Elementary, Arroyos del Norte Elementary and Ranchos Elementary as Fifth graders.

The interested students/families meet the demographics of the students that Taos International School will be accommodating.

C.COMMUNITY TIES

All founders of Taos International School are life-long community members and/or have been involved in the educational process of the students of Taos. Founders are proponents of the multilingual and multicultural community and take pride in preserving the cultures within the Taos area. Founders want to offer the students of the community another option/opportunity to enhance their educational career by having a school of this magnitude in the Taos area.

Most are involved with UNM-Taos as professors and are pursuing implementing college classes in bilingual form. All founders are in full support of the programs that will be offered within TISø Dual Language/International Baccalaureate curriculum framework that will prepare the students for college level and the global world.

D. COMMUNITY RELATIONSHIPS

NONE

E. UNIQUENESS OF PROPOSED SCHOOL

Taos International School (TIS) will provide an educational program to students in grades K-8 founded on the principles of the International Baccalaureate Primary and Middle School Years Programmes. The Primary and Middle School Years Programmes offer students the opportunity to engage in a comprehensive global curriculum. TIS will be the first elementary and middle school to offer the programs in Taos, New Mexico.

In addition, TIS's curriculum will meet or exceed all Common Core Standards. All IB curriculum materials are available in English, Spanish, and other languages.

TIS will be open to K-8 students in the Town of Taos and surrounding communities of Taos as well as to other New Mexico families willing to transport their child (ren) to the school. The school will offer the Primary Years Programme for students in grades K-6th and the Middle School Programme for students in grades 7th and 8th. In addition, to an international, standards-based curriculum, students will be required to learn Spanish in grades K-8th and add Chinese (Mandarin) beginning in 4th grade. Students will acquire a second and third language through an approach researched and developed in Canada known as one-way immersion.

Through the International Baccalaureate programs, TIS seeks to provide students with a unique opportunity to enroll at a school dedicated to the study of world civilizations, languages, and cultures. More specifically, the IB program will engage TIS students in the following areas:

- Building and reinforcing students'sense of identity and cultural awareness
- Fostering students'recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in pedagogical approaches
- Providing appropriate forms of assessment and international benchmarking

These educational outcomes that TIS seeks to accomplish will be further developed into specific skills required in each of the grade levels. Specific grade level skills and assessments will incorporate IB requirements for the Primary and Middle School Years Programme as well as Common Content Standards.

TIS students will be assessed in each of the core academic skill areas by a combination of ongoing authentic assessments such as portfolios, public exhibitions, and standardized tests. The school will participate in the New Mexico Standards Based Assessment (NMSBA) program and will administer

Measures of Academic Progress (MAP) as its short-cycle assessment. More information on these assessments is provided in Section II J. (3) of this charter.

In order to best serve our students and community, TIS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards.

G. LETTERS OF SUPPORT

REFER TO APPENDIX M.