



TIERRA ADENTRO

The New Mexico
School of
Academics,
Art and Artesanía

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Academics, Art
and Artesanía

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Tierra Adentro....

El Camino Real de Tierra Adentro, the royal road of the interior land.

El Camino Real became the longest highway in North America, stretching 1500 miles from Mexico City through the interior to the northern frontier of New Mexico.

The road to and through the Tierra Adentro was filled with mixtures of people, cultures and ideas, leading to the richness of who we are today.

Perhaps the best known innovation in contemporary theories of ethnicity has been the idea that ethnic boundaries are not fixed or predetermined, but malleable and responsive to changes in the surrounding environment. Ethnicity is a social construct, in which who you are is shaped by what you do.

Tierra Adentro: The New Mexico School of Academics, Art and Artesanía explores the existence of ethnicity and culture through the mind, hands and body, rediscovering and creating our Tierra Adentro.

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Tierra Adentro: The New Mexico School of Academics, Art and Artesanía

Cover Sheet

School Information:

Name of Proposed Charter School:

Tierra Adentro: The New Mexico School of Academics, Art and Artesanía

School Address (if known): Address not determined

School Location (City/Town): Albuquerque, NM

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

Contact Information:

Primary Contact Person: Joaquin Encinias

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City: Albuquerque State: NM Zip: 87102

Daytime Tel (505)489-1900 Fax () _____

Alternate Tel (505)243-0091 E-mail: vvtrrs1@aol.com

Partner Organizations (if applicable): National Institute of Flamenco

Enrollment Information:

NOTE: If the charter school will be located in a school district that has a total enrollment of not more than one thousand three hundred (1,300) students, the charter school's proposed enrollment for all grades, in combination with any other charter school's enrollment for all grades, will neither equal nor exceed ten (10) percent of the total MEM of that school district [6.80.4.9.C.6 NMAC]

Grade span at full enrollment: 6th-12th

Total number of students at full enrollment: 430

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

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	6-10	190
Second Year	2011-12	6-11	260
Third Year	2012-13	6-12	330
Fourth Year	2013-14	6-12	380
Fifth Year	2014-15	6-12	430

Tierra Adentro: The New Mexico School of Academics, Art and Artesanía Charter School Abstract

The mission of Tierra Adentro: The New Mexico School of Academics, Art and Artesanía (TANM) is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise our rich New Mexican heritage to ensure awareness, preservation, and progression of our cultural legacy.

The function of TANM is to ensure quality education for our children, while facilitating a deep understanding and practical application of New Mexico's cultural roots and traditions. We will succeed at addressing the critical need for generational continuity of New Mexican culture through academics, Spanish language, art and artesanía.

By focusing on the Iberian Diaspora, or diffusion of Spanish culture as an overarching theme and filter, we give a focus to our programs without limiting them to a "Spanish" world-view. The school's use of Spanish culture as a base for the study of arts and academics reaches beyond the commonly understood definition of "Hispanic culture." TANM employs the term "Iberian Diaspora" to refer to the cultures of the Iberian Peninsula as well as the cultures that resulted from contact with the New World. Our approach is to provide a deeper understanding of Spanish culture and its role in New Mexico which will serve as a basis for the study of other cultures.

Our educational philosophy is founded on the principles that a well-rounded education includes the study of academics, art and artesanía. These disciplines are hands-on, creative and intellectual by nature. This education becomes more valuable for students when it is culturally based. This perspective provides students with a positive sense of identity and belonging regardless of their background. In order for this experience to be accessible for all students, it must be free. In order for this education to be quality, it must be consistent and structured, allowing for constant improvement by measuring student, teacher and community progress. We will implement this philosophy through a trilateral curricular methodology, based on the study of technique, application and theory. This methodology was designed to facilitate comprehensive knowledge and confidence in students.

Tierra Adentro's proposed location is downtown Albuquerque. TANM will serve grades six through 12, and enroll a total student population of 430.

STATE OF NEW MEXICO)
)
COUNTY OF)

1. My name is **Joaquin Encinias** and I reside in **Albuquerque, NM**.
2. I am the authorized representative of the governing body, or applicant group, for **Tierra Adentro: The New Mexico School of Academics, Art and Artesanía** (*name of school*) to be located at **Albuquerque, NM**, I certify that, if awarded a charter:

The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets,

segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.

Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.

The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.

The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.

The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.

The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.

The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

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

[Signatures required on next page]

[Signature]

7/1/09
Date

Joaquin Encinias, representative of the applicant group, or governing body

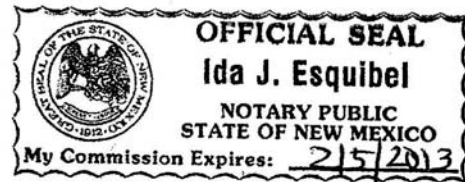
member, of the proposed **Tierra Adentro: The New Mexico School of Academics, Art and Artesanía** Charter School.

Subscribed and sworn to before me, this 1st day of July, 2009

[Notary Seal:]

[Signature]
[signature of Notary]

Ida J Esquibel
[typed name of Notary]



NOTARY PUBLIC

My commission expires: 2/5, 2009.

Sec. IV: Charter School Mission and Statement of Need

Mission Statement

The mission of Tierra Adentro: The New Mexico School of Academics, Art and Artesanía (TANM) is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise our rich New Mexican heritage to ensure awareness, preservation, and progression of our cultural legacy.

As founders of Tierra Adentro, we have identified an opportunity in our state of New Mexico to collaborate with the National Institute of Flamenco to bring comprehensive cultural education into the public education system. As an established 501c3 arts organization, the mission of the National Institute of Flamenco is to nurture and promote flamenco in the United States. Over the past 25 years, the National Institute of Flamenco has become one of the most important flamenco arts organizations in the world. NIF accomplishes its mission through the following programs:

- **Festival Flamenco Internacional de Alburquerque:** Established in 1987, the Festival is the most renowned flamenco festival in the United States, presenting 10 evenings of world-class performances, 30 workshops in all aspects of flamenco study, and showcasing 50 of the top flamenco artists from Spain each summer.
- **The National Conservatory of Flamenco Arts:** The only professional flamenco preparatory school in the United States, attracting students from around the world, ranging from beginners to professionals.
- **Yjastros: The American Flamenco Repertory Company:** The only exclusively flamenco repertory company in the world, serving as a living archive for choreographies from flamenco's most respected artists.
- **Alma Flamenca:** A preparatory company training high-school and college age dancers to enter Yjastros.
- **Niños Flamencos:** A children's performance group focused on teaching young dancers about character, self esteem, and confidence building through the discipline of a performance company.
- **Flamenco Kids Camp:** A two-week summer day camp, providing a structured, creative, and hands-on cultural intensive in all aspects of flamenco dance, music, song, percussion and literacy.

Tierra Adentro will utilize the National Institute of Flamenco's expertise in the area of re-infusing intricate and complex cultural disciplines into the community as part of everyday life. TANM will

address the need in our community to understand, preserve and actively engage in New Mexico's Iberian roots.

The function of TANM is to ensure quality education for our children, while facilitating a deep understanding and practical application of New Mexico's cultural roots and traditions. We will succeed at addressing the critical need for generational continuity of New Mexican culture through academics, Spanish language, art and artesanía.

Artesanía is defined as the non-mechanized art or work of an artisan, including functional crafts of a population, utilitarian arts, and religious articles. Artesanía is often referred to as folk art. Herbert Gans, a sociologist who has made a great study of the relationship between popular and high culture, states: "In the past, high culture borrowed only from folk art, especially after the folk had lost interest in it...." (Gans, 1974). Artesanía and art were once synonymous disciplines, seamlessly integrated in the community and culture, creating a standard based on a beautiful, appealing, and more than ordinary aesthetic. Art and artesanía are expressions of culture.

As founders, we believe that demanding excellence in the arts will carry over into a student's approach to academics. Through the study of fundamental principles such as aesthetic, design, form and process, students will develop a sensibility and motivation to understand the world around them through a new perspective; one which is shaped by an in-depth understanding of the creative process and respect for traditions.

By focusing on the Iberian Diaspora, or diffusion of Spanish culture as an overarching theme and filter, we give a focus to our programs without limiting them to a "Spanish" world-view. The school's use of Spanish culture as a base for the study of arts and academics reaches beyond the commonly understood definition of "Hispanic culture." TANM employs the term "Iberian Diaspora" to refer to the cultures of the Iberian Peninsula as well as the cultures that resulted from contact with the New World. Our approach is to provide a deeper understanding of Spanish culture and its role in New Mexico which will serve as a basis for the study of other cultures.

Tierra Adentro will facilitate awareness, education, understanding, and respect in our students through:

- The study of the Iberian Diaspora and its cultural manifestations throughout the world,
- The study of the functions of mind and body through movement, music, drawing and academics,
- Traditional artesanía of the Iberian Diaspora, focusing on elements of design and craftsmanship,
- The restoration of community through students' understanding and respect of aesthetic, design, form and process.

Tierra Adentro will facilitate the study of culture through academics, art and artesanía in the following areas:

- Development of an academic and artistic environment which uses Spanish language as a communicative resource to project identity.
- Creation of a framework of study which strives for academic and artistic excellence, based on the integration of modern academic techniques with classical learning methods.
- Establishment of a college preparatory performance-based school in the areas of academics, art, and artesanía.

Tierra Adentro will be a safe, aesthetically pleasing atmosphere of learning for students in the Albuquerque metro and surrounding areas interested in studying academics, music, dance, drawing, painting and artesanía through a filter of the multi-faceted Spanish culture.

Achieving Our Mission: School-Level and Organizational Goals

Tierra Adentro has developed school-wide goals categorized into five areas, which will serve as our means to success. These areas are illustrated below:



Area 1: Art, Artesanía and Cultural Expression

Goal 1: Our students will achieve excellence in art, artesanía, and cultural expression.

Strategy: Students will explore concepts through technical training, application of skills, and the study of theory in all artistic disciplines.

Measurement: Teachers will utilize curricular frameworks, thematic unit plans, checklists and rubrics to quantify time spent in each perspective of study.

Measurement: In addition to traditional methods of grading and student attendance, student progress will be measured through public performances and exhibitions of their craft. Evaluation will be peer and professionally based, with professional feedback in written and oral form.

Goal 2: Tierra Adentro will facilitate cultural awareness, preservation and progression in our students, school and community.

Strategy: Beginning in the formative middle school years, TANM will provide students with an intensive study of Spanish, emphasized and reinforced through a highly structured, integrated curricula of academics, art and artesanía.

Measurement: Students will be required to take four years of Spanish language, resulting in proficiency upon graduation.

Strategy: Tierra Adentro will be a center for the study of the Iberian Diaspora and its influences on New Mexican culture.

Measurement: Our theme of the Iberian Diaspora will facilitate the development of thematic units in the areas of academics, art and artesanía.

Area 2: Academic Achievement and Excellence

Goal 1: Tierra Adentro students will achieve academic excellence in core subject areas.

Strategy: TANM faculty will teach thematic unit plans that culminate in mastery tests in each core subject area. Students will pass mastery tests at a level of proficiency of 80% or above.

Measurement: Students will show growth in core subject areas beyond state standards and assessments, as well as TANM required assessments.

Goal 2: TANM will foster philosophical unity and excellence in teaching.

Strategy: To facilitate continuing education for teachers, TANM will create a schedule whereby teachers are provided time for collaboration, artistic study and professional development.

Measurement: Annual state-required Professional Development Plans will incorporate teachers' professional and artistic development goals.

Area 3: Safe and Sound Environment

Goal 1: Tierra Adentro will be a safe environment for students to learn.

Strategy: TANM will utilize student disciplinary handbooks and a Safe School Plan to address adverse situations, emergency situations, and disciplinary issues.

Measurement: Copies of up-to-date disciplinary handbooks shall be provided for staff, parents and students to facilitate familiarity with disciplinary policies. In addition, annual reports shall reflect disciplinary actions and compliance with health and safety regulations.

Goal 2: TANM will maintain a financially sound school.

Strategy: TANM will develop a fiscally conservative and balanced budget each year, accompanied by a public annual report.

Measurement: State mandated annual reports will be maintained as well as all mandated financial reporting procedures.

Goal 3: TANM will maintain integrity of the school as set forth in the charter.

Strategy: We will facilitate the philosophical alignment of teachers, administration and governing council.

Measurement: Tierra Adentro will hold annual charter retreats and training sessions for the Governing Council, administrative personnel, and teachers, and require that all new employees are trained and updated on TANM charter.

Area 4: Community Growth and Collaboration

Goal 1: Tierra Adentro will develop opportunities for success and networks of support for its students and faculty.

Strategy: TANM will collaborate with professional and community organizations, and master artists and artisans to develop support systems for students and faculty.

Measurement: TANM shall create partnerships supported by a Memorandum of Understanding with organizations including, but not limited to the National Institute of Flamenco (see appendix TANM L for a letter of intent to partner), the University of New Mexico's Department of Theater and Dance and the National Hispanic Cultural Center. Relationships with these organizations is already intact through partnerships with NIF for education and performance.

Measurement: All TANM students will be required to attend partner events, and master artist and artisan workshops.

Goal 2: TANM will be a resource of cultural education for the community.

Strategy: We will engage our community by hosting public performances and exhibits throughout the year.

Measurement: TANM will host a minimum of four public performances and exhibits each year.

Area 5: Character and Accountability

Goal 1: TANM will foster integrity and accountability in its students.

Strategy: Tierra Adentro will create an educational setting which fosters development of positive self-identity, character, and behavior.

Measurement: Students' character growth will be reflected through the amount of behavioral incidents resulting in disciplinary actions as defined in the student handbook.

Goal 2: Parents shall be active agents involved in their child's educational experience.

Strategy: TANM shall nurture the community by facilitating the participation of parents and students in academic, artistic, and artesanía endeavors. This will allow us to educate parents about our mission, beautify the school, and strengthen relationships between students, their parents, teachers and staff.

Measurement: We shall require parental involvement at Tierra Adentro through volunteer activities during performances, exhibits, and other school-wide special events.

Goal 3: Teachers and administration will be accountable to students and parents.

Strategy: We will facilitate an open and accessible faculty and administrative staff.

Measurement: Each year, faculty and administration will be required to host open houses, parent/teacher conferences, and have accessible thematic unit plans by grade and subject area.

Explanation of Need

"...recent cultural changes have made forming and sustaining a sense of identity more problematic for virtually everyone in, and affected by, Western culture...identity formation has changed in significant ways for many young people attempting to make their way into adulthood, so much so that we are witnessing a proliferation of identity-related problems, and even pathologies. Furthermore, identity problems seem to be exacerbated for many minority youth who lack access to the cultural resources that help majority youth construct more socially rewarded identities" (Côté and Levine, 2002).

The history and demographics of the state of New Mexico, hosting a Hispanic/Latino population of 44% (2007 US Census), is viewed as a rich opportunity by TANM to address many of the identity issues facing young people today. Music, art, and dance are powerful means by which people develop

and negotiate identity (Stokes, 1994). Tierra Adentro will help students explore identity by providing cultural resources, identified as areas of need: arts, artesanía, and multi-lingual opportunities.

Area of Need: Rejuvenation of lost arts and traditions that are the foundation of community.

In their journey to define themselves children will identify with mores, negative or positive. "Self-concept can be understood through "...mood changes, shifts in self-esteem, social comparison choices, the nature of self presentation, choice of social setting and in the construction of, or meaning given to one's situation" (Markus & Wurf, 1987). Our school will provide many varied activities with which to engage children to become positive influences in their lives. Studies show significantly improved cognitive performance, especially in middle school children, with the activation of positive stereotypes (Ambady et al. 2002).

Area of Need: Revival of the study of language and culture in order to promote cultural values and community.

Culture, as a social practice, is not something that individuals possess. Rather, it is a social process in which individuals participate, in the context of changing historical conditions. The American experience for virtually every ethnic group has resulted in a loss of native language. Throughout the over 400 years of New Mexico's history since the arrival of Europeans we have experienced the loss of many of the native languages that helped to create the diverse culture of our state. This demonstrates the lack of generational crossover of significant cultural aspects through which language is transmitted. New Mexican children must have the opportunity to engage in an academic experience which is directly relevant to their heritage. It is our responsibility to shape the vision of the children in our community and to provide the tools to build and maintain a community based on cultural heritage.

Educational opportunities at TANM combined with an in-depth study of cultures will provide not only a relevant academic experience but also help students become aware of the important role they play in the revival of cultural traditions in their communities, and enabling our children to create a world shaped by tradition and founded on a strong value system.

Language is a crucial component to our success; we will create an environment where the Spanish language is naturally embedded in our day to day activities whether through art, dance, craftsmanship or academics. This approach is distinct from the bi-lingual approach to education. The success of the National Institute of Flamenco in creating a thriving flamenco community is proof that education met with cultural integration is not only possible, but many times lacking for the individuals that seek such experiences. Though focused on the Iberian Diaspora, Tierra Adentro

will not be a school exclusively for Hispanic children. All students benefit from the in-depth study of culture, leading to young adults who are compassionate and respectful of other cultures and ideas.

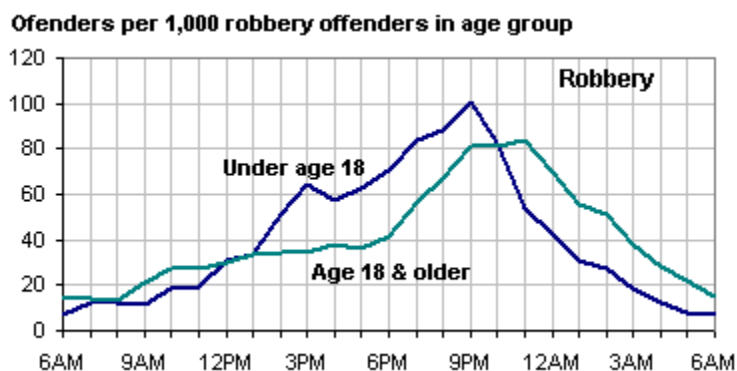
Area of Need: Constructive approach to an in-depth study of cultural traditions.

To develop into well-rounded, highly skilled individuals, children need dynamic, in-depth learning experiences where their interests and abilities are nurtured and cultivated. The traditional academic experience often presents children with static, objectivist approaches to cultural study where they do not have the opportunity to actively participate and fully investigate artistic and cultural traditions.

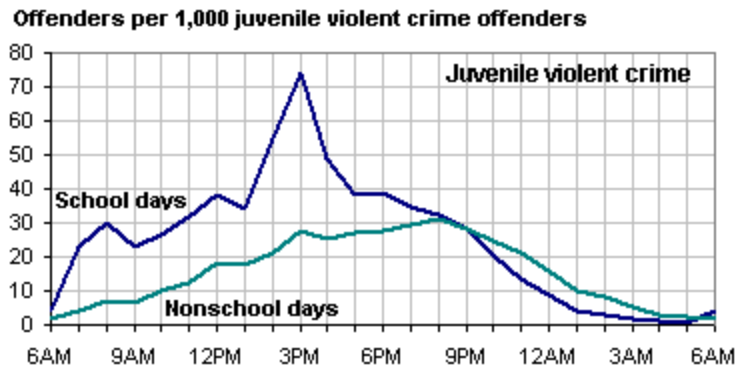
Tierra Adentro will create an academic setting which allows students the opportunity to study a wide range of artistic disciplines in middle school. By high school, students will focus on an area of art, artisanship, and trade. Developing a high level of skills in the arts will carry over into other areas including academics and will prepare them for college or further professional training. By creating a setting where students are consistently challenged and engaged, they will be encouraged to further their knowledge and develop their skill set. As a public school, the high cost of extra-curricular activities and lack of available transportation to such activities are solved. Our comprehensive schedule allows for students to participate in after-school activities without these pressures on the parents.

Summary of Statement of Need

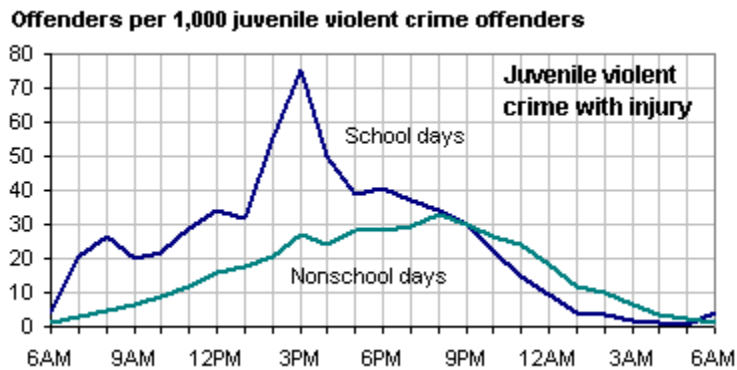
Children seek ethnic and social identities as part of the development of their sense of belonging and self. Negative influences such as drugs, alcohol, gangs, and other destructive activities are widely accessible to children, and lack of positive alternatives leads only to a dangerous path of adolescence difficult to escape. There is a critical need in our community for quality after-school programming that provides children with productive activities and communities with which to identify during this highly influential period of young adult development.



www.ojp.usdoj.gov/bjs/cvict_v.htm



www.ojp.usdoj.gov/bjs/cvict_v.htm



www.ojp.usdoj.gov/bjs/cvict_v.htm

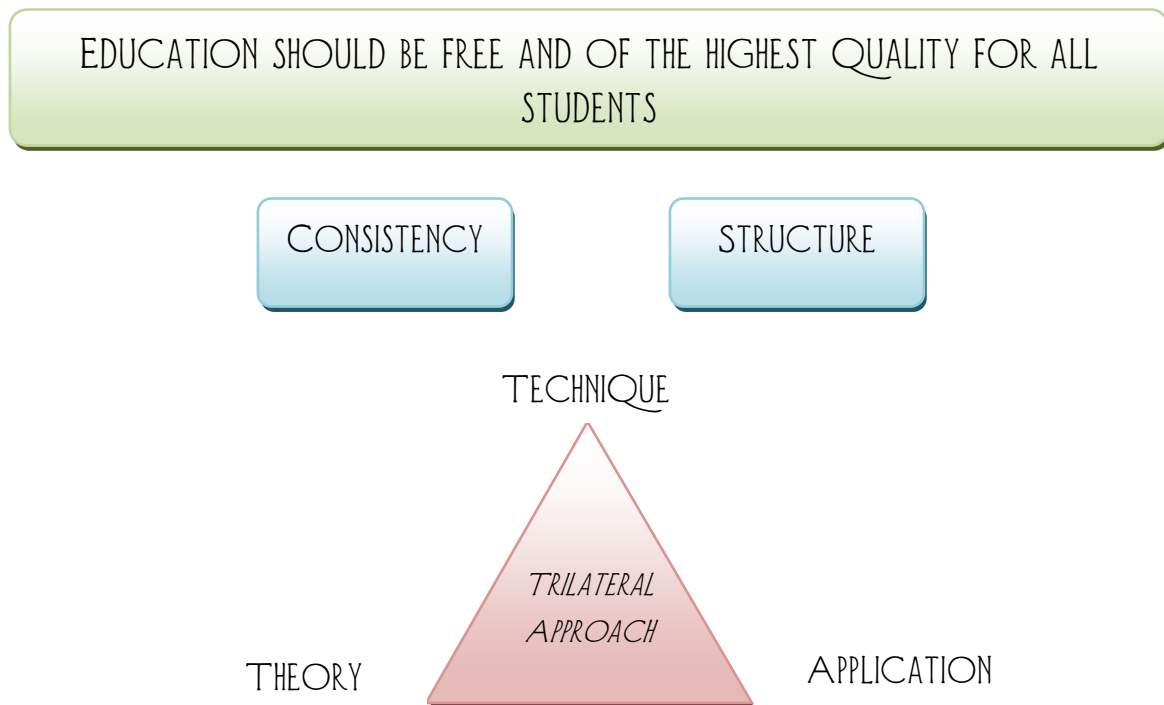
Tierra Adentro, through its diverse programming, comprehensive scheduling, and strong partnerships with the art and artisan community will create an inclusive environment nurturing the artistic and academic development of students by providing activities during peak hours of delinquent activity. Peak hours for juvenile crimes both violent and non-violent are the hours immediately following the end of the school day, usually three o'clock. By offering an integrated and diverse artistic curriculum during the after-school period, Tierra Adentro provides students the opportunity to develop areas of interest, while preventing delinquent behavior.

Sec. V. Educational Plan

A. Curriculum Framework

1. Philosophy and Approach to Instruction

Tierra Adentro's educational philosophy is founded on the principle that a well-rounded education includes the study of academics, art and artesanía. These disciplines are hands-on, creative and intellectual by nature, and become more relevant for students when they are culturally based. This well-rounded perspective provides students with a positive sense of identity and belonging regardless of their background. In order for this experience to be accessible for all students, it must be free. In order for this education to be quality, it must be consistent and structured, allowing for constant improvement by measuring student, teacher and community progress. We will implement this philosophy through a trilateral curricular methodology, based on the study of technique, application and theory. This methodology was designed to facilitate comprehensive knowledge and confidence in students. Our educational philosophy, fundamental approach and methodological implementation are illustrated below:



Free & Quality: Philosophical Principles

The principles of “free” and “highest quality” are essential to our core as an institute of academic excellence. These philosophical principles serve as a cornerstone for our educational approach, and are defined for our purposes as follows:

Free: Education that is free to all students, with no economic barriers to participation, growth, and excellence in school. While we are aware that education comes at a cost, we feel strongly that this cost should be the responsibility of the community as a whole, as in the public education system.

Highest Quality: For TANM, quality is derived from consistency and structure in all disciplines of academics, art, and artesanía. We achieve consistency and structure by:

- Establishing and communicating clear expectations
- Creating consistent forward motion in students’ learning
- Facilitating an environment where students’ knowledge is fortified by repetition of information
- Fostering improvement in teachers’ effectiveness at delivery of information by consistent re-teaching of information
- Developing a clear, recognizable class format based on:
 - Clear progression of class schedule
 - Time allotted to each subject area in class
 - Establishing clear order of operations of learning in each subject area

Consistency and structure foster achievement and self-direction in students by developing students’ recognition of class structure.

A consistent and structured environment in academics, art and artesanía facilitates ease of assessment on several levels:

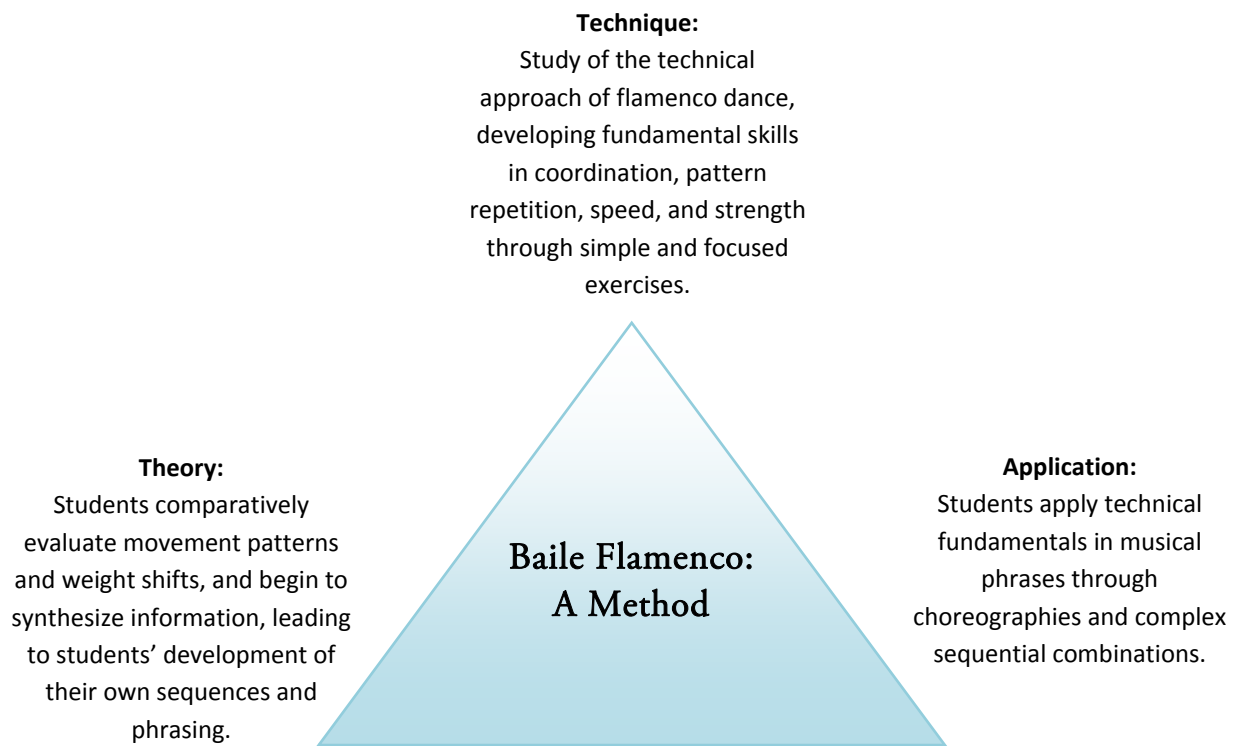
- Students will recognize class structure, which is applied through the learning process, leading to students’ ability to assess their own performance
- Teachers will provide immediate assessment of students
- Teachers will understand their own performance through consistent delivery of information

Integrated Methodology: Tactical Implementation

The final element of our educational philosophy is the tactical implementation of our curriculum through an integrated methodology based on the study of technique, application, and theory of academic, artistic, and artesanía disciplines. This trilateral approach fosters students’ comprehensive knowledge, understanding, and confidence in any subject area based on analysis through several perspectives. *Baile Flamenco: A Method* evolved over years of teaching flamenco dance, and was derived from students’ need for consistency and structure in the classroom. *Baile Flamenco: A*

Method was formally developed and copy-written by Curricular Director and Master Flamenco Instructor Joaquin Encinias at the National Institute of Flamenco in order to teach flamenco dance, a rhythmically and structurally complex dance form. By integrating this methodology into academics and other forms of art, Tierra Adentro will facilitate a learning environment of the highest quality in an engaging, fun and creative way.

Baile Flamenco: A Method is based on study through three perspectives: technique, application, and theory. A framework of how these perspectives are applied in the study of flamenco dance:



Baile Flamenco: A Method grew out of students' need for meaningful cultural experiences. In order to encompass the academic, artistic, and artesanía scope of TANM, we will utilize philosophical components of *Baile Flamenco: A Method* in the *Trilateral Approach* to achieve educational excellence in academics, the arts and artesanía.

When referring to the specific study of flamenco, we refer to the methodology as Baile Flamenco: A Method. However, in reference to the entire scope of TANM curriculum, we refer to the methodology as the Trilateral Approach.

The Trilateral Approach: A Proven Methodology

Tierra Adentro hereby adopts the philosophical approach and methodology of the National Institute of Flamenco, based on its success in teaching flamenco dance, music and song. As a result of its structured and systematic approach, *Baile Flamenco: A Method* has been successful in creating in-depth understanding and ownership of information in dancers and non-dancers alike. By studying any subset of information through the three lenses of technique, application and theory, flamenco students have developed a comprehensive understanding of flamenco through each fundamental perspective, thus enhancing their overall success in learning the art form.

We believe that this methodology can be successfully integrated into the study other artistic disciplines, academics, and artesanía.

From the Dance studio to the Classroom

As educators in flamenco for the past 30 years, the National Institute of Flamenco is the authority on curricular-based flamenco instruction from beginners to professionals. Each level of curriculum reflects a systematic and structured approach by developing subject units, fundamental learning points, and assessment tools through which students are able to study any element of flamenco dance.

Supporting Research

TANM's philosophy and approach to instruction utilizes many aspects of constructivism:

In reference to constructivism Joan Soloman “points to the growing recognition that education is centrally concerned with the development of students as persons, or as she prefers to phrase it, the development of “children’s selfhood”; she stresses the role that creativity and “mental fluidity” play in this process – a role that has clear relevance for constructivism (Phillips 2000: 281-282).

The term constructivism refers to the thesis about disciplines or bodies of knowledge that have been built up during the course of human history. Constructivism also refers to a set of views about how individuals learn (“An Opinionated Account of the Constructivist Landscape,” Phillips: 7). While opinions about constructivist philosophy are at odds within the education community,

Most teachers agree with the quests and goals of the constructivist orientation: teachers want students to take responsibility for their own learning, to be autonomous thinkers, to develop integrated understandings of concepts, and to pose – and seek to answer – important questions (McCarty and Schandt quoting Jacqueline and Martin Brooks, 41).

TANM uses the theory of constructivism to support NIF's observational data that a well-rounded, hands-on education that is culturally relevant to students is for the most part lacking in the public education system but will serve as a core philosophy at Tierra Adentro.

TANM's approach to both teaching and learning incorporates these positive aspects of constructivism through our multifaceted curricula. Arts integrated into academic curricula provide the means by which students develop the aforementioned integrated understanding of concepts. Students who develop this integrated understanding of concepts become self-motivated learners and are thus accountable for information presented to them in the classroom. This is an important aspect of TANM educational philosophy; we believe it is essential to both academics and the arts.

As Bransford (1979, p.136) puts it, "To grasp the meaning of a thing, an event, or a situation, is to see it in relationship to other things." Integrating the arts into the teaching of the more traditional academic subjects builds on this insight, as well as the recognition of different learning styles and forms of intelligence, to enrich students' understanding of other subjects (McCarthy et al., 2004: 25).

Another aspect of the Tierra Adentro educational philosophy is the focus on culture. In addition to enriching students' lives through in depth exposure to aspects of culture such as the arts and artesanía, our theme and filter of the Iberian Diaspora helps to address serious identity issues facing many students today.

Too frequently for American youth, expectations exist without significant guideposts (e.g., rites of passage) or parameters for either the beginning or completion of adolescence (Phillips Swanson et al., 1998: 18).

TANM students will be required to study many forms of art and artesanía because it increases students' capacity beyond the linguistic logical/mathematical modes of learning emphasized in scholastic approaches (McCarthy 2004: 24).

Through the arts, TANM will provide experiential learning opportunities helping to bridge the gap between methods of teaching young children versus the approach to teaching older students. This gap is often referenced by educational scholars, among them Gardner and McCarthy:

...the transition from early childhood to the primary school environment typically involves a transition from intuitive to rule-based learning. In the school environment, students are usually taught in terms of concepts and rules, and educators often expect students to regurgitate facts, concepts, and problems as they have been taught. As Gardner (1999) notes, this type of transition can sometimes produce disconnections for learners (McCarthy et al., 2004: 24).

McCarthy further states:

[The] advantages of hands-on instruction build on several of the key theoretical concepts of learning already discussed. Because it involves an integrated and progressive approach to teaching both practical skills and concepts, hands-on training is well-suited to the cumulative nature of the learning process, in which new pieces of information are integrated into existing bodies of knowledge. Similarly, because hands-on training involves a diverse set of skills or intelligences, it is well-suited to adaptation to the diverse learning styles and skills of students (McCarthy et al., 2004: 27).

Furthering the concepts of vertical alignment of curriculum, TANM's trilateral approach to teaching creates a unified school-wide philosophy. The Trilateral approach is an effective way to unify a school's curriculum without limiting teacher input.

...I argue that coherence in assessment design cannot be achieved without an agreed upon curriculum and that this shared curriculum is a tall order, requiring much more substantive collaboration and congruence that is necessarily implied by the currently popular term *alignment* (Shepard, 2004: 239).

Our school's trilateral approach is verified through a study reproduced at ERIC.gov:

Integrating reading theory and instructional techniques into the composition classroom helps students improve both their reading and writing skills (Hayes: abstract).

The trilateral approach is especially important to our philosophy of education because it facilitates structure and consistency, as well as frequent assessments:

To improve student learning in an introductory chemistry course, a daily class progress assessment was developed. At the end of every class period students answered, in writing, brief questions about material that had just been discussed in class. Student answers were not graded but were always discussed at the beginning of the following class. The intent was to continuously survey all students for their understanding of basic ideas and to correct misconceptions. Student performance during five semesters was examined. The assessment technique was used during two of the semesters. Use of this assessment technique resulted in a significant drop in freshman withdrawal frequencies from 26.7% to 6.7% ($p < .005$). When failure and withdrawal frequencies were combined a decrease from 34.4% to 16.7% was observed ($p < .05$). These results suggest that the assessment technique improved

freshman performance. Contrary to what at first might be believed, the assessment technique is simple and quick. It allowed the immediate identification of difficulties and thus, corrective measures, before students were formally tested. Surveys revealed that students believed the assessments helped them gauge their progress in understanding the material and suggested that such daily feedback should be more widely used (Rogerson 2003: abstract).

Our trilateral approach, including daily checklists and rubrics, necessitates this type of frequent assessment in order to consistently monitor students' comprehension of concepts and skills. These types of assessments are imperative to student progress.

The educational philosophy at Tierra Adentro is distinguished from other educational philosophies in that we utilize the Trilateral Approach for the study of all subjects. This is a thorough and highly structured approach to teaching which has produced successful students and a high rate of retention of students wherever it has been implemented. Our educational philosophy cannot simply be described as constructivist, but we embrace the tenets of creativity in hands-on learning, encouraging independent and self-motivated students, frequently assessing students, and inspiring in depth study of cultures through their arts and artesanías to help students develop a strong sense of self.

Preparing for one's life work is a process. During the adolescent years, career and vocational education and guidance should play a role in preparing young adults to become productive citizens (Phillips Swanson et al., 1998: 19).

Improved Educational Performance: In-Depth Study = Ownership of Information

The benefits of implementing the *Trilateral Approach* in artistic, academic and artesanía education are threefold: first, students develop a true and deep understanding of any discipline; second, knowledge of the subject is ingrained into students as part of their basic understanding; and finally, students command and take ownership of information and the educational process.

Serving our Mission

TANM educational philosophy aligns with our mission by facilitating the study of culture through academics, art and artesanía, and by providing students with an accessible and high quality educational experience which positively influences their self identity through meaningful cultural experiences.

By implementing the *Trilateral Approach* into academics, art and artesanía, students are able to develop a well-rounded education, which is enhanced by the hands-on, participatory element of our curriculum. This in-depth level of education is crucial to ensure awareness and preservation of our

cultural legacy and to bring comprehensive cultural education into the public education system, while addressing the critical need for generational preservation of New Mexican culture through academics, Spanish language, art and artesanía.

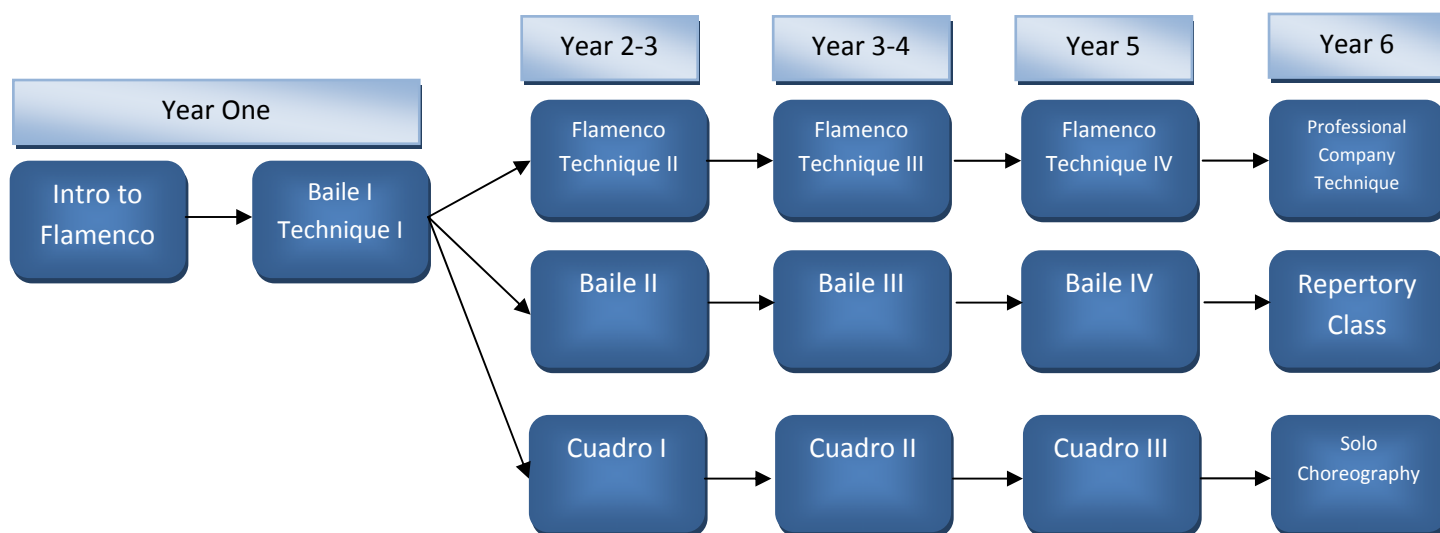
2. Description of the Curriculum

The Tierra Adentro educational philosophy states that education should be free and of the highest quality for all students. This philosophy is supported by fundamentals of consistency and structure, and implemented through a trilateral methodology based on the study and integration of technique, application and theory. The curricular approach of Tierra Adentro will create an environment of academic excellence and cultural understanding.

Baile Flamenco: A Method (Trilateral Approach)

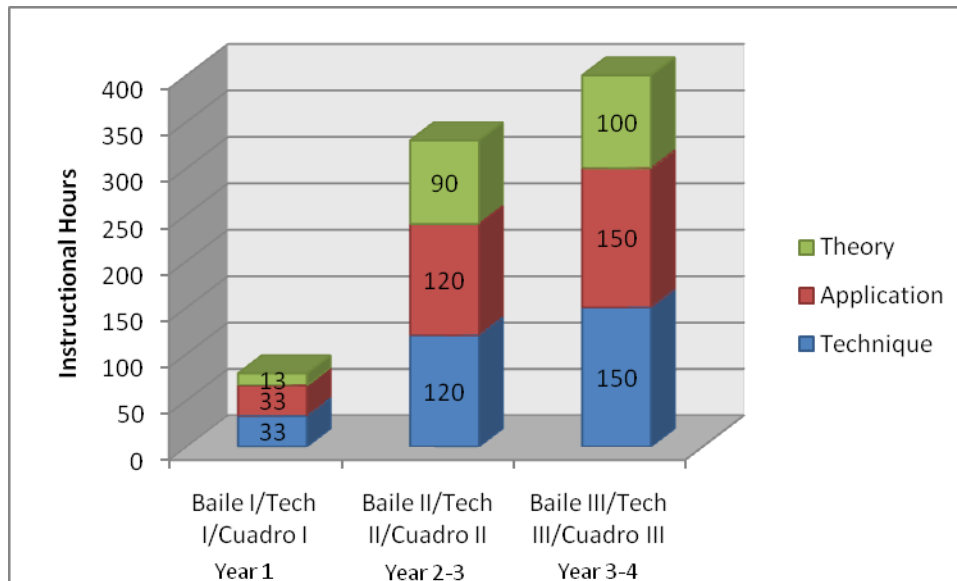
The National Institute of Flamenco and Curricular Director Joaquin Encinias developed *Baile Flamenco: A Method* as a way to teach flamenco to dancers and non-dancers alike. This well-respected curriculum evolved after many years of testing different educational ideas in the studio classroom, ultimately arriving at the most successful method to effectively teach flamenco. *Baile Flamenco: A Method* utilizes three perspectives to study flamenco: technique, application and theory. These perspectives are integrated at each level and area of study in the curriculum.

Baile Flamenco: A Method is designed as a six year program, culminating in a professional experience through Yjastros: The American Flamenco Repertory Company. The scope and sequence of *Baile Flamenco: A Method* is illustrated:

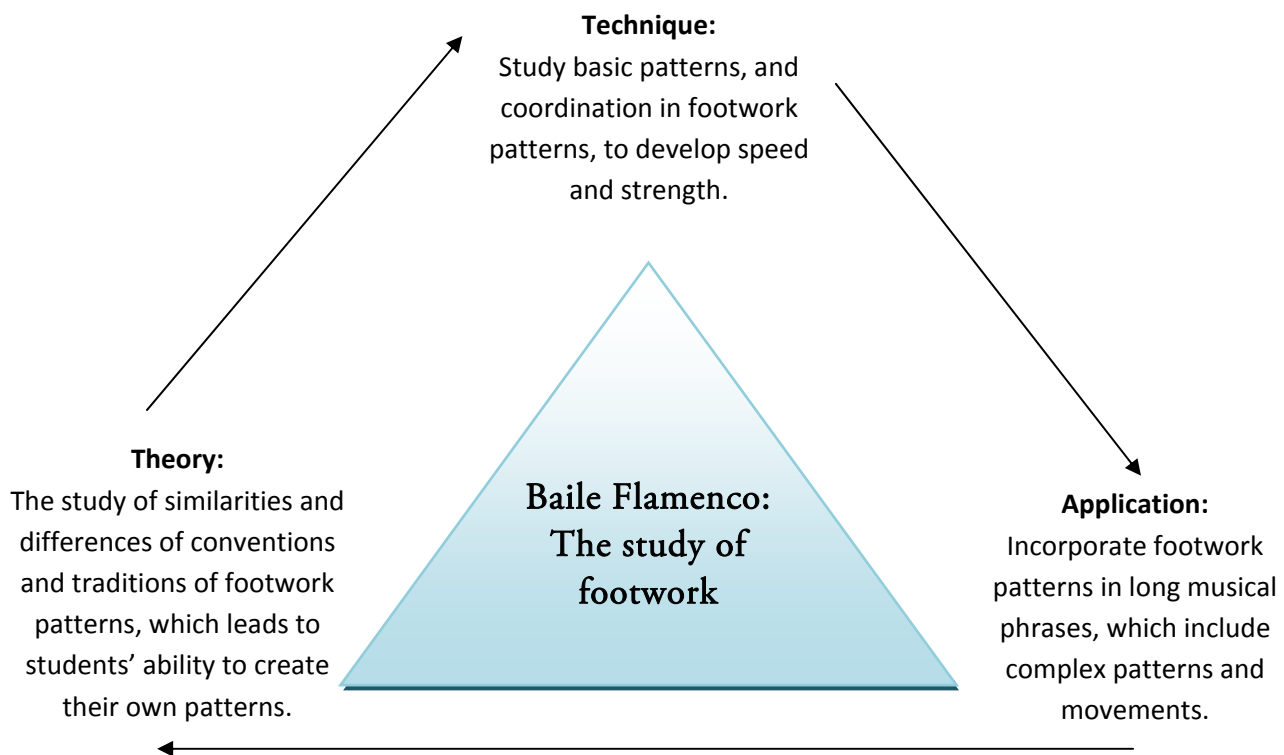


The multi-faceted approach of *Baile Flamenco: A Method* is used to develop a deep and thorough understanding of flamenco dance. As students begin the curriculum, the focus is to develop basic fundamental skills and technical understanding. As they progress, students begin to study the

practical application and theoretical basis of these fundamental skills. The proportion of technique, application and theory through three levels of the curriculum is illustrated:



The trilateral perspective of technique, application and theory as applied to the study of footwork:



Baile Flamenco: A Method—Successes in Implementation

Baile Flamenco: A Method has been successfully implemented at the National Conservatory of Flamenco Arts, the Public Academy for Performing Arts (PAPA), the University of New Mexico (UNM), and other public schools. PAPA has purchased the first two years of the curriculum (Baile I and Baile II) which has been received with great enthusiasm by teachers, parents, and students. PAPA serves 40 students in its flamenco program each year; currently, two PAPA graduates are members of the professional company, Yjastros: The American Flamenco Repertory Company, and 15 PAPA students currently continue their education at the National Conservatory of Flamenco Arts.

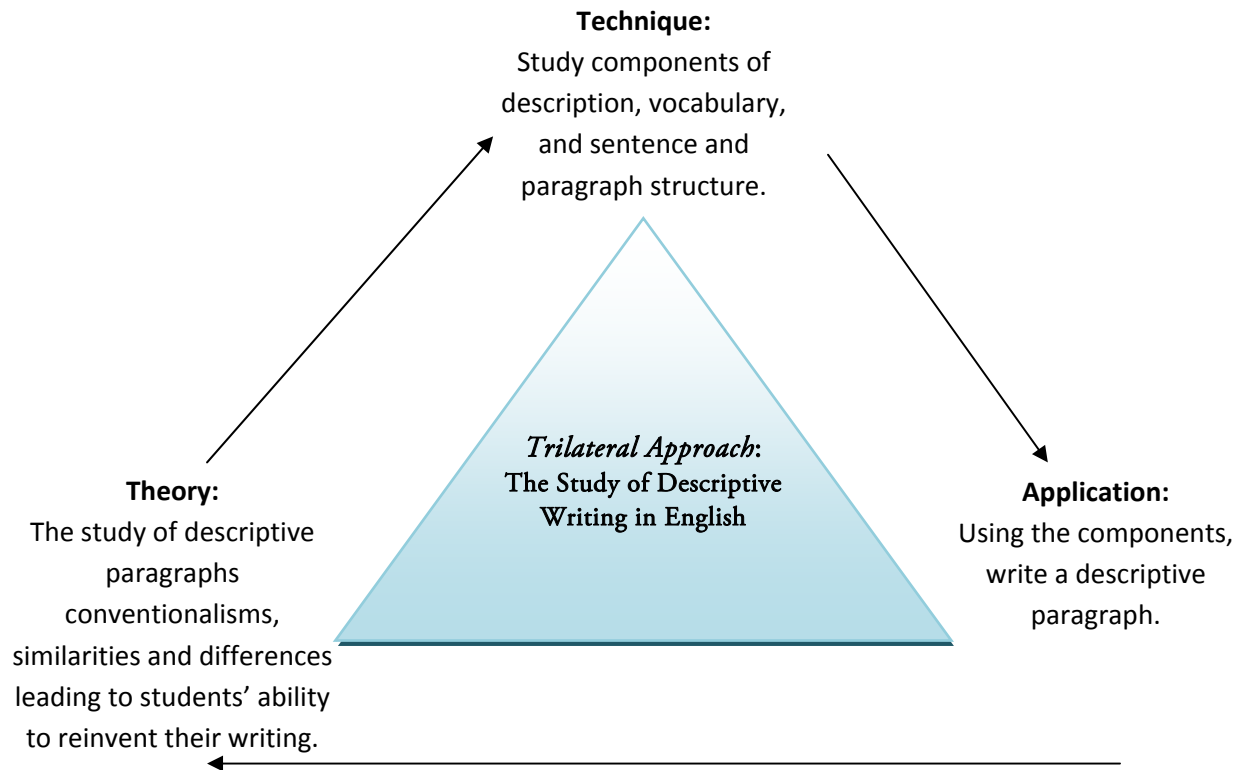
The University of New Mexico offers a Bachelor of Arts in Dance with a Flamenco Emphasis, in which two years of *Baile Flamenco: A Method* is integrated in the four-year degree program. This degree program is the only one of its kind in the world, and serves hundreds of students each year. On average, 20 university students continue their studies at the National Conservatory of Flamenco Arts each semester. In addition, *Baile Flamenco: A Method* has been the subject of multiple theses in the Master of Arts program. We feel confident in the methodology as it has been studied and proven in the work of academia.

By establishing partners in curricular implementation such as PAPA and the University of New Mexico, a seamless learning environment has been created for students to continue their education. Additionally, the curriculum has proven successful at implementation in an outside setting.

Baile Flamenco: A Method—An Introduction in the Classroom

The essential element to successful implementation of the Trilateral Approach in other artistic areas academics, and the study of artesanía is developing curricular models based on its perspectives of technique, application, and theory. Many public school teachers have noted the effectiveness of this curriculum in teaching flamenco, and admire the comprehensive yet focused nature of this method. See Appendix TANM A for letters of recommendation. The founders' intent is not to limit teachers in their individual style of teaching, but to encourage our teachers to teach and study any discipline from many perspectives. This approach has proven successful in developing a comprehensive knowledge of flamenco dance in students, therefore, to test the methodology's translation into other disciplines, founder Veronica Torres has implemented this approach in a sixth grade English class at the Public Academy for Performing Arts.

An example of how each perspective of the *Trilateral Approach* is implemented in a specific subject in 6th grade English:



The effectiveness of the methodology in academics has been proven through mastery tests and proficient scores on the NMSBA's. See appendix TANM B for NMSBA scores.

Trilateral Approach: Full Integration

The *Trilateral Approach* will be utilized to develop curricula in academics, art and artesanía. An example of the scope and sequence of each discipline for all grade levels:

Grade	Academics	Art & Artesanía	
6	English 6, Math 6, Science 6 (Life), Social Studies (Ancient Civilization/Geography), Spanish	Dance	Fundamentals of Dance I: Baile Flamenco I & II
		Music	Fundamentals of Music I: Basic Aural & Technical Skills
		Drawing/Painting/Artesanía	Fundamentals of Drawing, Painting & Artesanía (DP&A) I
7	English 7, Math 7, Science (Physical)/Health, Social Studies (New Mexico History), Spanish	Dance	Fundamentals of Dance II: Baile Flamenco II, Dance Wheel
		Music	Fundamentals of Music II: Basic Aural & Technical Skills, Music Wheel
		Drawing/Painting/Artesanía	Fundamentals of Drawing, Painting & Artesanía II, DP&A Wheel
8	English 8, Math 8 or Algebra I, Science (Earth), Social Studies (US History), Spanish	Dance	Dance Wheel
		Music	Music Wheel
		Drawing/Painting/Artesanía	DP&A Wheel

Grade	Academics	Art & Artesanía	
9	English 9, Algebra I or Geometry, Science (Biology), NM History, Spanish	Dance	Dance Wheel
		Music	Music Wheel
		Drawing/Painting/Artesanía	DP&A Wheel
10	English 10, Geometry/Algebra II, Science (chem./earth), World History	Dance	Spanish Classical & Folk Elective, World Dance Elective, Flamenco Dance Elective
		Music	Spanish Classical & Flamenco Elective, Mexican & Spanish Folk Elective, Jazz & Latin Elective
		Drawing/Painting/Artesanía	Animation, Illustration & Technical Drawing Elective, Photography & Graphic Design Elective, Figures & Landscapes Elective, Sewing, Costuming & Jewelry Making Elective, Carving, Furniture Making & Tin Work Elective, Weaving & Pottery
11	English 11, Algebra II/Trigonometry, US History, Science (Chemistry, Physics), Financial Literacy (online)	Dance	Spanish Classical & Folk Elective, World Dance Elective, Flamenco Dance Elective
		Music	Spanish Classical & Flamenco Elective, Mexican & Spanish Folk Elective, Jazz & Latin Elective
		Drawing/Painting/Artesanía	Animation, Illustration & Technical Drawing Elective, Photography & Graphic Design Elective, Figures & Landscapes Elective, Sewing, Costuming & Jewelry Making Elective, Carving, Furniture Making & Tin Work Elective, Weaving & Pottery

See pages 37-44 for a full description of the art and artesanía curricula, referred to in part as the Wheel.

Academic Curricular Development

The academic curriculum will be fully integrated with the *Trilateral Approach* by school year 2012-2013, year three of the charter. An illustration of our timeline of curricular development process, staffing needs and resource development:

Currently Developed	Planning Year: 2009-2010	Summer 2010	2010-2011	Summer 2011	2011-2012	Summer 2012	2012-2013
Curricular Development: 6 th Grade English	Resources: Develop Curricular Models (see below)	Curricular Development: Grades 6-10 Teachers develop curriculum, using curricular models	Grades 6-10 Enrolled	Curricular Development: Grade 11 Teachers develop curriculum, using curricular models	Grades 6-11 Enrolled	Curricular Development: Grade 12 Teachers develop curriculum, using curricular models	Full enrollment, grades 6-12
	Staffing: Hire Principal, subject-based curricular consultants	Staffing: Hire Teachers and Instructional Leader				Staffing: Hire full staff for grades 6-12	

To develop the *Trilateral Approach* in sixth through twelfth grade academics, curricular models will be established by the governing council, school leaders, curricular advisors, and advisory committees. Teachers will utilize these models to create unit plans in all grades and subject areas which are aligned with the philosophy and *Trilateral Approach*. This process is detailed step by step with examples below:

1. Principal and instructional leader will utilize this curricular framework for sixth grade English, aligned with *Trilateral Approach* to develop curricular models. As previously noted,

this framework is currently implemented at PAPA. See Appendix TANM C, D, E and F for the fully aligned sixth grade curriculum.

2. Additional curricular models will be developed during the planning year by the governing council, school leaders, curricular advisors, and advisory committees. These sample curriculum frameworks will serve as curricular models to align traditional lesson plans to the *Trilateral Approach*. While teachers will have curricular models available as a resource to develop their own curricular frameworks, they will retain freedom and flexibility in the alignment process. Curricular models will also serve as an evaluation tool for the principal and instructional leader to assess teachers' alignment and effectiveness in delivery of the methodology.
3. Teachers will develop curricular frameworks, unit plans, and daily lesson plans for core academic subjects for grades six through 10 during the summer prior to the 2010-2011 school year. During this process, instructional leaders and teachers will rectify any weaknesses in unit plans brought to attention by the curricular models. To maintain philosophical alignment and a dynamic environment, professional development time will be scheduled throughout the year.

Art and Artesanía Curricula: Description and Development

The arts curriculum at Tierra Adentro is comprised of dance, music, drawing, painting, and artesanía. TANM's art and artesanía curricula is based on skill development of fundamental concepts for two years, followed by two years of study through the Wheel program, enabling students to study a diverse set of disciplines, develop awareness, and apply fundamental skills in various subjects. Beginning in 10th grade, after developing proficiency of fundamental concepts and exposure to many disciplines, students may select an area of focus for intensive study.

Philosophically, the required four-year participation in a diverse range of artistic disciplines ensures students' well-rounded development and ability to make informed, mature decisions as they select a specific area of focus. In addition, students will develop a comprehensive understanding of design, aesthetic, process, and form. The art and artesanía curricula will emphasize variety and mastery of skills. As founders, we feel that these concepts are not mutually exclusive; therefore, we will create an environment where students experience both elements.

Students will begin the art and artesanía curricula at the fundamental level of each discipline, regardless of the grade level at which they enroll at TANM

To staff the art and artesanía curricula, TANM will hire New Mexico State, dual-licensed teachers. Specifically in the dance curriculum, teachers shall be trained in *Baile Flamenco: A Method*. These teachers shall be highly qualified to instruct the flamenco curriculum, as well as additional forms of

dance. During the planning year, TANM teachers shall undergo professional training through Master Workshops. These workshops will continue throughout the term of the charter, averaging eight Master Workshops per year. Master artists and artisans will provide instruction for workshops. The National Institute of Flamenco shall provide its human and material resources, and its connections to the national and international arts community to recruit, select and hire the very best instructors and advisors to develop the art and artesanía curricula.

Artistic Curricular Development: Dance

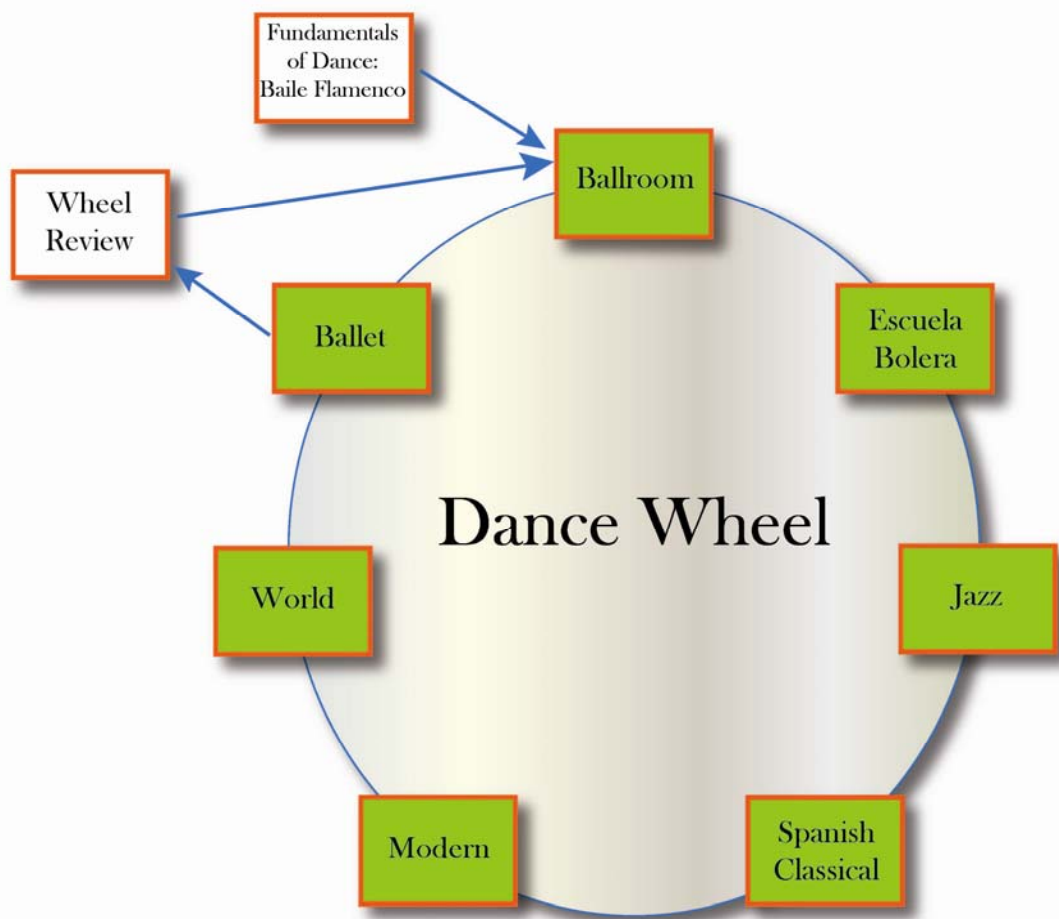
Fundamentals of Dance: Baile Flamenco—Rhythmic Studies, Core Awareness, and Flamenco Fundamentals

Fundamentals of Dance is a two year course, occurring in the fall and spring semesters of 6th grade, the summer semester following 6th grade, and the fall and spring semesters of 7th grade. This course will develop basic rhythm studies including notation, and building rhythmic sequences utilizing footwork technique. Core awareness is the study of basic body principles including alignment and coordination to instill core, or body-centered fundamentals. This information will be applied in all dance disciplines. Flamenco fundamentals will introduce concepts of body shape, spatial orientation, use of weight, effort, expression and flow. Traditional technique classes and repertory studies will be utilized. See appendix TANM G for the entire Fundamentals of Dance Curriculum, developed by Master Instructor Joaquin Encinias.

Wheel Program: Dance

Upon completing the required time in Fundamentals of Dance, students will enter the Dance Wheel, where they will study supplementary forms of dance, as well as continue their studies in Fundamentals of Dance. The Dance Wheel is structured as a one-year cycle, introducing new dance forms every six weeks. Students complete the Dance Wheel twice, beginning in the summer semester after 7th grade, and finishing in the summer semester after 9th grade. Dance forms studied in the Dance Wheel include Ballroom, Ballet, World, Modern, Spanish Classical, Jazz Dance and Escuela Bolera/Jota.

The process of Baile Flamenco: Fundamentals of Dance leading into the Dance Wheel is illustrated:



Artistic Curricular Development: Music

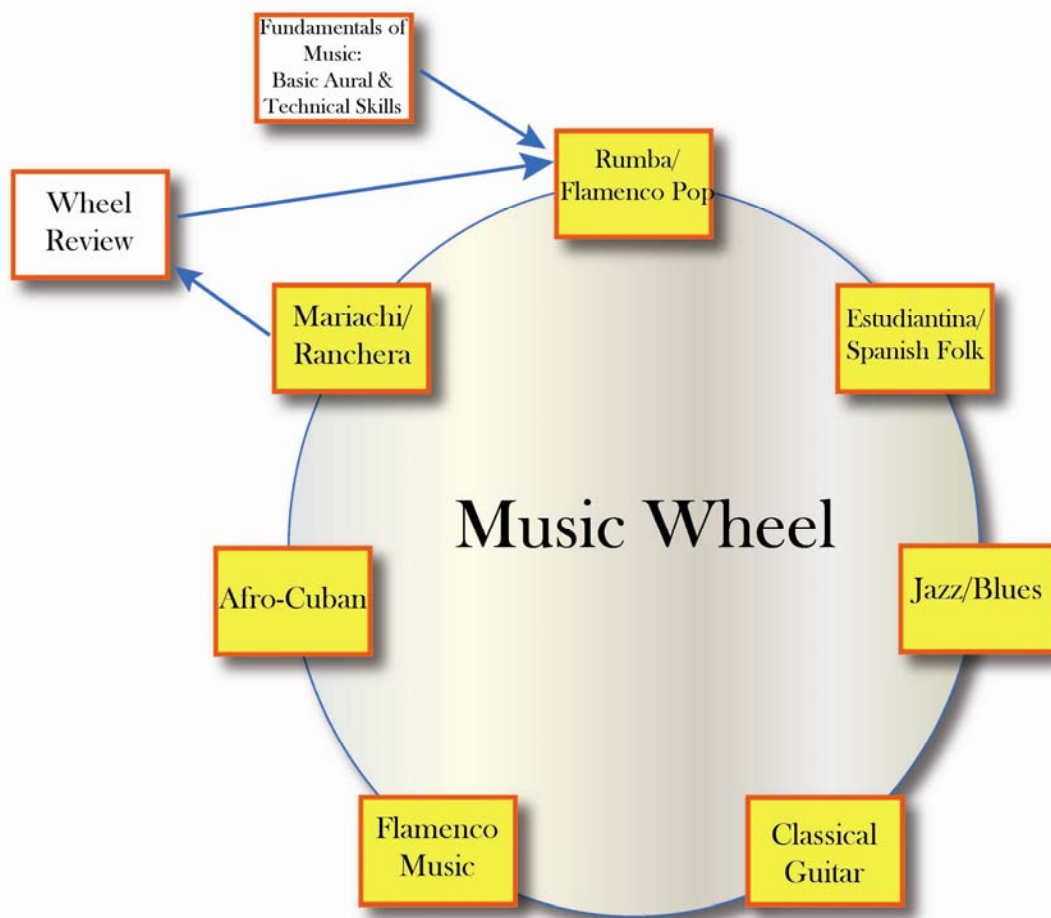
Fundamentals of Music: Basic, Aural & Technical Skills

Beginning in sixth grade, students will build music fundamentals through the study of guitar/bass, keyboard, non-pitched and pitched percussion, and singing. Fundamental skills such as posture and playing positions, note reading, rhythmic fundamentals, along with basic aural and technical skills will be developed. Students will learn simple scales and chord structures, as well as the ability to play melodic and chord-based songs. Students will begin to understand the relationship between chords and scales as they relate to improvisation. As in the dance curriculum, the format of these classes will include technical exercises as well as repertory and etudes/studies. Fundamentals of Music will be completed by the spring semester of 7th grade. See appendix TANM H for a complete description of the Fundamentals of Music curriculum, developed by master instructor John Truitt.

Wheel Program: Music

Students begin the Music Wheel in the summer semester following 7th grade. The Music Wheel is an ensemble based, one-year cycle, introducing new ensembles every six weeks. Students complete the Music Wheel twice, beginning in the summer semester after 7th grade, and finishing in the summer semester after 9th grade. Music forms studied in the Music Wheel include Rumba/Flamenco Pop, Estudiantina/Spanish Folk, Jazz/Blues, Classical Guitar, Flamenco Music, Afro-Cuban, and Mariachi/Ranchera.

The process of Fundamentals of Music leading into the Music Wheel is illustrated:



Artistic Curricular Development: Drawing, Painting and Artesanía

Fundamentals of Drawing, Painting and Artesanía

Mirroring the Fundamentals of Dance and Music programs, Fundamentals of Drawing, Painting and Artesanía will begin with two years of fundamental development through the spring semester of 7th grade. In the area of drawing, students will develop basic skills in composition, form, shape, proportion and perspective. Students will also learn the monochromatic value scale or gray scale. Still life drawing will stress an understanding of basic proportions as well as the accurate rendering of form, light and volume. Linear perspective will be learned by the drawing of interior and exterior space with an emphasis of the accurate rendering of dimensional, geometric objects. Students will develop proficiency with both charcoal and graphite demonstrating a full value mark making system that accurately describes volume, light, shadow and the illusion of three dimensional space. Painting will focus on developing the same fundamental skill set as described in the drawing curriculum, but will include understanding of the color chart, color mixing, polymer based paints, and an introduction to brushes and their techniques. Upon developing fundamentals in composition, form, shape, proportion and perspective, students will begin the hands-on, functional disciplines through artesanía. Fundamental subjects in artesanía include the study of tools and materials, and an initial survey of skills in each discipline. The artesanía curriculum will be developed under the direction of Charles Carrillo, PhD in Anthropology, recipient of the National Heritage Fellowship and Master New Mexican Santero. See appendix TANM A for a letter of recommendation from Dr. Carrillo in support of the artesanía curriculum at TANM.

Wheel Program: Drawing, Painting and Artesanía

Students will begin the Drawing, Painting and Artesanía Wheel in the summer semester following 7th grade. Drawing/Painting and Artesanía will be studied concurrently. New disciplines will be introduced every six weeks over the course of one year. Students will complete the Drawing, Painting and Artesanía Wheel twice by the summer after their 9th grade year. Disciplines in the Drawing, Painting and Artesanía Wheel include:

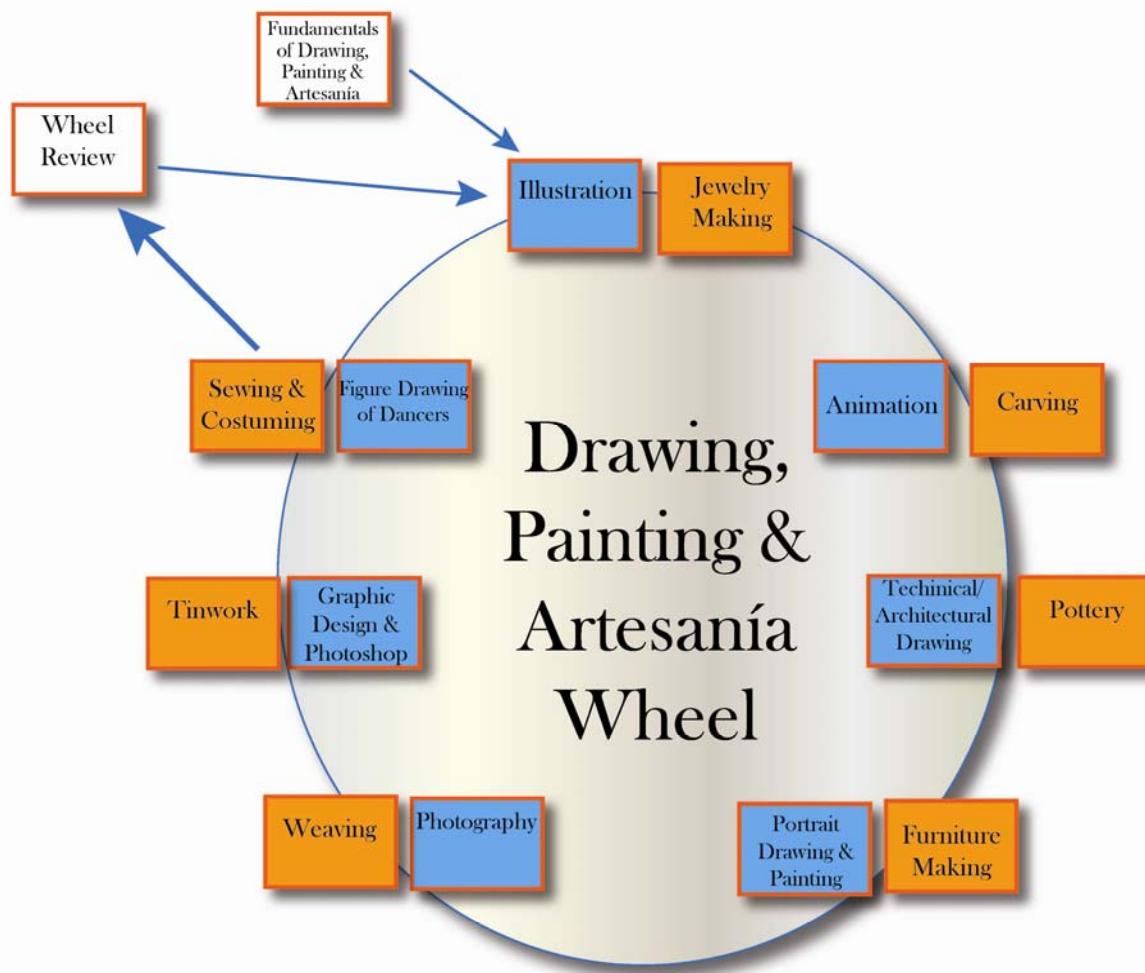
Drawing/Painting

Figure Drawing of Dancers
Technical/Architectural Drawing
Photography
Graphic Design & Photoshop
Portrait Drawing & Painting
Animation
Illustration

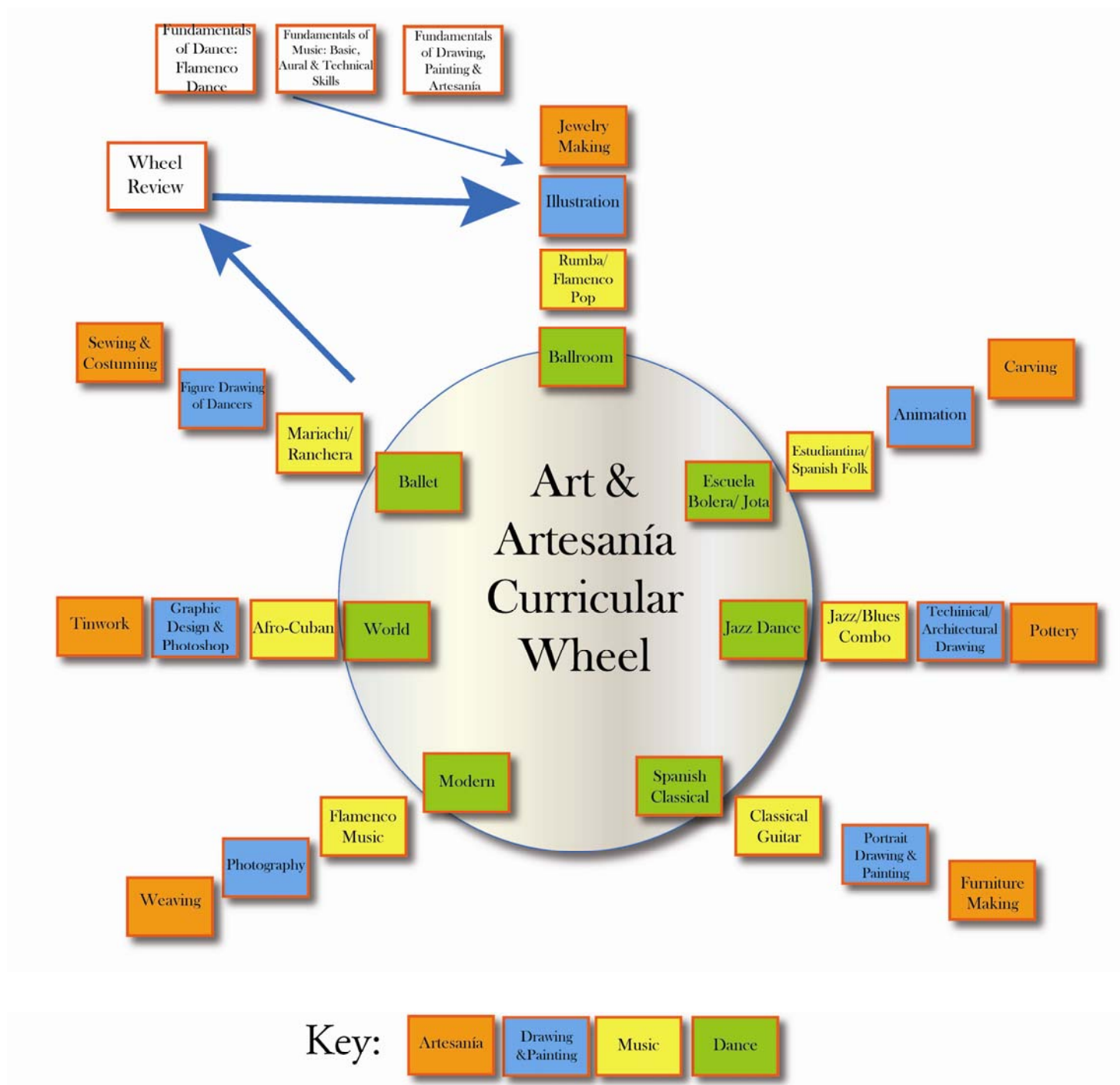
Artesanía

Sewing & Costuming
Pottery
Weaving
Tinwork
Furniture Making
Carving
Jewelry Making

The process of Fundamentals of Drawing, Painting and Artesanía leading into the Drawing, Painting and Artesanía Wheel is illustrated:



The four subject areas of dance, music, drawing/painting and artesanía are studied concurrently in six week sessions. The integrated scope of TANM art and artesanía curriculum is illustrated.



The timeline for resource, staffing and curricular development for the art and artesanía curricula is illustrated:

Currently Developed	Planning Year: 2009-2010	Summer 2010	2010-2011	2011-2012	Summer 2012	2012-2013
Curricular Development: Fundamentals of Dance: Baile Flamenco, Fundamentals of Music: Basic Aural and Technical Skills	Curricular Development: Create Drawing, Painting & Artesanía curricula with Master Instructors. NIF will develop Dance Wheel. Two Master Workshops for professional development.	Curricular Development: Two Master Workshops for professional development	Grades 6-10 enrolled Students begin Fundamentals for 2 years & participate in 8 Master Workshops. Curricular Development: Continue to develop Wheel Programs in Dance, Music, Drawing, Painting & Artesanía	Grades 6-11 enrolled Curricular Development: Finish Wheel Programs in Dance, Music, Drawing, Painting & Artesanía	Curricular Development: Implement Wheel Programs in Dance, Music, Drawing, Painting & Artesanía	Full enrollment, grades 6-12

3. Alignment with New Mexico Standards and Benchmarks

As TANM founders, we recognize that the New Mexico State Content Standards, Benchmarks and Performance Standards were created to establish consistency and effectiveness for the students in our public education system. We as founders respect this philosophy and adhere to the need to develop standards to ensure quality education in our schools. Thus, our curriculum will align vertically and horizontally with the New Mexico Standards and Benchmarks.

We are also aware that standards and benchmarks are not the only important source of measurement; guiding philosophies and principles are equally important in the development of quality curriculum. For the purpose of integrating diversity of scope and perspective in educational curriculum critical for student development, the school shall utilize our theme of the Iberian

Diaspora to explore many cultures throughout our curricula, providing students with a well-rounded perspective.

Appendices C, D, E, and F demonstrate the school's alignment with New Mexico State Standards and Benchmarks. Included is a curricular framework for sixth grade English, including a course description, classroom strategies, assessments, and suggested materials. In addition, a six-week English unit plan detailing daily activity is provided. All material and course information is in alignment with New Mexico State Content Standards, Benchmarks and Performance Standards.

4. Strategies and Methods

Description of Strategies and Methods

Tierra Adentro's educational philosophy will be applied on a daily basis through the cultural perspectives we provide, and our trilateral approach to learning. We have developed a strategy for implementation based upon establishing a faculty which is cohesive and unified, while allowing for creative freedom and individual delivery. To implement this strategy, our principal and instructional leader will require teachers to create annual curricular framework for each subject area and course taught. The curricular framework will include alignment with New Mexico State Content Standards, Benchmarks and Performance Standards, including a course description, classroom strategies, assessments, and suggested materials. Teachers will then generate syllabi to facilitate communication of class information between teachers and parents. Based on the curricular framework, teachers will develop unit plans which will more specifically address delivery methods for the curriculum. Finally, teachers will develop daily lesson plans. The National Institute of Flamenco will provide resources to assist teachers' alignment with the methodology, including copy-written checklist templates and rubrics, which will serve as a tool for teacher delivery, student activity and comprehension. Teachers may use a planning template to develop unit plans based on the following:

- Content area
- Understanding concepts
- Standards
- Benchmarks
- Skills and Knowledge
- Alternative forms of assessment (performance based)
- Traditional forms of assessment
- Daily hands on activities
- Performance standards

Addressing Needs and Reaching NM State Standards

Tierra Adentro will address students' needs through our unique ability to implement a tested methodology in a wide range of disciplines. Facilitated by daily lesson plans, including checklists and rubric systems, teachers will be able to implement a trilateral approach in any discipline. In addition, this methodology will ensure students' success in reaching NM State Standards by establishing a consistent and structured classroom through a fluid, student-centered learning environment which:

- Emphasizes teacher and student performance standard expectations on a daily basis
- Facilitates a structured and consistent classroom routine
- Produces self-motivated students
- Fosters in-depth understanding and ownership of information
- Creates a cycle of learning based on teaching, reviewing, and re-teaching information

We feel that these qualities will address students' needs and assist students in reaching New Mexico Standards.

Curricular Strategies and Methods in Action

Please reference appendix TANM C, D, E and F for a fully integrated 6th grade English curriculum.

Professional Development

During the planning year of TANM, the principal and instructional leader will receive training in the methodology from the National Institute of Flamenco. Based upon this training, the principal and instructional leader will establish curricular models to assist teachers in developing curricular framework, unit plans, and lesson plans based on the methodology. While we wish to provide resources for teachers to align with TANM philosophy and methodology, we are sensitive to each teacher's individual teaching style as they develop their curricular framework, unit plans, and lesson plans. Therefore, curricular models will be utilized as a tool to inspire creativity in the methodology. This strategy will help teachers identify gaps in student performance and teacher delivery, and serve as a unified methodology for the school. Professional development days will be scheduled prior to and during each school year to assist in ongoing alignment with the curriculum.

B. Educational Program

1. Length of School Day and Year

- The length of the school day will be from 7:30-2:30 Monday, Tuesday and Thursday totaling 6.5 hours of instructional time per day

- The length of the school day will be from 7:30-12:00 on Wednesdays and Fridays totaling in 4.5 hours of instructional time per day
- There will be a three-hour Arts block on Saturdays from 9-12
- There will be a summer session

The proposed length of the school year will be 180 days, totaling 1,134 hours of instructional time

This proposed schedule supports the educational plan in the following ways:

- Maintains students and teacher morale
- Opens the schedule for extra-curricular activities, tutoring and mentoring
- Allows time for professional development and team planning
- Allows time for rehearsals and preparation for performances

2. Grade Level, Class Size and Projected Enrollment

TANM will enroll grade six through 12. The first year of the charter, 2010-2011, TANM will enroll grades six through 10. By school year 2012-2013, TANM expects to reach full enrollment of grades six through 12. The phasing of enrollment is as follows for the first five years of TANM:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 6	50	70	70	70	70
Grade 7	50	50	70	70	70
Grade 8	50	50	50	70	70
Grade 9	20	50	50	50	70
Grade 10	20	20	50	50	50
Grade 11	0	20	20	50	50
Grade 12	0	0	20	20	50
Total Students	190	260	330	380	430

The phased growth of TANM will allow the school to further develop and refine the curriculum for the 11th and 12th grades and provide time to develop and adapt its facilities to accommodate for the additional students. In order to maintain an optimal student-teacher ratio, The projected enrollment of TANM is 430, with maximum enrollment of 490, and a maximum of 70 students per grade. Class size is projected at 18-20 students.

3. Graduation Requirements

Successful completion of the requirements of the New Mexico Diploma of Excellence shall be required for graduation for students entering the ninth grade beginning in the 2009-2010 school year. Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:

1. Four units in English
2. Four units in mathematics
3. Three units in science
4. Three and one-half units in social science
5. One unit in physical education (dance)
6. One unit in one of Spanish
7. One-half elective units that meet department content and performance standards
8. Student service learning shall be obtained through performances and public exhibitions
9. Financial literacy shall be offered as an online course

C. Student Performance Expectations

TANM has established the following goals to measure and assess students' academic performance:

Goal: Upon graduation students will have mastered skills in one or more of the areas of art offered at Tierra Adentro - dance, music, drawing, and artesanía.

Measurement: At each level of the curriculum, students will be taught and assessed using a detailed set of checklists and rubrics.

- Checklists and rubrics will prepare students for the mastery test demonstrating acquisition of those skill sets
- Checklists allow teachers to assess students on a daily basis, compiling strengths and weaknesses within each student. This will allow problems to be addressed immediately rather than becoming evident in the student's final evaluation of that skill set

Goal: Students will meet the New Mexico and National Standards and Benchmarks for all grades in all subject areas

Measurement:

- The SBAs will be given once a year in the spring to measure academic proficiency in the core academic areas
- The New Mexico competency exam will be given to all 10th graders
- Short cycle testing (such as the NWEA) will be used by individual teachers quarterly
- Students will show growth in the core content areas

Goal: Upon graduation, Tierra Adentro seniors will be prepared to attend post-secondary academic institutions, apply for internships, or participate as apprentices in the arts and/or artesanía disciplines.

Measurement: Upon graduation, students' accomplishment of their Final Step Plan will be evaluated, and TANM will track the percentage of graduating seniors who continue their education in academia or the arts.

Goal: Student attendance will be at or above state mandated requirements.

Measurement: A policy and program will be implemented (such as Power School) for maintaining and tracking all attendance records.

Goal: Graduating seniors will be proficient in Spanish.

Measurement: Students' proficiency in Spanish can be measured through mastery tests, including conversational assessment.

Goal: TANM will strive for a 100% graduation rate.

Measurement:

- Next Step Plans shall be implemented and guided by the instructional leader.
- Consistent communication between teachers and parents shall ensure each student's performance in the classroom
- TANM shall have an open door policy for students and parents to seek guidance from TANM staff (i.e., teachers, academic counselors, instructional leader, principal, etc)

D. Plan for Evaluating Student Performance

Types of Assessments

Tierra Adentro aims to provide an environment which will foster students' proactive improvement through self-assessment and effective planning at the classroom and school administration level. The evaluation and assessment of student performance will determine the success of TANM in producing high student achievement in academics, art and *artesanía*. We also recognize that student performance is a crucial metric to measure the overall performance of the school.

Ongoing evaluation and assessment of student and school-wide performance will be measured through TANM's trilateral approach, utilizing NIFs checklist and rubric assessment system. In addition, mastery exams, performance-based and traditional methods of assessment will also be utilized. Means of assessment will be implemented as follows:

- *Daily Assessment:* Provides teachers and students with immediate information on skills obtained, allowing teachers to reinforce weak areas in student learning.

- *Thematic Unit Assessment:* Facilitates students' opportunities to apply the techniques and theories they have learned. Mastery tests will evaluate students' understanding in thematic unit concepts.
- *Performance-Based Assessment:* This alternative method of assessment requires students to demonstrate a deeper level of comprehension. Performance-based assessments require students to draw from multiple intelligences to demonstrate mastery of skills and concepts.
- *Traditional Assessment:* Teachers will utilize short and long term methods of assessment based on traditional methods of evaluation such as multiple choice, short-answer, true/false, and essays.

These methods of assessments will allow students to fully comprehend all skills and techniques, providing them a complete understanding of the curriculum and a positive sense of self-worth. We will use ongoing classroom assessments and standardized tests to develop a comprehensive profile of student achievement, based on evaluation at several levels; classroom, school district, and state.

The TANM assessment process will be based primarily on the built-in daily assessment method of the Trilateral Approach. The foundation of the assessment process begins with curricular framework and unit plans which are aligned with the NM Standards and Benchmarks to ensure quality of standards. From each unit plan a series of checklists and rubrics will be created as a tool for implementation, from which assessment of students is derived.

The method of daily evaluation is based upon:

- Daily evaluation of student performance as it compares to the sets of skills defined in our checklists.
 - Students will know in advance the established expectations, and understand their shortfalls before a unit mastery test is given.
 - Teachers will remediate the skill sets and checklists before the mastery test, avoiding problems before the end of each unit.
 - Students must pass mastery tests with an 80% or above. Students who do not meet this requirement shall retake the mastery test.

Timeline for achievement

It is our expectation that TANM students will achieve proficiency in all subject areas in the New Mexico and National Standards and Benchmarks in 6th through 12th grades. This expectation has been met by the alignment with the NMSBs in our daily assessment procedures, curricular framework, unit plans and mastery tests.

Correcting Student Performance

TANM intends to consistently monitor student achievement and progress through short-cycle assessments, NIF checklists procedures, thematic unit plans and mastery tests. During TANM's

planning year we will establish clear procedures should a student not achieve proficiency in any content area. These procedures may include but are not limited to: modification within a teacher's curriculum; teacher communication with parents, fellow teachers and administration; SAT referrals.

Remediation

In order to bring failing students up to proficiency standards, an Individual Learning Plan will be developed to carefully track student progress. Such procedures may include:

- Providing individual tutoring
- Encouraging parental/guardian involvement in the student's academic plan
- Testing to determine that the student does not require Special Education services

The instructional leader will oversee department heads as they establish content modification plans for each grade. When remediation is necessary teachers will implement the content modification plan. The plan's primary goal is to have the student performing at grade level within one year.

Additional Assessments

In addition to state mandated tests, teachers will use short cycle testing such as the NWEAs. All documentation and reporting of student data will be shared with the parents through email, phone calls, and an electronic student information system such as Power School.

E. Special Populations

The school will offer a wide range of opportunities for students with disabilities and giftedness who meet eligibility criteria established by state and federal laws. The Next Step Plan overseen by a Student Assistance Team (SAT) will help identify students who may be in need of special services or be at risk and provide them with a plan for success and proficiency.

Suggested Modifications

The SAT team will be involved in developing the plan in order to meet the needs of all students with a continuous and systematic effort. This process will help identify students struggling academically, socially, and/or emotionally. Staff and parent meetings will be used to help determine if any form of intervention is needed. Those involved in developing a student's Next Step Plan will identify and screen students in need of special education services (IDEA, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act).

The school will comply with the requirements of IDEA and its implementation regulations. During its planning year, the school will consult with special education experts who have expertise to better serve the needs of special education and at risk students.

Modified Academic Programs

The following are examples of ways the school will modify the academic program to meet individual needs:

Modify the learning environment.

- Seat student in an area free of distractions
- Use study carrels
- Keep student's work area free of unnecessary materials
- Use a checklist to help get the student organized
- Stand near the student when giving directions
- Provide organizational strategies, graphic organizers, and timelines
- Assist in organizing the student's notebook or materials
- Use materials that address the student's learning style/intelligence
- Provide opportunities for movement

Modify instructional strategies.

- Allow students to audiotape lectures
- Break assignment into smaller tasks
- Adjust the reading level of the classroom material
- Teach the concrete before the abstract
- Relate the new learning to students' prior knowledge
- Reduce the number of concepts presented at one time
- Give an overview of the lesson before beginning
- Check the student's comprehension of the language used for instruction
- Monitor the rate at which material is presented
- Require verbal responses from the student to check for comprehension
- Provide clear and concise directions for homework assignments
- Allow typed assignments
- Consider the oral administration of tests and open book tests
- Provide practice test questions for study
- Allow use of dictionary or calculator during test
- Provide extra time to finish a written test
- Implement NIF's "Cycle of Learning" (teach, review, reteach)

Modify the curricular materials.

Modifications to curricular materials will vary depending on the nature of the student's learning problem.

Spoken language difficulties

- Paraphrase complex information
- Slow the rate of presentation
- Provide written directions to supplement verbal directions
- Keep sentence structures simple
- Avoid the use of abstract language such as puns, idioms, and metaphors
- Get the student's attention before expressing key points
- Use visual aids such as charts and drawings
- Call student by name before asking questions

Written language difficulties

- Allow student to use cursive or manuscript writing
- Permit student to type, record, or give oral answers instead of writing
- Provide copies of class notes
- Avoid the pressure of speed and accuracy
- Reduce the amount of copying for a book or the board
- Establish realistic standards for neatness
- Accept key word responses instead of complete sentences

Organizational problems

- Establish clear rules and consistently enforce them
- Provide an established daily routine
- Ensure that due dates are clearly understood
- Provide a specific place for turning in assignments

Reluctant-to-start students

- Give a personal cue to begin work
- Check progress often, especially after the first few minutes of work
- Provide immediate feedback and reinforcers
- Divide work into smaller units
- Suggest time periods for each task
- Ensure that the student understands the instructions
- Present the assignment in sequential steps
- Provide students checklists for multitask assignments

Maintain attention

- Seat the students close to the teacher

- Provide praise for correct answers
- Relate new learning to students' experiences
- Give an advance warning when a transition is going to occur
- Use physical proximity and appropriate touch to help student refocus

Group instruction and peer tutoring

- Assign a peer tutor to record material dictated by the student
- Use cooperative learning strategies when appropriate
- Assign a peer helper to read important directions and information to the student and to check for understanding

Adjust time demands

- Increase time allowed for the completion of tests or assignments
- Reduce the amount of work or length of tests
- Introduce short breaks or change of tasks
- Follow a specific routine and be consistent
- Alternate active and quiet tasks
- Help students prioritize the steps needed to complete an assignment
- Set time limits for completing specific tasks
- NIF's checklists give time structure to the classroom and can be adjusted as needed

Inappropriate behavior

- Provide clear and concise classroom expectations and consequences
- Enforce rules consistently
- Avoid confrontational techniques
- Provide the student with alternatives
- Designate a "cooling-off" location in the classroom
- Ignore attention getting behavior for a short time
- Assign activities which require physical activity
- Deal with the behavior and avoid criticizing the student
- Speak privately to the student about the inappropriate behavior
- Check for levels of tolerance and be aware of signs of frustration

Homework assignments

- Give frequent reminders about due dates
- Give short assignments
- Develop an award system for in-school work and homework completed

Communicate with parents/guardians

- Develop a daily and weekly journal and share it with parents/guardians

- Schedule periodic parent-teacher meetings
- Provide parents and students with duplicate set of texts that can be used at home during the school year
- Provide weekly progress reports to parents
- Mail the parents a schedule of class and homework assignments

Special Education – Modifications Related to Assessment

The 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 or Student Assistance Team (SAT).

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

The Student Assistance 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 34 CFR Sec 300.138(b)(1).

The school will provide access to other services such as counseling and health related services based on the individual student’s needs. The services may include the following types of modifications and services:

Limited English Proficient

TANM will be well suited to serve English Language Learners. A number of TANM teachers will be fluent Spanish speakers as well as dual language certified. In addition, non-verbal teaching methods are inherent in artistic instruction.

To aide students’ comprehension of abstract concepts, complex arguments, and subject-specific vocabulary, the school will implement tools to meet students’ individual needs. These instructional strategies and tools include advance organizers, models, analogies, manipulatives, word maps, vocabulary notebooks, and use of cognates. Reading and writing strategies include reciprocal teaching, pre-reading, adaptation, jig saw activities, character maps, socratic seminars, brainstorming, story maps, dialogue journals, writer’s workshop, graphic organizers, and inquiry. It is also our goal to have all students fluent in Spanish by their fourth year of attendance, therefore making TANM a comfortable and positive learning environment for ELL students.

The school teachers who are ESL certified will collaborate with the core teacher to design and implement effective lesson strategies for these students. The school teachers who have ELL students in their classroom will determine and design content goals for each ELL student and modify their lessons to ensure student success. Teachers will provide appropriate instruction to aid student

comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is for ELL students to perform at grade-level in all subject areas and continue to improve their English language proficiency.

TANM's *Trilateral Approach* accompanied with Sheltered Instruction, thematic units, performance based assessment and project based learning are particularly compatible approaches because they not only engage students in hands-on activities, but they are motivators to obtain their required skills. The school will work with specialists in these methods of instruction to determine how best to incorporate these approaches into all aspects of the school's program. These approaches utilize methods that transcend language barriers such as making maps, models, charts, graphs, and illustrations, in addition to completing more complex projects.

Teachers will provide visuals and demonstrations to help communicate content and develop language skills with ELL students.

Teachers can modify text to make course content accessible for ELL students:

- Using graphics
- Using outlines
- Rewriting text
- Using audio recordings
- Providing demonstrations
- Using alternate books or materials
- Using bilingual speakers to communicate with students in English and Spanish

Certain assignments may be modified and differentiated based on the level of language proficiency of the ELL student. Examples of modified assignments are:

- Simplify objectives
- Ask students to illustrate thoughts through drawings and pictures
- Use oral discussion in pairs or small groups
- Modify the length and difficulty of assignments and tests
- Allow extra time on tests, homework assignments and class work

The Sheltered Instruction Observation Protocol (SIOP) may be required as a lesson plan checklist. The ESL certified teachers will oversee this protocol.

Special Education Plan

TANM understands that under state and federal law, they have an obligation to provide a free and appropriate education to students identified with disabilities.

Child Identification: The school will identify and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the individuals with Disabilities Education Improvement Act of 2004 (IDEA).

IEP and Placement: Individual Education Plans (IEPs) will be designed and developed by the SAT team for those who qualify for special education. The school will comply with the IEP process established by IDEA and state law and regulations to ensure that all students, once identified are properly placed, that the placement meets LRE and is reviewed at least annually. These IEPs will comply with the requirements of 34 CFR 300.320 that the child receives an appropriate education including any related services required by the child's IEP.

Students previously identified as qualifying for special education and related services will receive the required services that are outlined in their current IEP. The student will also be reevaluated as pursuant to the current IEP.

The IEP process will include:

- Equal access to the programs and services offered at the school (via reasonable accommodations, modifications, or auxiliary aids)
- Individual Education Plans
- Free Appropriate Public Education Plans (FAPE)
- Least Restrictive Environment (LRE)
- Due process and parental involvement
- Nondiscriminatory evaluation

While ensuring that every child with a disability who is eligible for special education and related services receives the necessary services outlined in their IEP, in the least restrictive environment and with their non-disabled peers to the maximum extent appropriate, these students will be expected to master the academic and artistic curriculum to the maximum extent possible with the use of supplementary aides and other services as outlined in their IEP.

Next Step Plans State law requires that a Next Step Plan be in place for each student at the school. The Next Step Plan is meant to be a working document that is updated on a regular basis. TANM will use a form provided by the district in both paper and electronic formats, to allow students (9th through 12th grade) to re-examine, revise and fine-tune their individual goals and course of study

over the years. It will be completed by all high school students and be reviewed by the instructional leaders, parents, counselors, (or designated school officials) each year until graduation.

Next Step Plans will incorporate the recommendations of the High School Initiative which calls for:

- Rigorous, relevant, innovative curriculum
- Alignment with current, relevant standards
- Parent, family and community expectations
- Learning beyond the classroom
- Collaboration with business, community and post-secondary education
- Mentoring, advisement and creating relationships

Hard copy as well as electronic versions of the Next Step Plan will be available and accessible by students, parents, and school officials.

Counseling and guidance by the instructional leader and school counselors will be used to review and implement Next Step Plans for grades 9-11 and a Final Step Plan during students' senior year. This plan will help counselors, instructional leader and others working with students and their families to identify a baseline of information from which to measure progress and rates of progress for each student. The information gives teachers and others means to track learning styles, reading comprehension, application and written language skills, and will provide a way to address bilingual and limited English proficiency issues. Other information that may be used to develop a student's Next Step Plan includes parental feedback, achievement tests or other assessments used by the school, health records, attendance records and other reports. Parental input is seen as an essential part of the Next Step Plan.

A student's IEP will be developed to accomplish the intended goals of a Next Step Plan. A Next Step Plan may also include a 504 Accommodation Plan and/or Treatment Plan that addresses specific health and behavioral issues. These plans will enable the school to best meet the needs of each student.

Some of the components of the Next Step Plan may include:

- Student's long-term career
- Student's academic goals
- Student's extra-curricular activities
- Student's participation in extra curricular activities
- The student's plans for post-secondary training & learning
- The student's personal and/or social goals
- Career pathway
- Determination of educational program
- Determination of artistic goals
- Schedule for periodic review of ongoing achievement and success

- Ways to address barriers in meeting individual goals
- Ways to establish parental involvement
- Providing intervention or alternative support services, if needed

TANM encourages all students to meet their individual goals, talents, strengths, and shall provide ample opportunities to make choices that will enhance learning and success. The school will encourage family involvement in each student's progress. It will be essential that the family's level of commitment to the student's program be substantial in order to ensure success for the student. Students and parents/guardians will be encouraged to collaborate with the school to develop a plan that includes both short-term and long-term learning goals for high school and their future.

Ancillary Services

Counseling and Career Counseling Services: The school will employ a counselor to best meet the students' needs. To facilitate career counseling, the school will offer summer programming to consult and network with national and international artists. Students will also have unique year-round opportunities within the National Institute of Flamenco to apprentice in a professional flamenco company prior to graduating from high school.

Student Health Needs: The school will contract qualified health care providers, responsible for maintaining Cumulative Student Health Records for each student. Nurses and other medical care providers will be contracted to provide services.

Related Services: The school will coordinate with Albuquerque Public Schools (APS) to meet all related services identified through a student's IEP or 504 plans. Otherwise, the school will contract with professional service providers who meet NMPED requirements to provide related services to students. In addition, TANM will utilize services from schools with similar populations, including Public Academy for Performing Arts (PAPA) and at Albuquerque Institute for Math and Science (AIMS).

Sec. VI: Financial Plan

A. Budget

State Equalization Guarantee

TANM will receive 98% of the SEG monies. Most revenues will flow from the State of New Mexico through PED to TANM. TANM will work collaboratively with the New Mexico State Auditors to assure timely reporting and other financial/fiscal processes. In accordance with the 1999 Charter Schools Act and good business practices, TANM will be held accountable for its fiscal performance. See appendix TANM I for Revenue Project Form 910B5

Operating Budget Spreadsheet

A revised budget will be prepared and submitted to NM Public Education Department, based on the projected enrollment numbers for TANM student population. It is the intention of TANM to contract for its financial administration with NMPED as is done by several other existing charter schools within the district. See appendix TANM I for the complete Operating Budget Spreadsheet.

Revenue and Expenditure Assumptions

Details of TANM projection for SEG revenues for each year's budget are as follows: We used a T&E Index of 1.088, At-Risk Index of .065, and a Unit Value of \$3,606.40. A growth factor of 70 MEM was calculated in year 2, 70 MEM in year 3, 50 MEM in year 4, and 50 MEM in year 5 of the 910B5.

State Equalization Guarantee Numbers-Years 1-5

School Year	Projected Student Population	Total Units	Program State Equalization Guarantee (SEG) Less 2%
2010-2011	190	431.498	\$1,525,031.30
2011-2012	260	559.987	\$1,979,146.37
2012-2013	330	645.737	\$2,282,210.20
2013-2014	380	682.987	\$2,413,861.83
2014-2015	430	793.787	\$2,805,459.17

The 5-year budget is a balanced budget based on the following factors. Staffing FTEs for years 1 through 5 are 20, 25, 29, 30.5 and 36.5. Pursuant to Section 22-10A- through 22-10A-11, NMSA 1978 of the School Personnel Act, TANM will pay Teachers and Administrators the Statutory Minimums.

The first year budget includes a eleven and half (11.5) full time Regular Education Teachers; one (1) full time Special Education Teacher; two (2) Educational Assistants; two (2) full time Principal/Assistant Principals, one-half (.5) Counselor; one (1) Health Assistant; one (one) Business Office Assistant/Registrar; one (1) Administrative Assistant; and a Business Manager (Contracted Services). Cost of living increases are included in the attached budget for employed personnel. All major start-up costs will be included in the Federal Stimulus Start-up application. Other first year expenses include the following:

Object Codes 53414 - Other Professional Services

- Master artists for approximately eight 12-hour workshops in arts and artesanía each year. Fee per workshop is \$1,800, totaling \$15,000 per year.
- NWEA, NMASBO and NM Coalition for Charter Schools membership - \$5,000
- AptaFund Accounting System annual fee (Web based system) - \$7,500**
- Student Database System annual fee (Web based system) - \$6,500**
- Ancillary/Special Education Services to accommodate student Individual Education Plan (IEP) - \$6,000
- Grant Writer - \$10,000

Object Codes 55915 - Other Contracted Services

- Web Services - \$2,000
- Security Monitoring - \$1,500
- Cleaning Services - \$15,000
- Technology services - \$10,000 **

***The first year costs for technology start-up services, Aptafund accounting software purchase, and student database software purchase will be included in the proposed budget for Federal stimulus funding.*

Travel and training expenditures will be used for Professional Development for Teachers and Staff. A portion of these funds will be used to send licensed personnel to the National Special Education Conference and National Charter School Conference.

Expenditures for technology services will be to maintain TANM server and student database system. Initial cost for the purchase and installation of the school server will be included in the proposed budget for Federal Stimulus funding.

Other Funding Sources & Expenditure Assumptions

State Charter School Stimulus Funds

After receiving our Charter from NM Public Education Department, TANM will apply for stimulus funding to be used as provided for in this legislation for “convergence costs.” These are limited to

purchase of furniture, equipment, supplies, curriculum materials, technology, construction, facility and consultant and legal fees.

Federal Charter School Stimulus Funds

When our charter is granted and the State of NM is compliant with Federal Stimulus Fund requirements, TANM will apply for funding to be used as provided for in this federal legislation. Major start up expenses to be included in the Federal Stimulus application will be contracted services for curriculum development, technology start-up services and publishing/advertising - \$30,000; professional development (National Charter School Conference and National Conference for Special Education – 5 people) - \$10,000; three (3) months hiring of Administrator (April – June 2010) - \$25,000; furnish classrooms (Approximately \$13,000 per classroom - \$390,000; 200 student computers (includes a computer lab) - \$160,000; Server - \$20,000; publishing of handbooks - \$5,000; emergency response program - \$5,000; AptaFund Accounting software - \$8,000; Student Database System - \$10,000, three (3) months business manager (April – June 2010) - \$12,500; legal expenses - \$5,000; three (3) months rent (April – June 2010) - \$55,000; three (3) months registrar (April – June 2010)- \$5,000; Security Monitoring System - \$50,000; Communication System - \$50,000; Laboratory Equipment (high school) - \$100,000; fixed assets (storage sheds, copy machines, etc.) - \$20,000; supply assets (Printers, SmartBoards, Overhead Projectors; safe, filing cabinets, shelves, etc.) - \$100,000; and General Supplies and Materials - \$100,000.

TOTAL - \$1,143,500

Federal Entitlement Programs

TANM will actively seek funds through any Federal entitlement programs where criteria are met. These may include, but not limited to the following: Title I, State School Improvement Grants, Title II, Title IV, Unit/School Technology Improvement, Title VII- Bilingual Education, Special Education, at-risk and other Direct and/or Flow-through Grants.

Lease Reimbursement

New Mexico state law provides that the Public School Capital Outlay Council (PSCOC) may approve charter school applicants for the purpose of making lease payments for classroom facilities, including facilities leased by charter schools. The amount of a grant to a school shall not exceed: the actual annual lease payments owed for leasing classroom space for the schools, including charter schools, in the district; or seven hundred dollars (\$700) multiplied by the full time equivalent enrollment (MEM)

Books, Library, Software

TANM will be eligible for Instructional Material and Library flow-through grants offered by the State of New Mexico Public Education Department as well as the Public School Library Funding: GO Bond 2010.

Other Funding Resources

TANM will actively seek funding through several private organizations and grants such as the Walton Grant and McCune Foundation. Other grants will be sought out and applied for throughout the life of our charter. TANM will set aside 4% for administrative fees from each grant in order to administer the grant(s) as well to ensure that our charter school is in compliance with all laws and/or stipulations given by each grant or award. TANM did not project grant revenues in the projected five-year operating budget, appendix TANM I, but plans to actively pursue additional funding through grants beginning in the planning year of the charter.

B. Fiscal Management

Annual Budget

On or before April 15 of each year of the Charter, TANM and the District/State will complete negotiations concerning funding for the ensuing fiscal year.

Enrollment Count Adjustments

The District may adjust the funding based on the 40th, 80th, and 120th day counts to reflect the actual student count as compared to the count used at the beginning of the school year. If a student who has been included in the enrollment count of the District transfers to TANM during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to TANM.

Planning Process

TANM Governing Council and the principal or designee will engage in a Strategic Planning Process that drives fiscal responsibility for TANM in Year 1. Thereafter, the Governing Council, the principal or designee, the staff and some student representatives will complete an annual review and update of TANM Strategic Plan. TANM planning process is designed to include and address the excellence in education requirements described in the Education Plan for Student Success (EPSS) process. This process shall include the following:

- An environmental scan process of the Albuquerque area and New Mexico as a whole that will result in a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of TANM. This process will include a minimum of one community meeting with selected community representatives;
- Creation of or re-examination of TANM Vision, Goals, and Objectives for alignment with community TANM serves;
- An assessment of the current performance of TANM against that defined future state
- An assessment of any gap between performance and that defined future state.
- Development of strategies and/or course corrections needed to ensure the success of TANM as described in this application;
- Definition of student and other performance metrics that will ensure that the plan is implemented and succeeding;

- Monthly reviews of those performance metrics by TANM Governing Council, the principal or designee, and staff.

Budget Process

TANM Governing Council will approve TANM operating budget. Budget oversight is the responsibility of the Governing Council. The principal and/or his/her designee will present to the council for adoption, a specific budget calendar that meets the deliverable deadlines established by the Public Education Department (PED). PED will give TANM the schedule for submitting the budget to TANM's assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The budget process will include specific budget hearings allowing the Council to learn of the public's priorities. The principal or his/her designee will also be given a specific opportunity to speak towards various programs and matters of interest to the council. Following such hearings, the Council will identify priorities and give general instructions to the principal or his/her designee to prepare a balanced budget based upon its priorities and other guidelines as deemed appropriate. The Council will debate and vote budgetary issues without further public hearings.

Budget Call

TANM principal or designee shall act as the School's Financial Officer for the purpose of responding to the NM Public School 'Budget Call' issued by January 31, for the subsequent fiscal year. The NM Public School 'Budget Call' document will include: instructions, personnel listings, and blank forms to report requirements for personnel, supplies, services, travel, and equipment.

Budget Formulation

The principal or his/her designee will assign a budget committee within TANM as a means for identifying and formulating budget requirements for the upcoming school year and will meet the budget submission deadlines established by the Governing Council and PED. This document will include instructions and whatever blank forms, including information for each cost account, may be necessary to compile requirements for personnel, supplies, services, travel, and equipment. The principal or his/her designee will review the individual budget requests revise them if necessary, and justify budget requirements based on experience factors and instructional programs objectives. Completed budget requests will be compiled and an annual budget within budgetary limitations will be submitted to the Governing Council for review and approval. The principal or his/her designee will document the budget as approved by the Governing Council for submission to the PED. This submission will be in accordance with the Manual of Procedures for Uniform Accounting and Budgeting for New Mexico School Districts and special instructions received from the Chief Financial Officer of NM Board of Education.

Budget Monitoring

TANM will furnish PED the required Quarterly Revenue and Expenditure Reports showing encumbrances and expenditures to date, and the unencumbered balance for review to demonstrate that encumbrances and expenditures are progressing in accordance with the budget plan. TANM will furnish NM Board of Education with a copy of the reports submitted to PED for information purposes.

Budget Changes

During the course of the school year it is probable that budget changes, increases, or transfer will be necessary. Increases may result from additional resources, either earmarked or not.

TANM will prepare Governing Council approved Budget Adjustment Requests (BAR's) with the appropriate documentation or revenue source (e.g., a contract from outside agency) and submit them to PED for approval if required. No changes in revenue or expenditures (between functions) can be done without PED approval. Any transfers between cost accounts will always be offset to ensure that TANM budget remains balanced. These changes will be approved at TANM site per the 1999 Charter Schools Act.

Fiscal Integrity

In the event that the principal determines additional personnel, programs or initiatives are warranted; no such additions will be made to the budget or spending plan without a corresponding source of funding.

Contracting Process

New Mexico law and State Board of Education regulations will govern the issuance of contracts and purchase orders. Only authorized parties of TANM may initiate procurements. Compliance with applicable procurement laws and regulations shall be the responsibility of TANM Governing Council and periodic internal audits of TANM procurement practices shall be used to ensure compliance. As the chief administrator of TANM, the principal shall maintain oversight of all procurements and report regularly to the Council on all procurement activities of the school. The business manager or contract provider of business services shall maintain all procurement records onsite of TANM and shall prepare all necessary reports for the principal and the Governing Council to ensure proper tracking of procurement activity.

Purchasing Practices

The 1999 Charter Schools Act gives the Governing Council the authority and right to establish their procurement practices outside those used by the District. As such, TANM will not use the NM School Board central Procurement Division.

TANM will provide for the fair and equitable treatment of all persons involved in public procurement, to maximize the purchasing value of public funds and to provide safeguards for maintaining a procurement system of quality and integrity. All purchases that expend public school money (including school activity funds) fall under the definition of purchase from public funds and are subject to Chapter 13 Pamphlet 29 NMSA 1978 entitled "Public Purchases and Property" which includes the Procurement Code, Public Works Contracts and other pertinent legislation.

It is understood that grants are not exempt from public purchasing statutes and all applicable state and federal requirements.

TANM will purchase, rent, lease or otherwise acquire all items of tangible personal property, services or construction. All purchases will be strictly in accordance with the laws of the State of New

Mexico, federal law and PED regulations. TANM will establish and maintain a manual of purchasing policies and procedures referencing the applicable statutes, and that manual shall be open to the general public and furnished to NM Board of Education as described in this application. All procurements for tangible property or services shall be within the budget approved by the Governing Council and shall be reviewed and approved by the principal or his/her designee prior to their placement. Procurements will be by means of standard purchase orders or letters of agreement as defined by the Governing Council. The Council reserves the right to review, approve or reject any procurement decision.

The purchase, of any tangible personal property or construction that will exceed \$20,000 must be formally bid and may not be artificially divided to circumvent this requirement. Exceptions such as patented or copyrighted products, use of existing contracts, or certain statutory exemptions may apply. Freight, installation, rigging, tax, etc., are considered to be part of the cost of the product. Bid documents will be mailed or otherwise distributed by TANM Governing Council who shall also publish public notice not less than ten calendar days prior to the date set forth for the opening of the bid.

The purchase, rental and lease of any tangible personal property or construction that will fall between \$10,000 and \$20,000 are required by policy to obtain three quotes. These may be written, faxed or telephoned. Documentation including but not limited to the date, time, company, price, person quoting, model number etc., freight charges, must be furnished to the Governing Council who may recommend or contact additional sources. Purchases that are less than \$10,000 must be made at the best obtainable price. Quotes are at the option of the user.

Professional services that will exceed \$50,000 must also be formally bid. Guidelines for what qualifies as a professional service and for applicability of the Professional Services developed and approved by TANM Governing Council prior to the opening of TANM in the Fall of 2010. Note that TANM does pay gross receipts tax on professional services and that line item for this tax must be specifically established.

Signatory Authority for Contractual Agreements

TANM Governing council will determine individuals with Signatory Authority for TANM. However, in no instance shall the party initiating the purchase be the same party who acknowledges receipt of that good or service. Nor shall the party acknowledging or recording receipt be the same party who authorizes payment to the provider of that good or service. This separation of accountabilities shall be enforced to protect TANM, in some measure, from any fraudulent use of procurement. Appropriate approval levels commensurate with the nature and dollar thresholds of procurement transactions shall be described in TANM Procurement Policies and Procedures Manual.

It is expected that any employee of TANM shall have the right to create purchase documents and that person's supervisor must approve the purchase; e.g., the principal or his/her designee must

approve a teacher's purchases, and by extension purchases by the principal must be approved by the Governing Council. Purchases by the Governing Council would require approval (signified by a public vote) and signature of more than one representative for the Council. However, these procurement guidelines will be defined and approved by the Interim Governing Council prior to the opening of TANM in September of 2010.

No individual at TANM may obligate the school for the purchase, rental or lease of any tangible personal property, construction or service

Disbursements Process

Disbursements at TANM shall be made as defined and scheduled by TANM Governing Council. In no instance shall the party initiating a request for disbursement be the same party who approves that disbursement. Nor shall the party approving the disbursement be the same party who distributes the payment. This separation of accountabilities shall be enforced to protect TANM from any fraudulent disbursement of monies.

Payroll Procedures

TANM Governing Council will determine the policy for and payment schedule for all salary payments. TANM payroll payments will be made in the manner defined in TANM policy in accordance with the appropriate separation of duties and approval of payroll time records to ensure that employees of TANM are paid only for services rendered.

Pay Period Time Records

Time records will be maintained for all of TANM' non-salaried employees.

Non-Payroll Disbursements

TANM shall be responsible for paying all approved and authorized school-related bills in accordance with TANM policy as prescribed in the 1999 Charter Schools Act.

Property Management

Management of TANM property includes ensuring its proper allocation, control, care, use, and safeguarding. Responsibility for managing TANM property is the obligation of all TANM personnel. These responsibilities include pecuniary liability for loss, damage, or destruction of property resulting from mismanagement, or unauthorized use. TANM personnel responsible for managing property may be relieved of their duties if an unsatisfactory condition is found that is attributable to mismanagement, inefficiency, or other causes within their control, TANM personnel must ensure that equipment is protected, conserved, and maintained. Property issued to individuals does not become private property, but remains TANM property.

TANM property or equipment will be managed in compliance with NMSA 6-20-2:

All property will be properly and accurately recorded at the time of acquisition and those records maintained. TANM Governing Council shall define a policy for labeling and/or tagging TANM property defined as any land, buildings, improvements other than buildings, equipment, machinery,

construction work in progress, and capital leased assets with a cost of \$5,000 or more, and applies to all assets purchased regardless of funding source.

- All property will be inventoried periodically to verify the accuracy of records.
- All property will be adequately safeguarded and protected to avoid and/or minimize the potential for loss.
- Any re-location of property shall be noted and kept with the property records.
- All property will be used economically, and for the intended purpose.
- All property will be inspected upon arrival and periodically to ensure it is in good working order.

Guidelines for recording and reporting fixed assets and provided in the policies and Procedures Manual of the Department of Finance and Administration, General Service Department, Chapter 14, pages 8-9 (issued 2/12/99). TANM Property Management Policies and Procedures shall meet or exceed and guidelines set forth in this manual.

Real Property Acquisition

The purpose of the directive is to establish administrative procedures for the acquisition of real property either by purchase, exchange, donation, lease, or other means. This administrative procedure applies to all real property acquired by the Governing Council acquired for school, administrative or operational purposes. Real property is defined as the interests, benefits and rights inherent in the ownership of real property. This includes land, permanent buildings and fixtures, site improvements, water rights, access rights, rights of way and leases.

Real Property Disposition

TANM will conform to statutes and regulations of the State of New Mexico when leasing, selling, or otherwise disposing of real property belonging to TANM.

Audit of Inventory Records

A TANM equipment inventory will be kept and will be available for audit at all times.

Grant Applications and Awards

All TANM grant applications will comply with the policy established by TANM Governing Council.

Independent Audit

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313 NMSA, 1978, and all records pertaining to the activity funds must be presented to the auditors. When advised by the New Mexico State Auditor that TANM will contract with an independent auditing firm for its annual audit, in accordance with the terms of the Audit Act (12-6-1 through 14, N.M.S. A., 1978). TANM will request a list of approved,

independent auditing firms from the State Auditor. The firm selected will be recommended by the Governing Council for the NM State Auditor's approval. The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governing Audits of Entities of the State of New Mexico.

Financial/ Business Operations

TANM will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing a control system pursuant to NM State Law.

Cash Management Practices

Appropriate cash management practices will be developed and used to ensure that all TANM monies are adequately protected against loss or theft. These practices shall include but are not limited to: Monthly reconciliations of all cash accounts, including bank accounts shall be the responsibility of the business manager or the contract provider of business services and will be approved by the Director of Education or his/her designee. Periodic internal audits shall be made on all cash accounts. Frequency of these audits to be determined, but not less than twice each year. Separate of accountabilities and duties to ensure fiscal control as described in Sections on 'Contracting Practices', Disbursements Process', Property Management', etc. –the basis of this practice shall be to protect TANM from potential for fraud by requiring that no person shall initiate and approve the same transaction in any circumstance.

Accounting Basis

TANM financial records shall be maintained using a modified accrual basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a cash basis.

Compliance with GASB 14

In accordance with Governmental Accounting Standards Board (GASB), Statement No. 14, "The Financial Reporting Entity," (Issued 6/91), TANM will follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the 1999 Charter Schools Act. This shall apply to all financial reporting to ensure that the nature and significance of TANM relationship with the NM PED is in no way misleading or incomplete.

Compliance with the Anti-Donation Clause

In accordance with the Anti-donation Clause, neither the state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge is credit or make any donation to or in aid of any person, association or public or Private Corporation.

See appendix J for a sample Fiscal Management Policy Handbook.

Sec. VII: Governance/Management Plan

A. Governance Structure

The general operations of Tierra Adentro: The New Mexico School for Academics, Art and Artesanía shall be contemplated and rendered by the actions of its Governing Council in compliance with New Mexico Law as set forth in Sections 22-2-1, 22-8-1 through 22-8-47 and 22-8B-1 through 22-8B-17, NMSA (1978).

Governance of TANM

All major operational decisions of the school will be made, or delegated to administrative personnel by the Governing Council including but not limited to fiscal management; compliance with the New Mexico Charter Schools Act and other applicable state and federal education laws and regulations; and oversight for the selection, recruitment, discipline, and promotion of all major school leaders (collectively, the “School Leaders”) including but not limited to the principal (chief executive officer), the vice principal (instructional leader), the special education director, and the business manager. The Governing Council shall delegate to the principal all tasks relating to selection, recruitment, discipline, and promotion of the office manager, the registrar, the faculty, and support staff.

TANM shall develop policy and make decisions regarding the artistic and academic disciplines and curricula of the school in consultation with input from its Partners and its Advisory Committees. The framework for relationships, roles, and interaction of the Governing Council, School Leaders, and the Advisory Committees (collectively, the “Advisory Committees”) is set forth hereinbelow. However, in the final instance, the Governing Council—through its own actions and what it delegates to others—shall have the authority required to fulfill its obligation to make all decisions regarding the School and its operations including but not limited to the following:

- Ensure school resources are effectively and efficiently utilized through proper oversight of the school’s budget
- Require and evaluate the quarterly reports of the Head of School and the business manager to insure financial responsibility and adherence to generally accepted standards of fiscal management are followed
- Consider in a timely manner all the business manager’s written requests for budget adjustment
- Encourage the public confidence in the school’s financial standing by regularly reporting on the school’s financial affairs
- Review and approve the school’s budget

- Participate in the annual exit interview of the school's audit and to insure that any findings or audit concerns are promptly addressed

TANM Organizational Chart

The Governing Council shall make or delegate to administrative personnel all major operational decisions of the school. The principal shall report directly to the Governing Council, and oversees all staff and daily operations of TANM. The Advisory Committees report to the Governing Council, and shall reflect stakeholders from all major stakeholder groups of the school at its community.



Parent and Advisory Committees

For the purpose of governance that is enlightened, informed, and focused on the Mission of TANM, five (5) advisory committees shall be formed to operate in concert with the Governing Council to promote the aims and objectives of the school. The advisory committees shall be formed pursuant to the following terms and conditions:

Parent Committee

This committee shall be comprised of up to ten (10) members, two (2) of which shall be Governing Council members with the remaining eight (8) positions filled by the parents or the legal guardians of students who are registered and enrolled at the School.

- A. Two (2) Governing Council members shall serve on the Parent Committee, one of who shall serve as chairperson or co-chairperson of this committee. Either of these members may designate another Governing Council member or School Leader to serve as proxy on all matters regarding this committee
- B. Up to eight (8) parent positions may be filled by parents or legal guardians of any registered, enrolled student from the School
- C. All parent positions on this committee are limited by a maximum of three (3) consecutive semesters
- D. Open positions for the Parent Committee shall be advertised and circulated via the regular lines of communication (which may include mail or email) and shall also be posted in the main office of the School
- E. If any parent or legal guardian of a student is interested in serving on the Parent Committee, then he or she must first be nominated by another parent or guardian, or by self-nomination
- F. Every nomination and every self-nomination shall include a brief written statement of interest, any specialized skill or expertise that may be helpful, and the name and identification of the student by which that person may serve on this committee
- G. A list of nominees shall be submitted to the Governing Council for consideration
- H. The Governing Council members shall vote to select a nominee for appointment to the Parent Committee with a simple majority being sufficient for appointment
- I. The Parent Committee shall elect one of its members to serve as a liaison and representative to meet and consult with the Governing Council
- J. Governing Council members serving on the Parent Committee shall serve as advisors and consultants but without voting power on this committee

In concert with the Governing Council the primary purposes of the Parent Committee shall be to 1) address, consider, and evaluate matters regarding curricula; 2) organize and coordinate family support for TANM activities; and 3) pass resolutions that demonstrate the Parent Committee's

collective opinion in regard to curricula and TANM affairs. The Parent Committee shall include the following in its considerations and activities:

- a. The Parent Committee shall address and evaluate school-related matters and provide consultation and recommendations to the Governing Council
- b. Recommendations shall be forwarded to the Governing Council in the form of resolutions
- c. Resolutions must be put to a vote with a quorum of the Parenting Committee physically present, with a simple majority sufficient to pass a resolution
- d. The Parent Committee shall organize and coordinate community support for TANM and its operations

Arts and Artesanía Committee

Because this Committee involves the Students in instructive interaction with the collective knowledge, experience, wisdom, and cultural literacy of the Greater New Mexico Community, it is imperative that this committee's legacy and purpose shall always include within its structure and membership, living artists and artisans who shall be invited to participate in this committee's functions. Whether Students at the School decide to pursue pathways that lead to artistic careers, it is imperative that they all have sufficient opportunity to interact and learn from working professionals who bring to the School and this committee their respective expertise, purpose, and inspiration. From sufficient artistic experience that is guided and informed from this committee, each Student may draw an intellect and ability that shall inform creatively and intellectually for a lifetime, regardless of all the career pathways that may unfold as a result.

The Founders have identified and consulted with numerous experts from the artistic fields of music, dance, drawing, painting, and the artesanías who have already pledged their commitment to provide instruction, guidance, and support to the School and to the Students. From a majority of these same artists and artisans are those who have already committed to directly participate in, or otherwise support this committee in its endeavors on an ad hoc basis.

This committee shall be not be limited by a maximum number of members but shall nonetheless be comprised of at least eight (8) members, of which the following persons shall be required as members:

- A. All Faculty Department Heads for the Music, Dance, Drawing, Paint, and Artesanía
- B. Two (2) or more community experts in the Arts and Artesanías
- C. One or more Governing Council members, one of whom has been appointed by the National Institute of Flamenco
- D. Instructional Leader

- E. On a rotating basis this council shall be chaired or co-chaired by any department head(s) of the performing arts and visual arts departments

In concert with the Governing Council the primary purpose of the Arts and Artesanía Committee shall be to help to establish, then maintain, monitor, and evaluate the efficacy of TANM in its Mission and to fulfill the following aims and objectives:

- a. Create and maintain an ongoing dialogue that addresses, analyzes, and evaluates the scope and efficacy of the curricula centered on the visual and performing arts
- b. Make recommendations to the Governing Council based on its analysis and evaluation of the visual, and performing arts curricula
- c. Propose and prepare events, functions, and performances through the calendar year
- d. Organize and employ the human and material resources required for the students and faculty to produce artistic events, functions and performances
- e. Assign a producer for each event, function, and performance who shall coordinate the human and material resources required for successful completion of each project
- f. Identify and cultivate relationships with community experts in the arts to support the various disciplines
- g. Organize and schedule workshops and seminars that focus on mastery of the visual and performing arts for the benefit of students and faculty

Education and Academic Progress Committee

This council shall not be limited by a maximum number of members but shall nonetheless be comprised of at least eight (8) members of which the following persons shall be required as members:

- A. All Core Academic Faculty Department Heads
- B. Principal
- C. Instructional Leader
- D. Special Education Director
- E. One or more Governing Council members
- F. Optional Members: The Governing Council may appoint educational experts from the community to serve on, or otherwise support this committee on an ad hoc basis

In concert with the Governing Council the primary purpose of the Education and Academic Progress Committee shall be to design, monitor, modify, and update policies and procedures relating to the promulgation and implementation of the academic curricula of the School. The Education and Academic Progress Committee shall ensure that the academic curricula are designed, modified,

monitored, evaluated, and updated to produce the highest possible consistency and quality in the education of each student. To meet its primary purpose, and to fulfill the Mission and its related obligations, the Education and Academic Progress Committee shall include the following in its considerations and activities:

- a. Convene at least monthly to monitor, review, analyze, evaluate, and update educational policies, procedures, and plans to ensure all academic curricula are vertically and horizontally aligned with the New Mexico Content Standards, Performance Benchmarks and Standards
- b. Establish training requirements and schedules to ensure compliance with professional development objectives set forth by TANM and in alignment with New Mexico Law
- c. Make recommendations to the Governing Council regarding professional development policies, procedures, and objectives
- d. Make recommendations to the Governing Council regarding scheduling and programming of the academic curricula

Ways and Means Committee

In addition to anyone appointed by the Governing Council to serve on this council, membership shall be comprised of the following persons:

- A. Principal
- B. Business Manager
- C. Instructional Leader
- D. Office Manager
- E. One (1) Representative from the Arts and Artesanía Committee
- F. At least one (1) Governing Council Member

In concert with the Governing Council, the primary purpose of the Ways and Means Committee shall be to devise, articulate, promulgate, implement and revise all budgetary policies and procedures regarding the operations of the charter school. To meet its primary objective, fulfill the Mission, and its related obligations, the Ways and Means Committee shall include the following in its considerations and activities:

- a. Convene at least monthly to review, analyze, and evaluate the monthly and annual budget
- b. Make recommendations to the Governing Council for purchases of materials, services
- c. Monitor and evaluate expenditures and budgetary policies for conformity and alignment with New Mexico Law
- d. Make recommendations to the Governing Council for approval or rejection of contracts

- e. Consult with its members, experts, and the Governing Council to assure compliance with all applicable state and federal regulations regarding use of state and federal funding
- f. Consult with the Marketing, Development, and Partnership Committee to identify and obtain funding to address specific budgetary needs regarding the academic, visual arts, and performing arts curricula
- g. Form subcommittees between members of the Marketing, Development, and Partnership Committee on an ad hoc basis to develop revenue and funding sources for the budgetary needs of the academic, visual arts, and performing arts curricula

Marketing, Development, and Partnership Committee

This council shall not be limited by a maximum number of members but shall nonetheless be comprised of at least the following persons:

- A. Two (2) or more Governing Council members, including at least one (1) of the two (2) members appointed by the National Institute of Flamenco
- B. Two (2) or more Faculty Representatives
- C. One (1) Parent Committee Representative
- D. One (1) or more grant writers appointed by the Governing Council
- E. Business Manager
- F. National Institute of Flamenco development and grant writing staff on ad hoc basis and as determined and appointed by the Governing Council

In concert with the Governing Council, the primary purpose of the Marketing, Development, and Partnership Committee shall be to research and identify all budgetary needs pertaining to charter school operations including but not limited to the academic, visual arts, and performing arts curricula for the purpose of developing human and financial resources to address those needs. To meet its primary purpose, and to fulfill the Mission and its related obligations, the Marketing, Development, and Partnership Committee shall include the following in its considerations and activities:

- a. Convene at least bimonthly to review, analyze, evaluate, and update its current projects and operations
- b. Prioritize its efforts and resources to obtain funding and generate revenue pursuant to guidance from the Governing Council regarding budgetary needs
- c. Initiate grant writing projects for funding the charter school's operations
- d. Consult with, and assign grant writers to various development and fundraising projects

Policies and Procedures

Policies and procedures of the TANM Governing Council shall comply with all applicable statutes and regulations, including the open meetings act. Please See Sec. B Description of the Governing Body.

B. Description of the Governing Body

Governance of TANM shall flow from the Governing Body in the form of collaborative effort and guided purpose headed by the Governing Council, which shall seek and, as appropriate, shall utilize the advice, counsel, collective expertise, and each individual's resources from across the leadership array, starting with the Governing Council, the Advisory Committees, the School Leaders, Faculty, and the Students and their Families.

Governing Council

Responsibilities & Obligations

The Governing Council shall operate pursuant to bylaws (the "Bylaws") it shall develop and implement more fully upon PED acceptance of this application. A sample of bylaws is attached hereto in appendix K. The Bylaws shall enable and require the Governing Council to comply with the New Mexico Open Meetings Act.

Pursuant to the New Mexico Charter Schools Act, the Governing Council shall have a minimum of five (5) members, but no more than nine (9) members. After the proposed legislation is approved, TANM Founders (the "Founders") shall select the members of the first Governing Council. Selection of voting member positions of the Governing Council Positions shall be based upon expertise, professional licensure, education, and experience, and also by special appointment as determined by the National Institute of Flamenco. (See "Governing Council Members and Selection hereinbelow")

While the Governing Council may consist of up to nine (9) members, at all times there shall be a minimum of five (5) members who meet certain, specific criteria and also agree to the following:

- Duty of Care: A member of the Governing Council owes the duty to exercise reasonable care when he or she makes a decision as a steward of an organization.
- Duty of Loyalty: A member of the Governing Council must give undivided allegiance when making a decision affecting the organization.
- Duty of Obedience: A member of the Governing Council shall be faithful to the School Mission.

- Conflict of Interest: This issue exists when a Governing Council member has personal or professional concerns that affect that person's ability to place the wellbeing of the School before personal benefit; and it must therefore be avoided.

Governing Council Membership

The School Founders (the "Founders") shall nominate and then elect by simple majority all of the inaugural members of the Governing Council. Thereafter, all Governing Council members and their successors shall either be appointed or elected by the existing Governing Council membership as set forth hereinbelow.

Governing Council Members, Voting Member Positions, and Chairperson

Voting Member Positions shall have voting power on all decisions and actions by the Governing Council in furtherance of the objectives and interests of the Mission, the School, the Students, and their constituencies. The qualifications for nomination, selection, appointment, and election to the Governing Council are set forth under this heading and under the heading "Governing Council Members and Selection" hereinbelow.

- a. Two (2) voting member positions of the Governing Council, and all of their successors, shall be appointed by the National Institute of Flamenco; unless a third voting member position shall be created for, and filled by a third member selected and appointed by the National Institute of Flamenco, in which case there shall be a maximum of three (3) voting member positions reserved for appointment by the National Institute of Flamenco, pursuant to its partnership and collaboration with the School as established and set forth hereinbelow.
- b. One voting member of the Governing Council shall be an attorney, duly licensed and in good standing in the State of New Mexico
- c. One voting member of the Governing Council shall be a Certified Public Accountant with significant experience and success in financial management
- d. One voting member shall be an experienced and qualified business expert with significant experience and success in entrepreneurship, business governance, and real estate
- e. Other voting members may be appointed as needed to establish a minimum of five (5), but no more than nine (9) members to serve on the Governing Council
- f. The Governing Council shall elect from its members, by simple majority, one (1) individual who shall serve as Chairperson
- g. The responsibilities of the Chairperson shall include but are not limited to the following:

- Ensure that all applicable Governing Council activities are conducted pursuant to the Governing Council bylaws (see appendix TANM K)
- Chair all Governing Council meetings or appoint an alternate to serve by proxy
- Serve as spokesperson for TANM, or otherwise appoint an alternate Governing Council member or school officer to serve by proxy
- Ensure that each Governing Council meeting is scheduled with an advance notice that provides a list of each meeting's agenda items
- Appoint a Governing Council member or School Leader to record, transcribe, and distribute copies of the minutes for each meeting to all applicable personnel
- Appoint appropriate personnel to compile and produce quarterly or semiannual newsletters detailing the School's events and activities
- Coordinate the Governing Body for the purpose of recruitment, selection, hiring, and promotion of School Leaders, and Faculty; and, also for selection and appointment of other Governing Council Members as set forth hereinbelow

The Founders shall form a nominating committee to select the first, i.e. the inaugural Governing Council. The nominating committee shall ensure that all candidates have the necessary qualifications and commitment to serve in their respective roles; that to a reasonable certainty, conflicts of interest are avoided; and the Founders shall also ensure that the particular qualifications of any candidate will not interfere with the board of finance status required to operate the School. Governing Council members nominated by the Founders shall serve in their respective terms until at least the end of the school year 2010-2011. The Bylaws shall establish rules and procedures by which the Governing Council shall elect to retain current members or, otherwise the rules and procedures by which it shall elect new members.

The Bylaws shall provide that the terms of the various Governing Council seats shall be staggered so as to maintain the institutional history and cohesiveness of the Governing Body. Depending on the size of the Governing Council, a minority of the seats may be replaced at the end of the second full year of the School's operation and henceforth serve for at least a three-year term, with the remaining seats being up for reelection at the end of the 2013-2014 school year. Elections and term schedules shall be determined by the Bylaws. The Bylaws shall provide for a nominating committee which shall utilize the selection criteria, rules, and procedures of the Bylaws for the Governing Council's selection of candidates it may elect to serve on the Governing Council.

Governing Council Qualifications, Recruitment and Selection

Generally, all Governing Council members shall undergo annual training, instruction, and professional development appropriate for their respective disciplines and in their roles as council members; but they shall also undergo annual professional development to ensure optimal knowledge and qualifications to make informed and purposeful decisions on behalf of the School, its Students,

and other constituencies. Governing Council members are volunteers who contribute their respective resources on behalf of the School, the Students, and their constituencies.

For the purpose of successful governance and administration, the Founders, and all subsequent Governing Council members shall appoint candidates to the Governing Council based upon the following roles, criteria, and objectives:

- A) Educational Expert—By the General Council’s Selection and Appointment, this member position shall be filled by a qualified educational expert with a minimum of five (5) years of experience as a licensed teacher in New Mexico. Comparable education, experience, and licensure in other states may be substituted on a year for year basis. The Educational Expert shall provide the Governing Council with advice and input from an educational perspective in regard to decisions, policies, and programming centered on the School’s activities and curricula.
- B) Attorney—By the General Council’s Selection and Appointment, this member position shall be filled by an attorney in good standing and duly licensed in the State of New Mexico. The Attorney must have a minimum of five (5) years of experience as a licensed attorney. Even if licensure began in a state other than New Mexico, the Attorney must be licensed in New Mexico by or before the beginning of his or her term as a Governing Council member. The Attorney shall provide legal analyses, evaluation, and advice to the Governing Council on all appropriate matters requiring legal consideration and strategy.
- C) Accountant—By the General Council’s Selection and Appointment, this member position shall be filled by a Certified Public Accountant (“CPA”) with a minimum of three (3) years of experience as a CPA, preferably with at least two years of experience in work that involves accounting and management of public funding; or as an accountant for a state government agency or organization.
- D) National Institute of Flamenco (“NIF”) Appointee I—By the NIF’s Selection and Appointment only, this member position is one (1) of two (2) positions that shall be filled by an individual selected by the National Institute of Flamenco (“NIF”). NIF shall appoint this member position based upon its approval of the individual’s qualifications and its own knowledge and expertise in performing arts education, curricula development and implementation, and the need for a consistent vision and focus which NIF has employed and continues to employ in its respective performing arts curricula, programming, productions, and events.
- E) National Institute of Flamenco Appointee II—By the NIF’s Selection and Appointment only, this member position is one (1) of two (2) positions that shall be filled by an individual selected by the National Institute of Flamenco (“NIF”). NIF shall appoint this member position based upon its approval of the individual’s qualifications and its own knowledge and

expertise in performing arts education, curricula development and implementation, and the need for a consistent vision and focus which NIF has employed and continues to employ in its respective performing arts curricula, programming, productions, and events.

- F) Business/Real Estate Expert—By appointment or election, this member position shall be filled by an individual from the business community based upon that individuals qualifications and proven history of success in business administration, entrepreneurship, public/private partnerships, or real estate acquisition and development.
- G) Reserve Member Positions—By appointment or election, the Governing Council may utilize the Electoral Bylaws to establish and fill additional member positions but under no circumstances shall the Governing Council exceed a total membership of nine (9) members.
- H) However, in the event that the Governing Council elects to expand membership beyond the six (6) positions detailed above, the next position created, i.e., the seventh (7th) member position shall be established as the third (3rd) position which shall be reserved for Selection and Appointment only by NIF, thereby creating a total of three (3) Governing Council member positions, including all successors, which shall be reserved for Selection and Appointment only by NIF.
- I) The remaining two (2) Governing Council member positions, i.e., the eighth (8th) and ninth (9th) member positions shall be reserved for selection and appointment at a time and in a manner to be determined by the Governing Council in the creation, updating, and implementation of Electoral Bylaws as by addition and amendment thereafter.

Governing Council Member Orientation

All newly elected and appointed Governing Council members shall undergo orientation on or before their respective terms begin. Orientation shall include but not be limited to the instruction and guidance to instill and advance sufficient knowledge, and thorough understanding of the following:

- All Governing Council Bylaws
- All policies and procedures regarding faculty recruitment, selection, retention and promotion
- All policies and procedures regarding student enrollment, registration, and advancement
- All performing arts, visual arts, and academic curricula
- School Mission
- All applicable state and federal laws and regulations regarding school governance
- All applicable policies and procedures regarding human resource management

Governing Council and Remuneration

Governing Council members are not entitled to compensation for their roles as members of the Governing Council, except for reasonable and necessary travel expenses, training, and reimbursement for meals.

Stakeholder Involvement

Please reference Section A, Parent and Advisory Committees of the Governance/Management Plan for a complete review of stakeholder involvement in school governance.

C. Partnerships

Pursuant to its Mission, TANM shall engage its Partners to produce and provide for its students a quality education that embraces the discipline and comprehensive learning experience through the intensive study and practical application of the visual and performing arts. While the Governing Council may at a later time add, modify, or terminate partnerships, TANM shall inaugurate a Partnership with the National Institute of Flamenco as set forth hereinbelow.

The National Institute of Flamenco (“NIF”)

Over the last twenty years, NIF has built an organization centered on its vibrant cultural energy, its living community roots, and its collective expertise in the Flamenco Arts which connect New Mexico to a legacy and tradition in the Flamenco Arts from centuries ago. In the present, NIF is a successful nonprofit organization which has become internationally recognized for the achievement of its performing artists as much as for the curricula it has developed in the performing arts which draws students and admirers from around New Mexico and from around the world. In its partnerships with other organizations, including the University of New Mexico and the National Hispanic Cultural Center, NIF has infused its collective resources into collaborative and purposeful action to enhance and expand those organizations’ performing arts curricula as well as to advance the achievement and promote the success of their students. NIF and its professional and pre-professional performing groups, Yjastros and Alma Flamenca, respectively, are resident performers at the National Hispanic Cultural Center; but Yjastros and Alma Flamenca also perform in venues across the U.S.A. and around the world for a following that has grown larger every year.

NIF shall provide and apply its human and material resources to ensure the success of the school in its Mission; and particularly to ensure the achievement and success of the Students in their respective pursuits of academic and artistic distinction. Specifically, NIF shall select and appoint at least two (2) and up to three (3) individuals and all of their successors to serve as Governing Council members. NIF shall also provide the School with an array of human and material resources to ensure the successful design, development, modification, and implementation of academic, performing arts, and visual arts curricula.

As an immense array of living knowledge and expertise in the flamenco arts, NIF faculty and staff also serve as licensed and experienced teachers at the graduate, undergraduate, secondary and primary education levels. Several NIF faculty and staff members are also licensed as teachers in traditional academic curricula, including math, science, social studies, and English. As internationally distinguished artists and musicians NIF faculty and staff also bring to this partnership their real world experience and success as performing artists and musicians.

NIF also brings credibility and currency in the reverence and respect it has earned in New Mexico. Consequently, NIF has consulted with and obtained the personal commitment of a host of artisans and artists who wish to support the school and the school's mission. Therefore, NIF will serve to connect the School and the Students to the wealth of resources in the local and international community of artists and artisans who share NIF's commitment to excellence in education and commitment to preserve and promote the performing and visual arts in public education.

Contact:

Joaquin Encinias, Director
National Institute of Flamenco
214 Gold Ave. SW
Albuquerque, NM 87102
505-242-7600

See appendix TANM L for a letter of intent to partner with the National Institute of Flamenco.

D. TANM Organizational Structure

Site-Based Management Structure

Principal—Chief Executive Officer

The role of the principal is that of a chief executive officer (CEO). Upon self reliance or through appropriate delegation, the principal shall recruit, select, hire, discipline, and promote all other school personnel pursuant to New Mexico Law. The principal shall accept and fulfill tasks and duties relating to the School's curricular development and implementation, and relating to all other school operations. As CEO, the principal shall work in close concert with the Governing Council in all matters pertaining to curricular development and implementation and all other school operations.

The Governing Council shall be responsible for the recruitment, selection, hiring, discipline, and advancement of each principal pursuant to the New Mexico Personnel Act, and the New Mexico Charter Schools Act. A waiver is hereby requested for this position.

Instructional Leader

The role of instructional leader shall be to develop, coordinate, and implement all curricular and academic programming pursuant to the School Charter and in conformity with state and federal law. The role of instructional leader may also include serving in the role of principal either on interim basis or by proxy.

The principal shall supervise the role of instructional leader. The principal shall be responsible for or otherwise shall delegate the recruitment, selection, hiring, discipline, and promotion of personnel serving in this role. A waiver is hereby requested for this position.

Special Education Director

The role of Special Education Director shall be to develop, coordinate, and direct all academic support services and programming in conformity with state and federal law; and also for the purpose of promoting each student's chance to achieve academic distinction. The role of Special Education Director may also include serving in the role of principal either on interim basis or by proxy.

The principal shall supervise the role of Special Education Director. The principal shall be responsible for or otherwise shall delegate the recruitment, selection, hiring, discipline, and promotion of personnel serving in this role. A waiver is hereby requested for this position.

Business Manager

The business manager shall carry out tasks as assigned by the Governing Council and principal regarding all business-related functions and tasks of the School including but not limited to tasks relating to the functions of School Registrar, budgetary operations and meetings, business planning, payroll, accounting, and contracts for goods and services. If at a later time additional support staff may be hired to serve the needs and functions of this role, the business manager may be assigned as the direct supervisor of those support staff.

Office Manager/Administrative Assistant

The Office Manager shall oversee and carry out primary and secondary functions as conceived and assigned by the Governing Council and principal. This position's functions may include but are not limited to tasks relating to the functions of School Registrar, clerical and reception duties, communications, transcription, word processing, and tasks assigned by the principal, vice principal, or business manager. If at a later time additional support staff may be hired to serve the needs of the school office, the Office Manager may be assigned as the direct supervisor of those support staff.

Staffing Plan

Provided is a staffing plan for the first five years of TANM. The proposed student-teacher ratio is 20-1.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Admin. Asst. 1	0.5	1	1	1	1
Admin. Asst. 2	1	1	1	1	1.5
Business Office Support	0.5	0.5	1	1	1
Guidance Councilors	0.5	1.5	2	2	2
Health Assistants	1	1	1	1	1
Instructional Asst.	2	2	2	2	3
Maintenance	0	0	1	1	1
Principal/VP	2	2	2	2	2
Teachers	11.5	14	16	17.5	21.5

E. Employee Relations

Employee relations shall conform to all applicable provisions of the New Mexico School Personnel Act and the New Mexico Charter Schools Act. The School requests in this application all necessary waivers so that the Governing Council and its delegates may coordinate and direct employee relations in all matters pertaining to recruitment, selection, hiring, discipline, and promotion of all school personnel. Employee relations at the school shall be aligned with, and guided by the School Personnel Act 22-10A-1 (1978) *et seq*, and the New Mexico Charter Schools Act 22-85-1 (1978) *et seq*; but also by provisions set forth in certain chapters of the New Mexico Administrative Code, attached hereto as appendix TANM M.

During the planning period the Governing Council shall design, develop, and implement written employee policies and procedures for the purpose of clarity and which nevertheless reflect the principles and provisions for school personnel and human resource management that is aligned with the above referenced legal and regulatory provisions under New Mexico Law.

Proposed Salary Schedule

TANM shall contract with qualified faculty, administrators, and staff pursuant to NMSA §§ 22-10A-7, 22-10A-8, 22-10A, 22-10A-10, 22-10A-11, 22-10A-11.1, and 22-10A-39,

TANM shall pay its faculty based upon level of licensure and experience. Therefore, the proposed minimum teacher salaries are set forth below, based on a standard nine and one half month contract:

Level I (or Level I Alternative) Minimum Salary:

\$30,000.00

Level II (or Level II Alternative) Minimum Salary:

Year 2010-2011—\$ 30,000.00

Year 2011-2012—\$35,000.00

Year 2012-2013—\$40,000.00.

Level III (or Level III Alternative) Minimum Salary:

Year 2010-2011—\$30,000.00

Year 2011-2012—\$35,000.00

Year 2012-2013—\$40,000.00

Year 2013-2014—\$45,000.00

Year 2014-2015—\$50,000.00

Year 2015-2016—\$55,000.00

The proposed minimum annual salary for a level three-B school principal or assistant school principal at TANM shall be fifty thousand dollars (\$50,000) multiplied by the applicable responsibility factor.

The proposed minimum annual salary for the business manager at TANM shall be forty thousand dollars (\$40,000.00).

The proposed minimum annual salary for the office manager at TANM shall be thirty thousand dollars (\$30,000.00).

The proposed minimum annual salary for all other support staff shall conform to the current federal minimum wage standard upon acceptance and approval of TANM charter application.

During the planning year the Governing Council shall develop and implement an employee handbook reflecting the policies inherent to the School Personnel Act and the related sections of the New Mexico Administrative Code. See appendix TANM M.

Evaluation and Discipline Policies

Please reference appendix TANM M.

F. Student Enrollment Procedures and Disciplinary Policy

Application, Registration and Enrollment

All students interested in registering and enrolling to attend classes at the School shall first submit an application by a deadline which the Governing Council shall establish, probably by the end of February each year. If by the application deadline it is determined that there will be less applicants than positions available in a given grade, then those applicants shall be invited to register and enroll on a first come, first served basis. If at any time there are more applicants than positions available, then the School shall hold a lottery by which applicants will be selected and then invited to register and enroll, based on the numerical order in which their names were drawn in the lottery as set forth hereinbelow.

Lottery

In the inaugural year of the School there shall be an opportunity for students to submit an application for registration and enrollment. If by the count of applications it is determined that there are more students seeking to enroll in the School than there are positions available in any grade, then the School shall hold a lottery in which names from the applications shall be numbered by the order in which they were drawn. The numerical sequence of the names drawn shall determine those students who will first be invited to register and enroll at the School.

Any applicants who are not selected by lottery to register and enroll shall be placed on a waiting list in the same numerical sequence in which their names were drawn. If any student is unable or unwilling to accept the invitation to register and enroll, then the next student in line on the waiting list shall be invited to register and enroll.

After the inaugural year, incoming sixth graders shall be registered and enrolled on a first come, first served basis unless there are more applicants than there are positions available; otherwise, the School shall hold a lottery for each sixth grade class in which there are more applicants than positions available.

Student Rights and Responsibilities

Except as lottery and enrollment procedures are set forth under this heading and hereinbelow, the rights and responsibilities of the Students registered and enrolled at the School shall be aligned with, and guided by 6.11.2.1 NMAC, *et seq*; 6.12.2 through 6.12.8 NMAC, *et seq*. (Attached hereto as appendix TANM N.)

During the planning period the Governing Council shall design, develop, and implement written policies and procedures for the purpose of clarity for students and their families and which

nevertheless reflect the principles and provisions for student rights, responsibilities set forth in appendix TANM N.

G. Facilities

NIF has acquired a 40 year Lease and Operating Agreement located at 102 Lomas (the “Lomas Property”) and the contract includes options for two (2) successive ten (10) year extensions to the lease. There are several adjacent properties with buildings or parking areas which the Founders have investigated for suitability to the School’s operations. One property is a parking lot which may serve a combined purpose of parking in addition to space for portable classrooms. Two other adjacent properties have buildings and parking areas which may serve the combined purpose of providing parking and classroom space. Each of the buildings on the two adjacent lots have over 10,000 square feet and may be modified or expanded. However, it is premature at this time to state that the School shall be located and housed at the Lomas Property or its adjacent properties.

Pursuant to NMSA 22-24-1 (1978), *et seq*, the School shall also consult with the Public School Facilities Authority so it may acquire and utilize the human and material resources for the purpose of obtaining and developing facilities to accommodate all school operations.

H. Other Student Services

Unless at a later time the Governing Council has reason to amend this Charter Agreement to provide otherwise, the School will not provide daily transportation for its students.

TANM shall provide the following:

- Full-time health assistant to meet the basic health needs of its students
- Food services for its students through contracted service provider
- Full-time counselor services for its students, and additional services on contract basis

Sec. VIII: Requirements

A. Legal Liability and Insurance Coverage

In accordance with the New Mexico Charter School Act of 1999, as amended, the Public Education Commission and Tierra Adentro: The New Mexico School for Academics, Art and Artesanía hereby agree that the Public Education Commission will assume no liability for actions of the charter school. Pursuant to NMSA 1978 §22-8B-4.C. (2006), TANM acknowledges that it is responsible for its own operation, including preparation of a budget; following the state Audit Act; and that it may contract for services and personnel matters, thus making it solely responsible for these actions. In addition, the Charter Schools Act provides that a charter school's governing board may sue and be sued and that the local school board is not liable for any acts or omission of the charter school. It is assumed that the legislature intended to include the PEC within the meaning of this provision although not specifically provided for by statute. NMSA 1978 §22-8B-4P (2006).

Tierra Adentro: The New Mexico School for Academics, Art and Artesanía will retain liability, property, workers compensation and any other insurance required from the New Mexico Public School Authority unless it is specifically released from this obligation by the NMPSIA board, pursuant to NMSA 1978 §22-29-9A.

B. Waivers

List of Requested Waivers

The school is applying to the Public Education Commission therefore the school requests all applicable waivers so that the governance of the school shall be sight based and subject to the oversight of the PEC. Requested waivers include:

- Individual class load NMAC 22-10A-20 NMSA (NMAC 6.30.2.10G)
The school proposes to have a student ratio of no greater than 1:20 and class loads will not exceed the mandatory minimum as mandated by law. However, it is possible that certain arts and artesania class loads as well as extra-curricular activities may exceed the maximum for a licensed teacher. Arts and artesania classes may be taught by a licensed teacher, but most likely be assisted by a master instructor.
- Teaching load 22-10A-20 NMSA (NMAC 6.30.2.10G)
The school does not anticipate that teaching loads in the core classes will exceed that statutory maximum. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands.

- Length of the school day 22-10A-20 NMSA (NMAC 6.30.2.10H)
Monday, Tuesday, and Thursday the school day will be 6.5 hours. Wednesdays and Fridays the school day will be 4.5 hours. Saturdays will be 3.0 hours. There will be a five week arts and artesanía summer intensive required during the summer term. Staffing needs for extended hour schedules will be considered when planning the budget for salary and stipend requirements, if any.
- Length of school year
The school will have a Saturday arts block along with a five-week summer intensive. This will affect the length of the school year to be longer than a traditional school year.
- Subject area
 - The school is requesting a waiver for dance being offered in place of the PE credit for high school
 - The school is requesting a waiver to offer health in 7th grade inside of 7th grade science
 - The school is requesting a waiver to offer 9th grade health as a movement theory, exercise, and nutrition class.
 - Service learning will be done through public performance and/or art exhibitions
 - Financial literacy will be required for students to take as an on line course
- School principal duties
The school is requesting a waiver from the traditional duties assigned to a public school principal. The school's principal will not report to the local superintendent of schools, nor the Charter Schools Division or the Public Education Commission except as perhaps the liaison between the authorizer and the charter school. The principal shall answer and be subject to the Governing Council. In addition, the responsibilities of evaluating teachers in accordance with the three-tier licensure will be assigned to a Level IIIA licensed individual and may not be the principal.
- Drivers education
The school will not offer drivers education. The school may assist students with locating local driving schools, but students will be responsible for obtaining this education if desired.

Local School Board Policy.

The school is applying to the Public Education Commission therefore the school requests all applicable waivers so that the governance of the school shall be sight based and subject to the oversight of the PEC.

Sec. IX: Appendices

TANM A Letters of Recommendation

TANM B NMSBA Scores

TANM C Framework

TANM D English Checklists

TANM E Syllabus

TANM F Unit Plan: Writing a Descriptive Paragraph

TANM G Baile Checklists

TANM H Music Curriculum

TANM I Operating Budget

TANM J Sample Fiscal Policy Handbook

TANM K Sample Bylaws

TANM L NIF Letter of Intent

TANM M Personnel Policy

TANM N Student Rights

TANM O Acronyms

TANM P Glossary

TANM Q Bibliography