



**STATE OF NEW MEXICO  
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### **2024 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION**

According to NMSA § 22-8B-6(B) a Notice of Intent to Submit a Charter Application (“NOI”) must be filed by the organizers of a proposed charter school to the Public Education Commission **AND** to the superintendent of the school district in which the charter school is proposed to be located no later than the second Tuesday in January of the year in which the application will be filed.

The NOI must be submitted electronically to [charter.schools@ped.nm.gov](mailto:charter.schools@ped.nm.gov) with a cc to the district superintendent by 5:00 PM Mountain Time on **January 9, 2024**.

Notices of Intent that are not received by the Public Education Commission **and** the district by the deadline may result in the application being rejected.

The NOI is intended to provide the primary point of contact information of charter developers and preliminary information about the charter proposal. Use the form below to submit the NOI, which should not exceed 5 pages.

1. General Information

- Name of Proposed School

The Multilingual International School (TMIS)

- School district where proposed school will be located

Bernalillo, New Mexico and language program services virtually or in person statewide

- Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
K-12	300

- Primary Point of Contact

Name	Ana Perea				
Mailing Address	427 Camino de la Tierra				
City	Corrales	State	NM	Zip	87048
Phone	505-306-6083				
Email	anaperea1934@gmail.com				

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, and Experience
Dr. Ana Perea <a href="mailto:anaperea1934@gmail.com">anaperea1934@gmail.com</a>	Founder	Dr. Perea has a Bachelor of Science in Education, Masters of Art, Language Literacy, and Social Studies, and a Doctorate in Educational Leadership from the University of New Mexico. Dr. Perea is certified as an Educational Administrator, Bilingual Director, and Curriculum Coordinator of an IB school in New Mexico. Dr Perea has over 20 years of experience volunteering and working in public schools in New Mexico.
Mayra Valtierrez <a href="mailto:mayravaltierrez@gmail.com">mayravaltierrez@gmail.com</a>	Advisor	Director of Language and Culture, language teaching and learning (16 years of experience in education)
Dr. Brenda Arellano <a href="mailto:barellano@air.org">barellano@air.org</a>	Advisor	Multicultural Education Researcher (20 years of experience in education)
Jean Tafoya <a href="mailto:eitafoya@comcast.net">eitafoya@comcast.net</a>	Advisor	Public Accounting (20 years of experience)

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB)

The main model proposed is the International Baccalaureate (IB) Program. This includes the Primary Year Program (PYP), Middle Year Program (MYP), and Diploma Program (DP). PYP, MYP, and DP are internationally utilized school-wide curriculum frameworks for students ages 3 through 12 (in the case of TMIS, it is only K-12). IB fosters growth in students' academic knowledge and skills; the PYP explicitly emphasizes nurturing students' social-emotional well-being, independence, ownership of learning and behavior, international-minded, critical thinking, and ability to understand and function in the world. All IB programs, including the PYP, MYP, or PD, will work toward these goals by focusing on the development of 10 human capacities and responsibilities captured by the IB learner profiles, such as being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective, Boal, A., & Nakamoto, J. (2020). There will also be a focus on multilingualism, including dual language, maintenance, heritage, transitional, and

enrichment models of Bilingual Multicultural Education Programs (BMEPs) under the New Mexico Bilingual Multicultural Education Act, English Learner (EL) Programs as required in the Every Student Succeeds Act and 6.29.5 New Mexico Administrative Code, and the State Seal of Bilingualism and Biliteracy (SSBB) on the diploma of excellence authorized under 22-1-9.1 NMSA. These services and programs will be offered statewide to students in districts and charter schools that are currently unable to provide them.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation?  Yes  No If YES, describe the entity and the role it will have in the school's operational plan

5. Does the applicant team or any members of the team currently operate any other schools?  Yes  No

6. Vision/Mission statement (2-3 sentences)

The mission of The Multicultural International School (TMIS) is to achieve multicultural inclusion and equitable and culturally relevant learning for all students who attend the school or participate in the language programs. TMIS' mission is to provide excellence within the framework of the International Baccalaureate curriculum, aligned with NM-Academic Content Standards.

7. Student population and geographical setting of the school

- Define the targeted geographical area from which the proposed school is expected to draw a significant number of its students

TMIS' student population is expected to be primarily from Bernalillo, NM, and its school district. TMIS may serve additional students from Sandoval County, including Rio Rancho, Corrales, Jemez, Sandia, Santo Domingo, Zia, Santa Ana, Cochiti, and San Felipe Pueblos.

**The targeted geographical area of Bernalillo, NM**, included an estimated population of 676,444 within an area of 3,007 Km<sup>2</sup>, with an actual population change of 0.4% (2020-2022), including an ethnic population of Hispanic Latino 329,481, White 353,144, African American 21,344, Indigenous 38,197, Asian 20,253, Pacific Islander 794, and some other 100,713. According to NCES, the Bernalillo district has an estimated student population 2,852.

The Targeted geographical area of Sandoval County, NM, included an estimated population of 153,501 within an area of 9,609 Km<sup>2</sup> with an actual population change of 1.4% (2020-2022), including an ethnic population of Hispanic Latino 57,619, White 81,521, African American 3,327, Indigenous 18,314, Asian 2,545, Pacific Islander 265, and others 42862.

Additional students from rural districts and small charter schools throughout the state would be provided, EL programs, BMEPs and pathways to the SSBB with established agreements..

*U.S. Census Bureau (web). Projection 2020-2022.*

*National Center for Education Statistics (NCES), NM Dept. of Education 2023*

- Describe the student population, including key demographic data (academic performance, home languages, English Learners, and special education populations).

**The student population in Bernalillo Public Schools district:** There are 2,582 students registered in BPS in 2023-2024 (approx.).

Attendance (general) is 50% based on more than 90% of school days

Attendance for ELL/masked

**Home Languages:** English, Spanish, Keres, Tewa, Tiwa, Towa are the most common spoken languages

**Ethnicity:** 44% Hispanic and 48% Native American

**English Language Learners (ELLs):** 32%, academic participation 89%

**Sped. Education Population (gifted and with disabilities):** ~16%

According to NMvistas School Bernalillo School district, recent US arrivals are 202.

**Academic performance:** Mathematics proficiency 8% (grades 3rd-8th, and 11th), Reading proficiency 19% (grades 3rd-8th, and 11th), Science proficiency 15% (grades 5th-8th, and 11th). The graduation rate is 68% based on four years with a high school diploma.

**Student population in Sandoval County: There are 23,258 students registered (approx).**

**Academic performance:** Mathematics 34%, Reading 65%

**Home Languages:** English, Spanish, Keres, Tewa, Tiwa, Towa, and Navajo are the most commonly spoken languages

**English Language Learners (ELLs):** ~ 2000 students

**Sped. Education Population (gifted and with disabilities):** ~ 1200

**Native American Students:** ~2000

The proposed BMEP, EL Program, and SSBB student population is expected to be from across the state. TMIS will specifically serve language learners and English Learners in charter schools and districts with a rural population rate who would like to partner through an agreement. Districts and charter schools eligible for rural population status serve approximately one-third of public schools students in the state.

Target districts and charter schools EL population ~ 3,000

Target districts and charter schools that have adopted the SSBB ~ 10 or 12%

Target districts and charter schools currently offering BMEPs ~ 20 or 25%

**Resources:**

<https://www.publicschoolreview.com/new-mexico/sandoval-county>

<https://www.publicschoolreview.com/new-mexico/rio-rancho-public-schools-school-district/3500010-school-district>

<https://www.nmvistas.org/districts.html>

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Bernalillo students and students statewide can benefit from the IB model that validates and affirms their language and culture while holding high expectations for academic success. Beyond Bernalillo, students who participate in BMEPs, including English learners, benefit from educators who can serve their language needs when their home district or charter school does not have the ability to do so. These services and programs would also lead to pathways for students to obtain the SSBB, research conducted in the state included evidence that students who earn the SSBB are more likely to enroll in postsecondary education (see <https://ies.ed.gov/ncee/rel/Products/Region/southwest/Publication/100913>).

8. Provide evidence that the applicant team has assessed community need for the type of school proposed (e.g., objective surveys or other measures of local demand for the educational program)

According to public data (NM vistas), Bernalillo is in high need of IB that teaches critical thinking in a global approach within each subject and in separate courses designed to teach essential thinking skills separate from content-specific knowledge. This approach to teaching critical thinking aligns with the best practices established by recent meta-analyses examining pedagogical approaches to necessary thinking development (*Abrami et al., 2008, 2015; Niu, et al., 2013*).

Students can also benefit from language programs that support their academics and critical thinking, such as IB protocols (in their native language or with the accommodations of a TESOL IB educator) that help students. NM Vistas data for Bernalillo Public Schools includes over 200 new US arrivals recently registered in the district.

The applicant team has held various conversations with district leadership and charter school leadership on how important it is to offer language programs, citing limited resources and difficulty finding endorsed teachers. Conversations have also been centered on the need for teachers who can provide EL Programs and services, as

more students who speak a language other than English are served in rural districts and small charter schools.

In addition, the TMIS team will hold more events in the Spring in both Bernalillo and throughout the state to hear from families, guardians, students, and teachers.

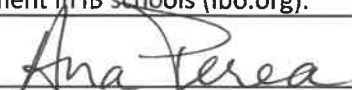
9. Identify significant innovative features that the school will implement to help realize the school's vision/mission.

TMIS will achieve multicultural inclusion and equitable and culturally sustaining learning for all students attending the school by providing relevant academic education, including culture, languages, access to the state seal of bilingualism and biliteracy, organizational structure, high-quality curriculum, critical thinking, and instruction-linked real-world problems as well as partnering with universities to ensure our graduates are prepared for higher education curriculum. The TMIS' faculty and staff would be IB trained, bilingual multicultural education program, and teaching English to speakers of other languages (TESOL) trained to help students develop strong academic, social, and emotional characteristics. The students in TMIS will become very well-rounded, with an increased perception of different languages, cultures, and globally significant trusts. The mission of TMIS aims to provide a challenging and ample IB education that would enable future adults to create a better world around cross-cultural communication, understanding, and respect.

10. Describe how the school will be more effective in terms of academic achievement than the schools currently serving the targeted student population. Provide any data you have to support this assumption.

TMIS will be more effective in terms of academic achievement than other schools in Bernalillo because of the commitment of its founding team to implementing the IB model and multilingualism. This commitment includes the founders' experience with IB and outcomes at their current school (Spotlight School Designation, NMVISTAS Score 71) and implementation of multilingualism, including professional development of each staff member and the faculty's language skills, speaking, and writing across all subjects. The founders have a demonstrated track record of lived and work experience in strengthening communication, respect for cultures, and the linguistic diversity of New Mexico; thus, this will lead to developing and maintaining the diversity of our academic community. TMIS is committed to intercultural understanding and international mindedness through international baccalaureate education and multilingualism, which increases cognitive abilities, including problem-solving and creativity (Panda, M., 2022). TMIS' founders and faculty would be committed to providing excellence in education to all students and families to strengthen the relationship between home and school, particularly for those from multilingual communities. As a model of IB, TMIS will implement IB programs (PYP and MYP) to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The **learning** environment will include evidence of the school's **culture and purpose**. The school will implement, communicate, and regularly review an inclusion policy that creates cultures that support all students in reaching their full potential. The TMIS community will celebrate how people work together to **construct meaning** and make sense of the world. Through the interplay of asking, doing, and thinking, this constructivist approach leads toward open, democratic classrooms. The students and teachers are lifelong learners, independently and in collaboration with others. Learning communities in IB World Schools engage in inquiry, action, and reflection cycles that lead to deeper understanding and a lifetime of learning. Learning is the central tenet and outcome of developing purpose, culture, and environment in IB schools (ibo.org).

Signature of the founder(s):



Ana Perea

Date: January 9th, 2024