

# New Mexico Public Education Commission



## 2024 New Charter School Application Kit

### Part C

### Written Responses

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## Applicant Information

**Name of Proposed Charter School:** The Multilingual International School

School Address (if known): Click or tap here to enter text.

School Location (City/Town): Bernalillo

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

Grades to be served: Kindergarten through twelfth (K-12)

Requested Enrollment Cap: 300-306

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Email:

# I. Academic Framework

## A. Mission and Vision

### A. (1) MISSION

State the mission of the proposed school. (NMSA 22-8B-8A)

The mission of The Multilingual International School (TMIS) is to achieve multicultural inclusion and equitable, culturally relevant learning for all students who attend the school or participate in the language programs. TMIS will facilitate students' excellent education within the International Baccalaureate (IB) Curriculum framework aligned with New Mexico Academic Content Standards. TMIS focuses on holistic education and will prioritize students' academic performance based on the International Baccalaureate sense of community knowledge, sharing goals, and collaboration.

TMIS mission entails providing a high quality education to all our students, especially those furthest from opportunity. This outcome is invaluable. TMIS' mission will be brought to life by establishing a curriculum framework that encourages students to be inquirers, thinkers, communicators, and risk-takers who are knowledgeable, principled, open-minded, caring, and reflective. These attributes will empower the students to be proactive and create a **community** that embraces responsibility and success through our curriculum.

TMIS offers more than a highly qualified program promoting diverse, multicultural education, respect for different cultures, and equity. It fosters a sense of community, encouraging active participation and collaboration. TMIS focuses on research and action resulting from learning and invites reflection. This daily reflection on learning is a cornerstone of our approach, ensuring a comprehensive and enriching educational experience for the students who participate in multicultural education. Most importantly, TMIS aligns its daily curriculum with transdisciplinary or interdisciplinary themes, central ideas, concepts, and social skills (reviewed daily). Students at TMIS will have an opportunity to understand their identity in a global context and engage in transdisciplinary and interdisciplinary units as part of the International Baccalaureate program. These units include a focus on social skills (behavior), concepts such as perspectives, change, connection, communication, culture, among others. A typical IB classroom Transdisciplinary includes an opportunity to explore a line of inquiry on a central idea in elementary or statement of inquiry in secondary education both includes a focus on lines of inquiry. The students dedicate six weeks in each theme to investigate, take an action and reflect on the information acquired in all subjects included.

**We will measure the reliable implementation of our mission by conducting thorough assessments.**

- Academic progress will be **measured** by formative and summative assessments. These include state-required assessments, as well as curriculum-based interim assessments and rubrics aligned to the Common Core State Standards (CCSS) and integrated with the International Baccalaureate Standards and Practices of culture, environment, learning and purpose<sup>1</sup>.
- Students will **demonstrate** increased problem-solving as measured by formative and summative assessments aligned to IB portfolios. Reflections on each transdisciplinary theme every six to eight weeks will document students' work, rubrics used, and actions taken - personally and/or in the community.

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<sup>1</sup> lbo.org

- The TMIS community will be **regularly informed** of student and school academic achievements, points of improvements, and actions that will be taken to reach our goals.
- Students will show their ability to reflect through their actions by presenting on inquiries and sharing investigations. This allows them to expand their knowledge as they focus on personal action and community actions.
- It is vital to use the first three years at TMIS to work towards the goal of obtaining IB certification.

TMIS is deeply committed to nurturing innovation and fostering collaboration within the community through a series of International Baccalaureate Nights (IBN), scheduled three times during the school year. These gatherings will provide an invaluable platform for the academic community to gain essential insights from faculty, administrators, and IB trainers about the IB teaching curriculum and the journey ahead in the program. Parents can anticipate gaining a comprehensive understanding of a typical classroom environment under the program, as well as engaging in discussions on global learning, life skills, service learning outcomes, and the essential skills students will develop through this service.

Additionally, there will be informative sessions shedding light on the IB program and NM standards. Stakeholders will play a pivotal role in various school activities, including Cultural Day, Exhibitions of Personal Projects, Science IB Night, Explora in TMIS, Mathematics and Reading Nights, and numerous other program-related events. TMIS is committed to establishing a robust support system and maintaining open communication with the community regarding policies and important decisions that impact their students' education, with a constant invitation for feedback

TMIS aims to align all stakeholders' objectives and support a smooth implementation of the IB philosophy, leading to enhanced educational outcomes. The active involvement of all stakeholders is critically important to the success of our students. TMIS aims to provide a challenging and ample IB education that will enable future adults to create a better world around cross-cultural communication, understanding, and respect. A school like TMIS in Bernalillo, is vital because Bernalillo is currently facing academic challenges (NMvistas), parents are deeply concerned about their children's education and consider other schools outside the city, both traditional and charter schools. Students in Bernalillo deserve high quality education that embraces their community as we move into a more global community.

TMIS' mission is destined for success due to our well-prepared staff, the importance we place on open communication, and the active community engagement in promoting inclusive and culturally relevant learning for our students. At TMIS, we will emphasize our students' academic achievements and cultural understanding. By working closely with our community, aligning our objectives, and, most significantly, embracing inclusion and respect, we ensure that these values are integral to their education by opening our doors to all.

Beyond Bernalillo, TMIS will 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 with established agreements between TMIS and districts or charter schools. The teachers will be TMIS staff and push into districts or charter schools in-person or virtually as is age appropriate for the students.

## **A. (2) VISION STATEMENT**

State the vision, or the driving force, that guides this school proposal.

### **Reasoning and Purpose:**

The Multilingual International School team's vision and purpose is for all students who attend the school or participate in the language programs to receive a holistic education that prioritizes academic achievement and the development of self-awareness, values, and emotional well-being. The school's aim is not just to provide education, but to empower students to navigate the complexities of the world and equip them with the academic and social skills necessary for shaping their future. By fostering problem-solving skills and promoting empathy, we are nurturing the next generation of responsible local and global citizens.

Our team is dedicated to creating an educational program that exemplifies the vision of culturally and linguistically relevant education for our New Mexican students. We also seek to establish TMIS as a collaborative space where educators, local communities, families, and students work together to further this vision.

Our team is committed to providing a public education platform because our educational philosophy aligns with the New Mexico Public Education Department's aims for culturally and linguistically relevant education for our New Mexican students. By providing smaller classes, appropriate curricula, high quality instructional materials, and programs, our IB model and language programs will enrich our students' minds and ensure equitable instruction and outcomes.

TMIS is committed to ensuring the community is provided with a IB model and language programs that allows students to be multilingual and reach proficiency in subject areas that is above nine, 26 and 1 percent proficiency.

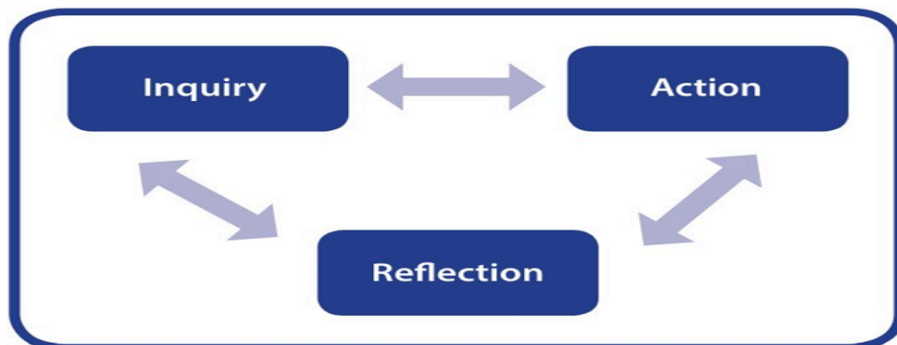
Our team will implement multiple strategies to encourage community participation in decision-making, meetings, policy creation, in order promote a healthy culture in the school and broader community. TMIS envisions enhancing career pathways, sharing goals, collaborating with other IB schools and educational institutions, fostering problem-solving skills, and promoting empathy. We believe that by involving the community in the educational process, our students can become responsible global citizens.

TMIS will authentically engage with our students and families through community involvement, culturally and linguistically relevant curricula, establishing high expectations, facilitating community activities, effective communication, and demonstrating respect for other cultures in all interactions. Creating strong relationships within our school and greater community provides a foundation for the measurable success of the school through the results of the academic achievement goals.

TMIS intends to interact with the community through channels of listening and communication. Our program has transdisciplinary and interdisciplinary themes in which culture is centered and school communication with the community plays an vital role. What the community expects from TMIS and how we will address those questions and concerns are essential to our school and multicultural program. Once school is open, weekly informative letters, solution alerts, and informative nights will occur. TMIS will have an open-door policy for the families who participate or are interested in participating in our program. The Head of the School and Faculty and the personnel would have 24

hours to respond to our parents' questions or concerns. The communication must be open and cordial to ensure our students feel comfortable and safe in our school.

TMIS is dedicated to serving the community uniquely and innovatively through the teaching and learning approach in the IB program, authentic collaboration with the community, and the construction of meaning through the interplay of asking, doing, and thinking which will foster open and democratic classrooms. We believe that our program will empower young people for a lifetime of independent and collaborative learning, preparing them to engage with global challenges through inquiry, action, and reflection Jaskunas, L. B. (2017). TMIS' program differs from the traditional school system because there are no International Baccalaureate programs in Bernalillo Public Schools or area charter schools.



Through inquiry, action, and reflection, the TMIS program aims to develop students' range of competencies and dispositions that include skills for thinking, working with others, communicating, managing self, and research. This goes beyond the traditional educational program in the local district and surrounding areas because traditional schools do not apply inquiry, action and reflection in a transdisciplinary unit in their program.

The chart above illustrates effective IB-aligned teaching and learning, which requires meaningful and continuous assessment (formative, summative, formal, and informal). The purpose of student assessment, the criteria for success, and the methods by which assessments are made are an integral part of the curriculum and will ensure teachers and leaders have a thorough understanding of each student's progress. During the Parent Teacher Conferences the students will lead and inform their parents or guardians about their inquiry, action, and reflection based on their portfolio as part of their learning outcome. By empowering students to articulate their own learning and growth, we offer another unique and innovative structure to deeply and authentically engage families in their students' education throughout their K-12 public school experience.

### **A. (3) UNIQUENESS AND INNOVATION**

Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution that the educational program will bring to public education. (NMSA 22-8B-3)

#### **Uniqueness and Innovation:**

TMIS is unique because this is the first charter in Bernalillo that will also serve Pueblos within the greater geographic area with an International Baccalaureate Program and multilingual approach. TMIS will achieve multicultural inclusion and equitable and culturally sustaining learning for all students attending the school by:

- providing relevant academic education that is culturally responsive, offers instruction for multiple languages, as well as access to the state seal of bilingualism and biliteracy (once the high school is established)
- establishing a coherent organizational structure and high-quality curriculum based on inquiry, action, and reflection), critical thinking, and instruction linked to real-world problems
- partnering with universities to ensure our graduates are prepared for higher education curriculum
- ensuring the TMIS' faculty and staff are IB trained and have endorsements to support in bilingual multicultural education programs and teach English to speakers of other languages (TESOL)
- helping 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 topics. All of the above commitments support the unique contribution TMIS will make to the local public NM education environment.

TMIS-IB program, with its rigorous academic and NM core standards, offers unique opportunities for students in the community of Bernalillo to excel in their studies and personal growth. The inquiry approach will encourage students to take charge of their learning, ask challenging questions, develop research skills, and solve problems. At TMIS students will have the privilege of studying courses from six different subgroups, including languages, humanities, sciences, mathematics, design, and art. Our program places a strong emphasis on lifelong learning, empowering students to develop the confidence they need to make a lasting difference. Cultural awareness is not just a part of the curriculum, but a way of life, preparing students to engage with people in all areas of the world. The outcome is that graduates of the IB program are not just academically strong, but also resilient, self-motivated, and equipped with the knowledge, social skills, and sense of purpose to contribute to making a better place. According to Pilchen, & Woodworth, K. (2019), students who graduate from IB schools had higher predicted odds of enrolling, persisting and earning a degree in postsecondary education.

In the first year of TMIS, we will nurture and focus our implementation of the curriculum by opening one K-3 classroom per grade. In this way, we will start encouraging in our students the process of establishing academic goals and the IB cycles of inquiry, research, reflection, and action. The community will experiment from the traditional education received up to now and the International Baccalaureate approach from TMIS.

**Community Need:**

Currently, students in the area where TMIS intends to open its doors need a program and educators who will be qualified to teach the IB program across the curriculum. According to NM Vistas in 2022-2023 students in Bernalillo Public Schools demonstrated a mathematics proficiency of 9%, reading proficiency of 26%, and a science proficiency of 13%. These averages reflected growth of 1.0% in Mathematics and 5.8% in Reading .[https://www.nmvistas.org/Bernalillo\\_Public\\_Schools](https://www.nmvistas.org/Bernalillo_Public_Schools)).

The above data clearly shows the community's need for a high quality educational program with tight alignment with NM standards, something the IB Program will emphasize and enhance by fostering more holistic cognitive and emotional development. In fact, research demonstrates that “students who receive IB instruction tend to be more critical thinkers than their peers” (Double. K., et al, 2023), something which will support their continued growth and development in the core domains of language, literacy, and mathematics. It is well known that lately there are communities and tribal entities who prefer to send their students out of the district because they feel the needs of their students are not met based on this data and their experiences in the schools. TMIS, with its adoption



of the high quality and prestigious IB curriculum is a direct response to the community's expressed needs and desires.

The families in the Bernalillo area need more access to adequate educational programs. The majority of families do not have the means to send their students out of the district area and as a result, they would like to have a broader variety of schooling options to choose from. However, there is hope on the horizon. It is evident Bernalillo and its neighboring communities are in need of a charter school with an IB curriculum to support students. It is important to highlight that IB is a prestigious organization in The United States of America. Researchers like Mayer, A.P. (2008) states, IB students expand their opportunities for high academic achievement in these programs. This proposed school, with its innovative approach and rigorous curriculum, has the potential to transform the educational landscape in our community. IB instructional practices are crucial to helping our students achieve the best results. The data above clearly demonstrates the community's urgent need for academic rigor and support. There is overwhelming evidence of demand, with only 9% proficiency in mathematics and 26% in reading, placing a heavy burden on the district and the community.

IB requires commitment because of the heavy load of content and preparation as well as communication with students and the community. Caspary K., et al. (2015) on International Baccalaureate national trends for low-income students state, "Perceptions About Heavy Workload Can Impact Low-income Student Participation and Persistence While the program's positive reputation is generally a draw, some students and educators indicated that IB's reputation for a heavy workload may adversely affect participation and persistence in it. Students recognized that IB courses were preparing them for college, appreciated the dedication of their teachers, and found the course content engaging (p.37)"

IB schools improve performance for students in New Mexico, for example, Corrales International School students hold an average of 40% reading proficiency, 30% math proficiency 37% science proficiency. At New Mexico international School students hold an average of 52% reading proficiency, 62% math proficiency, and 71% science proficiency. In California Anahuacalmecac International is providing indigenous students an IB education and could serve as a potential partner school to learn with (<https://www.anawakalmekak.org/>).

### **Community Engagement:**

The upcoming months are pivotal for community engagement. We have collaborated with two tribal departments of education to present our ambitious vision for the school. The response has been overwhelmingly positive, with all expressing their support and keen interest in an International Baccalaureate curriculum. Furthermore, we have connected with numerous families in the school's vicinity who are unsatisfied with their current educational options. They are eager to see our school become a preferred choice, eliminating the need to send their students to schools in Rio Rancho, Albuquerque, or Santa Fe.

We have also contacted local legislators, educational organizations, and leaders in the Bernalillo community to receive support. We have contacted Mr. Mathew Montano, the superintendent of Bernalillo. Our team's meeting has been postponed a few times, but we are looking for a convenient time to meet with the educational leader of Bernalillo Public Schools. We also contacted Jack Torres, Mayor of Bernalillo.

TMIS team have exchanged positive emails with other leaders such as Indigenous farm leaders. As well as Marcela Diaz of Somos un Pueblo Unido, Yanira Gurrola State Representative, Rebekka Burt (District 4 including Sandoval County), Mandi Torres Education Reform of Think of New Mexico, Santa Ana Pueblo Melissa Martinez (Education manager), Dr. Kevin Facer (Director of Education), Dr. Karla

Moore Education Director from San Felipe Pueblo, Crystal Gonzales Executive Director of English Learner Success, Anpao Duta from Flying Earth (NACA Inspired Schools Network), Cyndy Nava senator candidate district 9. and Dianne Kappus (Real Estate) as well as Amanda Velarde (CEO of Tamaya Ventures Real Estate).

**Here are some of the notes or expression from educational leaders and parents**

“The education experience of historically underserved students often lacks rigorous content and enrichment experiences that prepare students for a future in the global society. The community of Bernalillo has a rich history and culture and the children within this community deserve to have these assets, especially language, celebrated and utilized in helping them realize their potential. A multilingual IB school can offer Bernalillo youth a culturally responsive experience that offers challenge and excellence while raising the expectations of student success within the community (Concerned parent and Educational Leader).”

“It is time for our students in Bernalillo to have a school that prepares them for a better future. As a parent of a future student at TMIS, I am excited to be able to bring my student back to Bernalillo with a prestigious and free program that does not affect my family's pocketbook (Concerned Parent).”

“I would like my child to learn in a setting that goes beyond academics and focuses on the whole child. Having a global mindset and an understanding with different cultures is the pathway to knowing where they come from , the compass that guides them to where they want to go, but most importantly, the journey to knowing who they are (Concerned Parent).”

“I would be happy to set up a time to discuss your ideas and plan for the school and how it might serve the Pueblo of Santa Ana students, as well as other Native communities in the area (Educational Leader).”

**Evidence Base:**

Research suggests that IB programs go beyond traditional curricula. Our four programs foster inquiring, knowledgeable, and compassionate young individuals driven to excel. The IB framework equips students with unique advantages by honing their critical thinking abilities, nurturing their curiosity, and enhancing their capacity to tackle intricate challenges. TMIS’ faculty will receive high-quality professional development that encourages critical thinking, self-reflection, and dedication to lifelong learning and continuous improvement. An aspect that must be taken into consideration is the importance of the policymakers' support. For example, Thier M. (2020) presents a compelling case for the significance of International Baccalaureate (IB) programs in fostering international mindedness, particularly in low income communities near cities. His research underscores the impact of poverty, minority concentration, and geographic proximity to urban centers on the availability of IB opportunities for lower-income communities. Thier M. and his team offer actionable recommendations for policymakers seeking to allocate resources for educational programs in these underserved areas.

Academics consider that IB provides concrete perspectives for teaching and learning (ibo.org). For example, Erickson (2001) states that PYP, MYP, and high school or DP IB are based on conceptual understanding. The 'PYP framework's content and approach are well aligned with important mechanisms to develop a positive school climate, and previous research on the PYP suggests the program may have positive impacts on numerous outcomes, including improved student engagement, enhanced critical thinking skills, and increased cultural awareness (Gough et al., 2014).<sup>1</sup> There are several successful International Baccalaureate programs in NM; however, as of May 2024, over 8,000 programs were being offered worldwide, across over 5,800 schools in over 160 countries. Approximately 2,000 schools in The United States of America have IB programs (ibo.org). TMIS- IB program is meticulously designed to cater to the unique needs of our students, ensuring that their educational experience is exceptional. The IB Certification and degree programs are offered by highly respected universities worldwide, motivating students to continue their inquiry and lifelong learning beyond school. We see our teachers as essential to the school's success and as part of a professional learning community. The faculty will receive extensive professional development (PD), including

face-to-face workshops, in-school and other states, online workshops, and blended learning through [ibo.org](http://ibo.org) to support them ([ibo.org](http://ibo.org)).

As part of our commitment to providing a comprehensive Multilingual program, we are proud to collaborate with DLeNM. This collaboration is not just about enhancing our language programs through their training on Guided Language Acquisition Design (GLAD) but also about enriching the educational experience we offer together. We believe in the power of collaboration and value our community input in this process.

**Statewide support:**

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>).

**B. Mission-Specific Goals**

The Amended Charter School Act Requires that new charter applications include the goals, objectives, and student performance outcomes to be achieved by the charter school as well as a description of the charter school's plan for evaluating student performance, the types of assessments that will be used to measure student progress toward achievement of the state's standards and the school's student performance outcomes, the timeline for achievement of the outcomes and the procedures for taking corrective action in the event that student performance falls below the standards (NMSA 22-8B-8(E))

This application requirement prepares the applicant team for the Performance Framework contents, which will be negotiated with the PEC if the proposed charter application is approved. Specifically, the performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act (NMSA 22-8B-9.1(C))

**B. Mission-Specific goals**

Identify and provide two mission-specific goals or Indicators in the following section.

**Goal 1:** Through our mission to facilitate learning through multicultural inclusion, 80% or more of students will show measurable academic growth of at least 10% in **Mathematics and English Language Arts** at the end of each school year as measured by the school and New Mexico state summative assessments. The students will meet or exceed their personal goals once the faculty have the first school year baseline assessment.

Baseline (we must pre-assess the students) Istation or IReady or the indicator suggested by the Public Education Department and Public Education Commission.

**Alignment to Mission:** TMIS's unwavering mission is to provide excellence within the International Baccalaureate (IB) Curriculum framework aligned with New Mexico Academic Content Standards.

Therefore, before the academic year starts, TMIS faculty will align the IB standards and practices with the NM standards to ensure curriculum alienation and integrated IB standards and practices, including culture, environment, learning, and purpose, in pursuit of this mission.

**Specific:** Our mission specific goal is clear: 80% of students that have been with TMIS will show measurable academic growth of at least 10% in Mathematics at the end of each school year.

**Measurable:** TMIS' assessment plan, which includes formative and summative assessments with specific rubrics designed according to the subject for example IReady and Istation. Our mission goal, which is to measure student academic growth, is achieved by assessing students using statewide assessment program tests as well as TMIS formative assessments. We define growth as the academic progress made over a period, measured by an evaluation at the beginning and end of the year. Progress is measured by creating a baseline score using IStation and IReading, as well as IB standards and practices embedded in the conceptual units of our curriculum (Six Transdisciplinary or Interdisciplinary Themes). TMIS students will be reassessed during the NMPED testing windows at the beginning of the year and at the end of each quarter (October, December, March, and May). They will also take the NM-MSSA (New Mexico Measures of Student Success and Achievement) during the time indicated by NM PED. All assessments are rigorous and aligned with standards. Leadership and faculty play a crucial role in this process, comparing baseline scores to midyear and end-of-year scores. Data for every student will be tracked through a data dashboard. Students who show measurable growth will have succeeded. The leadership will inform through different channels the results of the academic growth of TMIS to the academic community.

**Ambitious:** TMIS goal for 80% students showing measurable academic growth at the end of each academic year is hard/pushy/determinant, attainable. TMIS will provide students with rigorous academic integrated-curriculum (IB) with high expectations for all of our students. Using reliable state mandated and chosen standard based assessment aligned with IB scope and sequence TMIS will accomplish the measurable academic growth at the end of the school year.

**Timebound:** Targeted assessment dates are set for the beginning of the year and at the end of each quarter. TMIS students' progress toward growth will be added to our data dashboard and analyzed within three school days after each assessment. Proactive instruction decisions will be made to ensure the goal is met by the end of each school year, demonstrating our commitment to continuous improvement. Our community (parents of the student) will be informed of our advances and the action taken to support their student/s who need scaffolding in our academic curriculum, reassuring them of our dedication to their children's education. A follow conference (after indicator/test results) with the parent should include information about goals attained and kind of support their student/s will receive.

**Goal 2:** Through our mission to facilitate multilingualism, 70% or more of students will demonstrate an increase in growth toward language proficiency (English or Heritage language as applicable) as measured by New Mexico statewide assessments for Spanish and English proficiency. As far as assessing Native American languages that a Pueblo wishes to provide students at TMIS, the faculty will work with the Pueblo community to ensure they assess language proficiency as students using their own assessment methods, as applicable. The students will meet or exceed their personal goals once the faculty have the first school year baseline assessment.

Baseline (we must pre-assess the students) Istation, iReady, Avant, ACCESS for ELLs or the indicator suggested by the corresponding Pueblo.

**Alignment to mission (same as Goal 1):** the alignment to our mission includes formative and summative assessments. It will consist of the evaluation required in the negotiation process with the Public Education Commission during the planning/implementation year and the state-wide based on the CCSS. TMIS's unwavering mission is to provide excellence within the International Baccalaureate (IB) Curriculum framework, in a multilingual setting and aligned with New Mexico Academic Content Standards. Therefore, before the academic year starts, TMIS faculty will align the IB standards and practices with the NM Spanish Language Arts and English Language Development standards to ensure curriculum alienation and integrated IB standards and practices, including culture, environment, learning, and purpose, in pursuit of this mission. In the case of Native American

languages, TMIS will work with Pueblos to gradually align instruction to their desired standards and benchmarks

**Smart:** Our mission specific goal is clear: 70% of students that have been with TMIS will show measurable growth toward language proficiency at the end of each school year.

**Measurable:** Our mission-specific goal of demonstrating increased problem-solving and creative thinking will be measurable during six weeks of formative and summative assessments created and related to a rubric based on NM standards and IB. Every theme has six weeks of inquiry, research, action, and reflection. Students are guided by trained personnel (IB faculty) and community (resources used with homeschool connection). Community involvement is vital to the student's research as another way of communication in the learning process and the outcome of growth toward language proficiency. TMIS will also offer a TMIS Certificate of Bilingualism and Biliteracy (Native American languages that are oral only, the biliteracy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension) at the end of 5th and 8th grade as benchmarks toward obtaining the State Seal of Bilingualism and Biliteracy when they graduate.

**Ambitious:** Our goal is to provide excellence within the IB curriculum framework, in a multilingual setting and aligned with NM Academic Standards demonstrating increases toward language proficiency. This is done by the process of inquiry, research, action and reflection that our students conduct during the process of inquiry in the transdisciplinary or Interdisciplinary theme according to the program (PYP, MYP or DP).

**Timebound:** During the inquiry process (three weeks), every transdisciplinary or interdisciplinary theme will have three weeks of teacher guidance and academic content based on the NM academic standards and IB scope and sequence. The following six weeks, the students will take the lead in applying knowledge learned and researching the themes they are curious to explore or expand. Special Education staff plays a vital role during this time as teacher support, if needed. There are six weeks for every theme (six themes), during which the students will conduct inquiry, research, action, and reflection to increase and demonstrate growth toward language proficiency.

**Plan for Consistent Monitoring of Equitable Success:** Every six weeks, like clockwork, TMIS faculty will inform parents of their child's progress. Parent-teacher conferences, tailored to students' needs, are open policies. Regular, timely updates on TMIS student progress will be communicated to parents. However, for a more personalized approach that involves academic plans; TMIS team will arrange one-on-one meetings with parents, ensuring they are always in the loop about their child's educational journey.

**Figure #      Rating Category goal Mathematics**

<u>Year 1 (K-3)</u>	
<u>Rating (Standards)</u>	<u>Percentage (%) According to Measurement</u>
<u>Exceeds</u>	<u>80-100 %</u>
<u>Meet</u>	<u>70-80 %</u>
<u>Does not meet</u>	<u>50-69 %</u>
<u>Falls far below</u>	<u>Less than 50 %</u>
<u>Year 2 (K-5)</u>	

<u>Rating (Standards)</u>	<u>Percentage (%) According to Measurement</u>
<u>Exceeds</u>	<u>86-100 %</u>
<u>Meet</u>	<u>70-85 %</u>
<u>Does not meet</u>	<u>50-69 %</u>
<u>Falls far below</u>	<u>Less than 50 %</u>

Figure # \_\_\_\_\_ Rating Category goal English Language Arts

<u>Year 1 (K-3)</u>	
<u>Rating (Standards)</u>	<u>Percentage (%) According to Measurement</u>
<u>Exceeds</u>	<u>80-100 %</u>
<u>Meet</u>	<u>70-80 %</u>
<u>Does not meet</u>	<u>50-69 %</u>
<u>Falls far below</u>	<u>Less than 50 %</u>
<u>Year 2 (K-5)</u>	
<u>Rating (Standards)</u>	<u>Percentage (%) According to Measurement</u>
<u>Exceeds</u>	<u>86-100 %</u>
<u>Meet</u>	<u>70-85 %</u>
<u>Does not meet</u>	<u>50-69 %</u>
<u>Falls far below</u>	<u>Less than 50 %</u>

## C. Curriculum, Educational Program, Student Performance Standards

C. Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with New Mexico Common Core State Standards and the proposed school's mission. (NMSA 22-8B-A(C))

### **Curriculum and Evidence of Effectiveness:**

At TMIS, students are at the center of a rigorous academic curriculum that celebrates their unique qualities. Through the IB curriculum (K-12), we prioritize the interconnected elements: international-mindedness, the IB learning profile, a comprehensive, balanced, conceptual and interconnected curriculum, and approaches to teaching and learning. Our transdisciplinary models span the Primary Years Program (PYP), the Middle Years Program (MYP) and the Diploma Program (DP). Learning profiles describe each student's goals and the outcomes they aspire to achieve and answer the question "what is learning?"

The TMIS IB curriculum will emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways beyond individual subjects' scope. It will also offer students authentic opportunities to connect their learning to the world around them. Each transdisciplinary theme in the first three years of TMIS (PYP program) is based on six Transdisciplinary Themes (TT):

1. Who We Are
2. How Do you Express Yourself
3. How The Word Works
4. Where We Are In Place and Time
5. How We Organize Ourselves
6. Sharing The Planet

Each TT focuses on Central Ideas, Lines of Inquiry, Key Concepts, Related Concepts, and Social Skills to support classroom management. Students will engage in three weeks of intense academic information, inquiry, and research during each TT. During the following three weeks (or longer, if necessary), the students will act and reflect on the information acquired. The participation of their community/families is not just essential, it is a cornerstone of our educational program. Their involvement, along with other resources such as library, technology, faculty, and other IB schools that all IB share (inside and outside of the United States of America), forms a strong support system for our students. This kind of model is not just adequate, it is the best fit for our target population. It is hands-on, emphasizes research, includes academic field trips, technology, one-on-one tutoring or enrichment for additional support or expansion of topics, guest speakers for each theme, and any activities related to action according to the research that will allow students a chance to reflect on the learning experience.

Faculty will collaborate (meeting) to ensure all areas are aligned with state standards and IB expectations. There will be weekly horizontal and vertical collaboration of what is considered the Primary Year Program (K-5). Each PYP classroom will have 24 students. The instructional time will start at 8:00 a.m. and stop at 3:00 p.m. Instructional time does not include breakfast at 7:30 a.m. and lunch for ½ hour, according to the schedule. Kindergarten and 1<sup>st</sup> grade will follow the state requirements along with Educational Assistants (EA) to support classroom academic learning. Tutoring after school will be required at TMIS.

The Middle Years Programme (MYP) and Diploma Programme (DP) will incorporate global context disciplines, providing a common language for effective contextual learning. These disciplines include:

- Identities and Relationships
- Orientations in Time and Space
- Personal Cultural Expression
- Scientific and Technical Innovation

- Globalization and Sustainability
- Fairness and Development.

These themes are accompanied by key concepts such as aesthetics, culture, connections, identity, form, time and space, perspective, development, change, logic, global interactions, and systems, as well as command terms like analyze, create, apply, describe, discuss, evaluate, explain, identify, justify, list, outline, recognize, reflect, select, state, use, and synthesize. These elements help older students understand the meaning and purpose of their learning.

**Interdisciplinary Themes for The Middle Year Program (MYP) aligned with CCSS and IB scope and sequence ([ibo.org](http://ibo.org))**

- Language and Literature
- Language Acquisition (target language/s)
- Individual and Society
- Science
- Mathematics
- Arts
- Design
- Physical and Health Education
- MYP projects (community services)
- Interdisciplinary Teaching and Learning

Interdisciplinary teaching and learning are powerful approaches that prepare students for an increasingly interconnected world. By integrating concepts, skills, and communication modes from different subject groups, this teaching method effectively solves real-world problems, creates innovative products, or addresses complex issues that would otherwise be impossible with a single approach. The MYP faculty will collaborate (meeting) to ensure all areas are aligned with state standards and IB expectations. There will be weekly horizontal and vertical collaboration of what is considered the MYP Program. Each classroom will have 24 students. The instructional time will start at 8:30 a.m. and stop at 3:30 p.m. Instructional time does not include breakfast at 8:00 a.m. and lunch for ½ hour, according to the schedule. Tutoring after school will be required at TMIS for students who are not meeting standards, progress is evaluated every six weeks.

The MYP provides a connected curriculum that responds to students' developmental needs and equips them with the tools they need for further academic study and life beyond the classroom. The interdisciplinary units offer a unique opportunity to develop new conceptual understandings by combining knowledge from multiple disciplines, giving students a central focus to meaningfully apply their skills and knowledge.

To ensure the effectiveness of interdisciplinary units, the MYP provides a detailed process for planning these units and criteria to assess interdisciplinary understanding. Using MYP concepts and global contexts as starting points, multidisciplinary teaching and learning in the MYP creates a purposeful and integrative learning experience. This approach is grounded in individual subjects but extends disciplinary understanding in meaningful and impactful ways.

In summary, interdisciplinary teaching and learning effectively prepare students for the challenges of the 21st century. Its integrative and purposeful approach provides students with a unique opportunity to develop new perspectives and understandings that will benefit them academically and personally.



The IB Diploma program offers a comprehensive education that empowers students to take control of their learning experience. Over two years, students delve into six subject groups while also exploring three **core elements**—theory of knowledge (TOK), extended essay, creativity, activity, and service (CAS)—designed to unify their studies and give them a sense of ownership over their education. To earn an IB Diploma (DP), students must pass three Higher and three Standard Level assessments after completing their classes. The International Baccalaureate organization carefully moderates these DP assessments to ensure high quality and rigor.

By completing the IB Diploma program, students gain a world-class education and valuable skills and knowledge to serve them well in their future endeavors. The six subjects' cores have been built since MYP core classes. This challenging program can open doors to limitless opportunities.

**High School or IB Diploma Program (DP) aligned with the CCSS and IB scope and sequence ([ibo.org](http://ibo.org))**

### **Studies in language and literature**

- Language A: literature
- Language A: language and literature
- Literature and performance

### **Language acquisition**

- Classical languages
- Language Ab initio
- Language B

### **Individuals and societies**

- Business management
- Digital society
- Economics
- Geography
- Global politics
- History
- Indigenous studies
- Language and culture
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions

### **Sciences**

- Biology
- Chemistry
- Computer science
- Design technology
- Environmental systems and societies\*
- Physics
- Sports, and health science

### **Mathematics**

- Analysis and approaches
- Applications and interpretation

## Arts

- Dance
- Film
- Music
- Theatre
- Visual arts

## DP Core Elements

- Creativity, Activity, Service (CAS)
- The Extended Essay (TEE)
- Theory of Knowledge (TOK)

Extra-curricular activities such as chess, poetry, sports activities, reading clubs, and aftercare will be part of after-school options for all students. This includes short educational field trips (when the opportunity permits) to those who stay in the after-school program.

### **Alignment to Mission:**

The International Baccalaureate program has a broad, balanced, and interconnected **curriculum** designed to prepare students for the challenges of the real world by stimulating critical and analytical skills that can be applied in practical situations. TMIS **curriculum** will be inquiry-based and student-centered as required. By grounding its learning strategy in real-world contexts, TMIS will ensure that students enjoy the learning process and understand how their education will impact their lives. The TMIS program takes a holistic approach to education that goes beyond core competencies like math and language skills. It also emphasizes the development of "soft skills" such as problem-solving, empathy, and an international mindset. By focusing on these skills, the **curriculum** will help students become well-rounded individuals who are prepared to tackle the challenges of an ever-changing world. This **comprehensive approach** to education will prepare students for academic success and equip them with the skills they need to thrive in any situation. See Attachments Program of Inquiry and IB Planners (**Appendix I-L**) for a brief review of examples of planners.

Creating a supportive community is not just a step, but a shared responsibility in the successful transition to the IB Curriculum. This fosters collaboration and shared understanding among educators, students, and parents. In the complex landscape of education, the transition to an IB program can be a significant shift, demanding a well-orchestrated support system. The alignment of goals among all stakeholders is not just beneficial but essential for the harmonious implementation of the IB philosophy. Therefore, TMIS's mission to provide excellence within the International Baccalaureate (IB) Curriculum framework aligned with New Mexico Academic Content Standards

### **Alignment to Standards:**

TMIS curriculum is thoughtfully designed to align with both the Common Core State Standards (CCSS)<sup>2</sup> and NM Content Standards, ensuring a comprehensive and high-quality educational experience. It's worth noting that the International Baccalaureate (IB) recognizes the importance of implementing the CCSS and the significant impact this alignment will have on our students and IB schools worldwide following a US curriculum. We strive to provide excellence within the International Baccalaureate (IB) Curriculum framework, a globally recognized educational approach that prepares students for success in a rapidly changing world. This framework aligns with New Mexico Academic Content Standards,

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<sup>2</sup> <https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/common-core-ela-en.pdf>

ensuring a comprehensive and rigorous education for our students. For an example of the alignment between IB and CCSS please see footnote two.

By establishing clear connections between the PYP language scope, the MYP and DP aims, and academic objectives, we are committed to fostering academic excellence. These initiatives are the result of collaborative efforts between the IB and experienced educators, showcasing the strong partnership between the IB and the educational community. Educators with specialized knowledge of IB curriculums and the CCSS for ELA will be working closely with the IB academic staff of TMIS to develop resources for the PYP, MYP, and DP, ensuring that our students receive the best possible education. To support faculty in aligning CCSS and NMCS with IB, we will access comprehensive professional development training opportunities, both online and in person, and teachers will collaborate weekly to ensure alignment between the standards and classroom instruction.

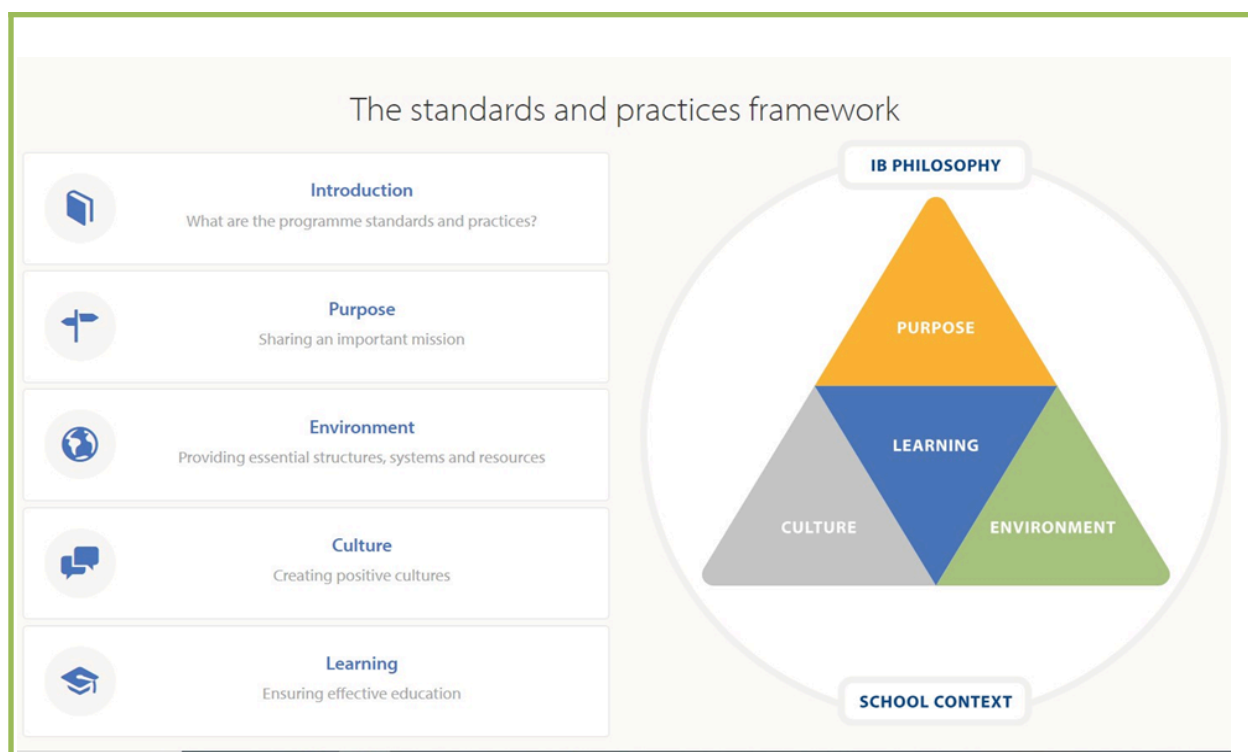
**Equity for Underserved Populations:**

Our mission is to achieve multicultural inclusion and equitable, culturally relevant learning for all students. In *IB for all from idea to implementation*, researcher G. Graham (2023) state: “Students within the IB are expected to complete tasks with high academic rigor, but it is vital to question what effective scaffolding and differentiation can look like to maintain fidelity to IB curricular standards while also supporting a variety of student needs and strengths (p.8).” Our approach to learning and teaching emphasizes reflecting on evidence of student learning and determining the best way to support learners. In particular, our learning community highlights the social impact of learning and the role of IB communities in achieving these outcomes. Therefore, community engagement of all stakeholders plays a vital role in the school.

The TMIS curriculum is designed to provide equitable outcomes for underserved populations, offering rigorous academic opportunities to all students, regardless of race, ethnicity, or academic background in Bernalillo, including local Pueblos and surrounding areas. In fact, the culturally and linguistically responsive and multidisciplinary approach of our model will uniquely support the many facets of our students as they will be able to “fit in without giving in” (Hollie) both academically and socially.

**Curriculum and Professional Development Timeline:**

There is a time frame/line to develop curriculum and have the school personnel trained in IB education. It takes at least three years to be a candidate for IB school authorization. Training for IB certification is conducted by IB and could be in person (individual or as school), or online. Prices to train personnel could vary depending on the type of training and location. For example: Making the PYP happen/Transdisciplinary Units training will take the first three years. The Interdisciplinary Units; Diploma Program Assessment training will take the following year or according to IB standards and practices. The school founder Ana Perea has 14 years of experience in IB standards and practices and has personnel that will be able to start the IB Program of Inquiry curriculum and practices at the time the school opens. The school founder has established communication with IB trainers, Mondrea Mitchell and Laura De Grazia, both experienced IB trainers to ensure when time comes the personnel of the school are trained according to their program. At the same time the Founder has the experience to develop the curriculum according to state expectations and IB standards and practices.



[ibo.org](http://ibo.org)

In conclusion, the IB educational programs PYP, MYP, and DP are aligned with the standards of New Mexico and take a comprehensive approach to learning. The alignment of NM standards to the IB program is a process that focuses on academics, emotional well-being, and cultural responsiveness. This alignment process plays a pivotal role in the learning journey, ensuring that a higher level of learning is attained. It inspires teachers to assess and support students' knowledge and outcomes. The alignment of the standards acts as a specific and consistent scaffold, empowering students to reach the milestones outlined in the NM standards: Formative assessment, Performance assessment, Required state assessment, Interim assessment, Balanced assessment system, and English language and target language proficiency assessment are essential points of the alignment. The faculty will meet before the school year for Professional Development (PD) and ensure the Year Plan (YP) according to grade standards and IB scope and sequence (according to program PYP, MYP or DP) is ready to be in place. The faculty revised the school year plan at the beginning and at the end of the school year to ensure continuous alignment to New Mexico standards. The faculty revise one by one subject to ensure their year plan aligns with their grade/s, including their formative and summative assessments.

#### **D. Bilingual Multicultural Education, Indian Education, Hispanic Education and Black Education**

##### **D.(1) Bilingual Multicultural, Indian Education, Hispanic Education and Black Education**

Provide a description of how the proposed school's curriculum will ensure equal education opportunities for students in New Mexico by addressing the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1), the goals of the Indian Education Act (NMSA §22-23A-a1), the goals of the Hispanic Education Act (NMSA §22-23B-2), and the goals of the Black Education Act (HB 43)

The goals of the Bilingual Multicultural Education Act will be addressed by providing bilingual multicultural education programs (BMEPs) that address the requirements in the Act in alignment with the IB curriculum to meet content standards and benchmarks. The TMIS BMEP will be open to all students that attend and its implementation will further support TMIS mission and vision by providing students that are heritage learners of Spanish an opportunity to build upon their linguistic abilities, and students that are second language learners of Spanish to further develop their potential as multilingual learners. Teachers at TMIS, including those serving in the BMEP, will be expected to and supported to provide culturally and linguistically responsive instruction designed to develop cross-cultural skills with a focus on hispanic, indigenous, black and other identities of the student population.

TMIS students who are Indigenous Heritage learners will be supported in consultation with Pueblos whose communities intersect with the boundaries of Bernalillo Public Schools. In working with the Pueblos to provide language instruction, TMIS will meet the Bilingual Multicultural Education Act requirements and some of the requirements in the Indian Education Act, including providing culturally relevant learning environments and providing educational opportunities that aim to support the identity of students rather than pushing toward their assimilation in order to succeed in school. TMIS would be considered a historically defined Indian impacted charter school by the Indian Education Division and as required would ensure that a needs assessment and framework is created during the initial year of the charter contract in collaboration with future students, parents, families, community members and Pueblo leadership.

The Hispanic Education Act will be addressed by ensuring all students are provided guidance via next step plans to ensure they are moving toward graduate and a college and career path after they graduate from TMIS. TMIS will also partner with the Hispanic Education Bureau to provide additional opportunities for students to explore their identities through music and dance programs. The Black Education Act will be addressed by ensuring TMIS includes anti-racism policies in its guidance and that staff and students participate in community conversations on bias and how good people exercise bias and must actively work to be anti-racist.

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

#### D.(2) Equity Plan

Provide a description of how the proposed school will create an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive curriculum and pedagogy.

During TMIS first year, planning year, an equity council will be formed by requesting that future students, parents, family members, community members and Pueblo leadership apply to participate in the Equity Council. The Equity Council will have subcommittees that address federal program requirements, state law (Indian, Bilingual, Hispanic, and Black Education Act) requirements like the needs assessment, and needs of other student groups that will be served at TMIS such as those who are unhoused or migratory. The Equity Council will begin by defining what Equity means in the TMIS community, and working toward embedding equity within the school's structures. TMIS will conduct a needs assessment and the readiness assessment as part of its planning year to consider how to inform a culturally and linguistically responsive framework. TMIS will leverage the NMPED's culturally and linguistically responsive inventory to begin building its framework. TMIS will use a model of

grow-your-own to ensure any community members interested in being teachers can become part of the school staff. TMIS retention plan will be focused on providing a community to teachers that allows them to learn and grow and bring their full identities into their work.

## E. Graduation Requirements

E. Identify the proposed school's requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state-mandated minimum requirements.

TMIS will follow state-mandated minimum requirements for graduation.

However, Diploma Program (IB certification, which in many cases is well received by universities around the world, requires that candidates must meet the Diploma Program (DP) passing criteria to achieve an IB Diploma.

Structure of the Diploma Program

The [DP curriculum](#) is a comprehensive one, designed to equip you with a broad range of knowledge and skills. It consists of six subject groups and a core that plays a pivotal role. This core includes theory of knowledge, creativity, activity, service, and the extended essay, all of which are integral to the program.

A candidate must take and complete the assessment components for six subjects, together with these core elements:

- theory of knowledge (TOK)
- the extended essay (EE)
- creativity, activity, and service (CAS).

Candidates must take at least one course from each of the following subject groups:

- studies in language and literature
- language acquisition
- individuals and societies
- sciences
- mathematics

Students may take two courses in the studies in language and literature group (in different languages) in place of a language acquisition course. A limited number of interdisciplinary courses count across subject groups. For example, environmental systems and societies simultaneously satisfy the individuals and societies group and the sciences group. The interdisciplinary courses allow students to choose which six subjects to take flexibly.

## F. Instruction

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the teaching and instructional philosophy

TMIS philosophy is embedded within three beliefs foundational to a well-rounded, equitable, balanced, and culturally civic-minded education: Choose, Action, and Reflect. Additionally, TMIS will enhance social and emotional learning and increase school retention by demonstrating inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect ([lbo.org](http://lbo.org)).

IB education aims to develop students and schools through a learning process that takes the learner as the subject of instruction and follows a cycle of steps: inquiry, action, and reflection.

- Inquiry: Students find information and construct their understanding
- Conceptual understanding: Students explore concepts to deepen their knowledge and apply it to new contexts
- Real-life contexts: Teaching uses real-life examples and contexts
- Collaboration: Teaching focuses on effective teamwork and collaboration between students and teachers
- Diversity: Teaching is inclusive and values diversity
- Informed by assessment: Teaching is informed by formative and summative assessment as well as formal and informal observations.

The IB program's educational philosophy is not just a curriculum; it is a holistic approach to education that values and celebrates diversity. It aims to cultivate students who can thrive in a globalized, rapidly changing world. This philosophy emphasizes critical thinking, intercultural understanding, and the importance of engaging with a range of perspectives. IB recognizes the nuances between different educational frameworks and is a critical step in ensuring a seamless switch to the International Baccalaureate (IB) curriculum. Transitioning students must adapt to new pedagogical strategies and assessment methods that are intrinsic to the IB philosophy.

There are key curriculum differences between Content Depth vs. Breadth:

- Traditional curricula may emphasize breadth, covering many topics.
- IB prioritizes depth, encouraging detailed understanding

Assessment Style:

- Standard frameworks often rely on memorization and standardized testing.
- IB assessments focus on critical thinking, and application/action

By adopting an analytical approach to these differences, educators and students can empower themselves to anticipate the challenges of transition. This proactive stance allows for the crafting of strategies that not only facilitate academic adaptation but also pave the way for success within the IB's unique learning environment.

**Approaches of Teaching:**

- Based on inquiry: a strong emphasis is placed on students finding their information and constructing their understandings.
- Focused on conceptual understanding: Concepts are explored to deepen disciplinary understandings and help students make connections and transfer learning to new contexts.
- Developed in local and global contexts: Teaching uses real-life contexts and examples, and students are ready to process new information by connecting it to their own experiences and the world around them.
- Focused on effective teamwork and collaboration: This includes promoting teamwork and collaboration between students and the collaborative relationship between teachers and students.
- Designed to remove barriers to learning: Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable students to develop and pursue appropriate personal goals.
- Informed by assessment: Assessment is crucial in supporting and measuring learning. This approach also recognizes the crucial role of providing students with effective feedback.

**Approaches of Learning:**

TMIS has set out a mission to develop active, compassionate, and constantly learning individuals who can make a positive impact in their communities and beyond. To achieve this mission, five essential skills must be developed:

- First, thinking skills such as critical, creative, and ethical thinking are crucial in helping students analyze information, identify problems, and devise innovative solutions.
- Second, research skills like comparing, contrasting, validating, and prioritizing information are vital in helping students to gather and evaluate information from various sources.
- Third, communication skills, including written and oral communication, effective listening, and argument formulation, are essential for helping students express themselves clearly and persuasively.
- Fourth, social skills such as forming and maintaining positive relationships, listening, and conflict resolution are critical in helping students work collaboratively and respectfully.
- Lastly, self-management skills encompassing organizational and affective skills like managing time, tasks, and motivation are necessary for students to effectively manage themselves.

In summary, developing these five skills is crucial to the International Baccalaureate's mission of TMIS to create active, compassionate, and lifelong learners who are equipped to tackle future challenges.

How specifically will the instructional philosophy serve the needs of the students it intends to serve.

F. (2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum for the proposed age group the school intends to serve. \*\*\*If anticipating serving K-5 Students and or an extended day program, please describe and include in a Year 2 calendar.

**The schedule is on the Master plan pages 14-16. The Multilingual International School Academic Calendar 2025 to 2026.”** TMIS will ensure it considers Feast Days and Pueblo Events within its academic calendar and will ensure that students and staff are supported in their participation in events, as applicable to their heritage and communities.

Please note: The information on the calendar can be located in **Appendix M** TMIS Academic Calendar.

#### Daily schedule

##### Primary Year Program (K-3- Year One) Schedule 2025-2026

PYP sample schedule 7:30–8:00 a.m. Breakfast (cafeteria) For Kindergarten and 1st-grade students, the instruction time will rotate often, and transitions might take longer. However, the instructional time will remain as required. Tutoring time or office hours start at 3:15 p.m. and end at 4:00 p.m. Recess 9:30-9:45 or at the teacher's discretion. TMIS tutorial activities will take place after dismissal. However, IB nights or any other extracurricular activities related to the IB program will take place at 5:00 p.m. to ensure the community enjoys our students' activities/performances. We are proud of our IB program and the activities it offers our students. MYP and DP are not on this schedule because there is no MYP or DP until Year 3. Rest assured, once Year 3 begins, the schedule will seamlessly transition to include these important components of our curriculum.



Note: faculty will collaborate Vertical (alone) or Horizontal (with another teacher) according to the Specials (Art, Music, PE, or Tech-Lib) schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>
8:00-8:45	2-3 Art and Music 2-3 Music and Art	Instructional Time	Instructional Time	Instructional Time	2-3 Art and Music 2-3 Music and Art
8:45-9:30	Instructional Time	1-PE	Instructional Time	1-PE	Instructional Time
9:30-10:15	Instructional Time	Instructional Time	Instructional Time	Instructional Time	Instructional Time
Recess at 9:30-9:45	K-1	K-1	K-1	K-1	K-1
10:15-11:00	Instructional Time	Instructional Time	Instructional Time	Instructional Time	Instructional Time
11:00-11:45	Lunch K-1 including 15 minutes of recess	Lunch K-1 15 minutes of recess	Lunch K-1 15 minutes of recess	Lunch K-1 15 minutes of recess	Lunch K-1 15 minutes of recess
11:45-12:30	Lunch 2-3 15 minutes of recess	Lunch 2-3 15 minutes of recess	Lunch 2-3 15 minutes of recess	Lunch 2-3 15 minutes of recess	Lunch 2-3 15 minutes of recess
11:45-12:30 for K-1 grade	Instructional Time	Instructional Time	Instructional Time	Instructional Time	Instructional Time
1:15-2:00 2:00-2:45	2-PE	2-3 (Tech-Lib) 3-PE	Instructional time	2-3 (Tech-Lib) 2-PE	3-PE
2:00-2:55	K-1 Art-Music K-1 Music and Art	K-PE	K-1 Tech-Lib 20min. K-1 Lib-Tech 20 min	K-PE	K-1 Art-Music K-1 Music and Art
2:55-3:00	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>
3:15-4:00	<b>Tutoring</b>	<b>Tutoring</b>	<b>Weekly DP</b>	<b>Tutoring</b>	<b>Tutoring</b>

Note: TMIS PYP and MYP alignment (Diploma Program is not here because DP will not be effective until Year Five)

### PYP and MYP (Global Context) aligned

2025-2026 (example)

<b>Transdisciplinary Themes for the PYP :</b> Who We Are SS: Accepting Responsibility (can vary according to the theme of teacher discretion)	<b>Identities and Relationships ( Science and Language Art)</b> Exploration: Physical, Psychological, and Social Development SOI: How I develop my physical, psychological, and social identity has consequences and sets boundaries within my community ATL's Social Skills
How We Express Ourselves- SS: Respecting Others	<b>Personal and Cultural Expression ( 2026-2027 )</b> Exploration: SOI ATL's Communications Skills
How the World Works SS: Cooperating	<b>Scientific and Technical Innovation ( 2026-2027 )</b> Exploration: SOI ATL's Thinking
Where We Are in Place & Time SS: Adopting a Variety of Group Roles	<b>Orientation in Space and Time (Design PHE)</b> Evolution, Contain, and adaptation SOI: Connections between what we learn in the classroom impact our choices and perspectives as we face constraints adapt and evolve. ATL's Research Skills
How to Organize Ourselves SS: Cooperation	<b>Globalization and Sustainability</b> Exploration: Data-Driven Decision Making (Spanish and Visual Arts) SOI: We gain perspective on the Purpose of hard work while developing our own style through data-driven decision-making ATL's Self-Management Skills
Sharing the Planet SS: Group Decision Making	<b>Fairness and Development</b> Exploration: Human capability and development (PE and Math) SOI: Our choices and interactions within our relationship cause change and allow us to explore human capability and development

	ATL's Thinking Skills
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Next year: because each year we have 10 weeks max per unit. This is just an example therefore the order or the units can change.

<b>Personal and Cultural Expression ( 2026-2027 )</b> Exploration: SOI: ATL's Communications Skills
<b>Scientific and Technical Innovation ( 2026-2027 )</b> Exploration: SOI: ATL's Thinking

**Codes:**

TT: Transdisciplinary Themes

SS: Social Skills

ATL's: Approaches of Teaching and Learning

SOI: Statement of Inquiry

**Inquiry questions that must be addressed (formative assessment during the inquiry process)**

1. **Factual questions:** define concepts, for example: what communication is? No more than 3 conceptual questions
2. **Concrete questions :** relate concepts (yoq questions)  
Summative assessment:
3. **Debatable questions:** are related to SOI (Summative assessment) One question because it is the state of inquiry.

**(There are 4 Interdisciplinary Units for middle and high school, therefore the 2 missing units naturally take place the following year).**

**PYP (K-3 grade) Year 1 or POI calendar to inform our community of our progress**

Transdisciplinary theme	Expected time	Notes
How do we organize ourselves	July 28-September 5 <sup>th</sup> First 6 weeks	1 <sup>st</sup> Progress Report
How we express ourselves	September 8-October 21	Report Cards
How the world works	October 22 <sup>nd</sup> – Nov 20 <sup>th</sup>	Progress Report (students lead their conferences)
Where we are in place and time	Dec 1 <sup>st</sup> -January 23 <sup>rd</sup>	Report Cards
Sharing the planet	Jan 26- March 13 <sup>th</sup> -	Progress Report (students lead their conferences)
Who we are	March 16 <sup>th</sup> - May 8 <sup>th</sup>	Last transdisciplinary /Portfolio. Report Cards date May 22 <sup>nd</sup> . 2026. May 26 <sup>th</sup> to 28 <sup>th</sup> PD (analysis and data) Teachers wrapping up the school year and planning for next year.

**Note:** Parent-student-teacher conferences can occur at any time, the above dates are only suggestions.

# The Multilingual International School Academic Calendar

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
3 Inst Days						

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
21 Inst Days						

Sept 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
21 Inst. Days						

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
21 Inst. Days						

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
13 Inst. Days						

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
15 Inst. Days						

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
17 Inst. Days						

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						
18 Inst. Days						

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
20 Inst. Days						

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
19 Ins. Days						

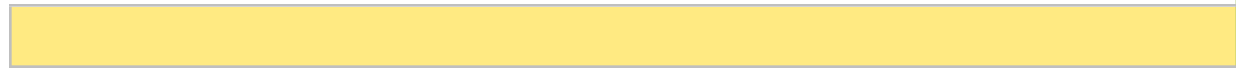
May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
15 Inst. Days						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
21 Inst. Days						

## Important dates

183 Instructional Days.

## NO SCHOOL DAYS



## TRAINING

PD-IB 1<sup>st</sup> and third Wednesday of the Month or when necessary

## Program Nights

3-IB NIGHTS – 3 School Events (academics and cultural)

July 21-25 Professional Development

July 28 First Day

July 25<sup>th</sup> Open House (IB Night)

Sep. 1<sup>st</sup> Labor Day (No school)

Sep 5<sup>th</sup> Progress Report

October 10 Professional Development (No school)  
 October 13 Indigenous Day (No School)  
**November 20<sup>th</sup> and 21<sup>st</sup> Parent Teacher Conferences – Report Card** (students leading conferences) No school.  
**December 18<sup>th</sup> IB Night / Science Night**  
 Dec 22-Jan 6 Winter Break  
 January 19 MLK Jr (No school)  
**January 23 Progress Report**  
 Feb.13 Professional Development (No school)  
 Feb. 16<sup>th</sup> President's Day  
**March 13 Report Cards**  
**March 19<sup>th</sup> IB Night**  
**March 30-31 Parent-Teacher Conferences (No school)**  
 April 1-3 reserved-holy week  
**May 22 Last day of school**  
 May 25-28 Professional Development-wrapping up the year.

**FEAST DAYS AND PUEBLO EVENTS (TMIS will provide accommodations according to students' needs).**

January 6 (King's Day Celebration)  
 February 2 (Candelaria Day Celebration)  
 May 1 (St. Phillip Feast Day) – San Felipe – Annual Feast Day  
 June 13 (San Anthony's Feast Day) – Sandia Pueblo – Annual Feast Day  
 June 29 (San Pedro/St. Peter's Feast Day)  
 July 14 (St. Bonaventure Feast Day) – Cochiti Pueblo – Annual Feast Day  
 July 26 (St. Ann's Feast Day) – Santa Ana  
 August 2 (Precingula Feast Day) Jemez Pueblo – Annual Feast Day  
 August 4 (St. Dominic Feast Day) – Santo Domingo Pueblo – Annual Feast Day  
 August 10 Anniversary of Pueblo Revolt of 1680  
 August 15 (The Assumption of our Blessed Mother's Feast Day) – Zia Pueblo – Annual Feast Day  
 September 8 (Nativity of the Blessed Virgin Mary Feast Day)  
 November 12 (San Diego Feast Day) Jemez Pueblo – Annual Feast Day

**PYP (K-3 grade) Year 1 2025-2026**

July 28-September 5<sup>th</sup> **First 6 weeks Transdisciplinary theme** (PYP) / In the future we will have an Interdisciplinary theme (MYP/ DP Program).  
 September 8-October 21 **Second-Transdisciplinary theme** (PYP)  
 October 22<sup>nd</sup> – **Nov 20<sup>th</sup> Report Cards** ends of **3<sup>rd</sup> -Transdisciplinary theme** (PYP)  
 Dec 1<sup>st</sup>-January 23<sup>rd</sup> – **4<sup>th</sup> -Transdisciplinary theme - Progress Report**  
 Jan 26- March 13<sup>th</sup> - **5<sup>th</sup> Transdisciplinary Theme** Conferences will be led by students on March 30<sup>th</sup> and 31<sup>st</sup>  
 March 16<sup>th</sup>- May 8<sup>th</sup> - **6<sup>th</sup> Transdisciplinary theme.**  
 May 11<sup>th</sup> to May 22<sup>nd</sup> Portfolios. **May 22<sup>nd</sup> Report Card**  
 May 25<sup>th</sup> to 28<sup>th</sup> PD (analysis and data) Teachers wrapping up the school year and planning for next year.

**Classes start according to the program**

**PYP:** 7:30-8:00 A.M Breakfast  
 Instructional time 8:00 A.M.-3:00 P.M.  
 Tutoring: 3:15-4:00

**There will be no MYP until Year 3**  
**MYP/DP** 8:00 -8:30 A.M. Breakfast  
 Instructional time 8:30 A.M. – 3:30 P.M.  
 Tutoring: 3:45-4:30 P.M.

F. (3) Provide a **clear, comprehensive, and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

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, and Towa are the most common spoken languages Ethnicity: 44% Hispanic and 48% Native American

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

Special 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.

The calendar was designed to ensure there was a significant amount of instructional days. The calendar includes over 180 school days to account for community events for students from the surrounding Pueblos. This reflects inclusion and respect, and will allow participation of TMIS community, while ensuring there are enough instructional days for students to achieve academic success. In situations in which students in-person presence is not vital, TMIS will provide a virtual learning environment. This opportunity will be monitored by the school counselor.

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>

## **G. Special Populations**

This includes those with Individualized Education Programs (IEPs) English Language Learners (ELLs), Native American Students, Hispanic Students, and Bilingual and Multicultural educational needs to improve student outcomes. Please ensure that you adhere to state obligations as outlined in the consolidated Yazzie and Martinez Lawsuits.

### **G. (1) Special Education**

G. (1a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs.

TMIS will follow the NMPED's guidance on service students with individual education plans, and will leverage the templates provided for setting goals to meet student needs. TMIS will follow NMPED's guidance on identifying students with a disability that may be English Learners to ensure that over identification is not occurring, particularly in those categories that may be confused with a heritage language or culture.

IB model supports special education students in a full inclusion setting. The collaboration for instruction and curriculum includes the needs included in IEPs, 504 plans and behavioral plans. Special education teachers, educational assistants, as well the IB coordinator in meeting the needs of each student. During monthly meetings faculty will ensure a discussion on student success.

G. (1b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students

ENTER APPLICANT RESPONSE HERE: Students that are supported with individual education plans will be monitored for progress using statewide assessments and alternate assessments, as appropriate. Progress toward meeting IEP goals will be reviewed quarterly with teachers and students by the Special Education Director. The progress of students is monitored using the Multi-layered systems of support. This allows faculty to identify strategies to support and scaffold instruction for students, as well as evaluate the effectiveness of the services. Every six weeks a progress report is provided for parents and it includes student performance (see **Appendix M** TMIS Student Progress Report).

## G. (2) English Learners (ELs)

G. (2a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

TMIS will follow New Mexico's statewide standardized entrance and exit procedures as outlined in 6.29.5 NMAC. TMIS will provide a state-funded bilingual multicultural education program as the preferred service/program for English Learners. English Learners will be provided instruction in their home/heritage language and English. In the case that a student's home/heritage language is not taught at TMIS, English Learners will still have access to integrated English language development in all content courses and an English language development instructional block. TMIS will use the state's English language development standards for integrated English language development to ensure they are supported as they are provided grade-level content. A Coordinator will support EL program plans to ensure that teachers have the information they need to support each of their English Learners.

G. (2b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners.

TMIS will include English Learner students in all instructional goal setting. TMIS will use ACCESS for ELLs and WIDA Alternate ACCESS as the summative measure of growth toward proficiency. TMIS will also leverage the WIDA model to monitor interim progress toward proficiency of English Learners, and work one on one with students to support with pre teaching and scaffolding language and content. The Coordinator will focus on supporting students throughout the day in an inclusive environment. The Coordinator will review student progress toward English proficiency every six weeks. Students who reach English language proficiency will be celebrated within learning profiles and monitored for academic success for two years.

G. (3) Provide a **clear, comprehensive, and cohesive plan** to ensure adherence to ESSA and State statutes in addressing the needs of Native American Students, Hispanic Students, Black Students and

Bilingual and Multicultural educational plan to improve educational outcomes. The narrative should include an explanation of the supplemental program or services offered to ensure implementation and ensure policies will be culturally and linguistically responsive.

TMIS will follow the New Mexico ESSA plan and all state statutes as outlined in D (1) of this application. The TMIS Head Administrator will appoint a Coordinator to specifically oversee Title I, Title II, Title III, McKinney Vento and other federal programs and ensure fidelity with the ESSA plan.

The Equity Council for TMIS will be leveraged to support advising the faculty on how to best utilize these funds and meet the needs of students.

The standards and practices framework of IB addresses purpose, learning, culture and environment in alignment with New Mexico standards that focuses on academics, emotional well-being and cultural responsiveness.

A Coordinator will focus on supporting students throughout the day, and implementation of ESSA and state statutes in an inclusive environment. Students are celebrated within learning profiles and monitored for academic success for two years. The Head Administrator will collaborate with the Coordinator to ensure support for students throughout the school.

## **H. Assessment and Accountability**

A charter school application should include a clear plan for evaluating student performance across the curriculum. (NMSA 22-8B-8(E)). This plan should align with state performance standards, as well as with the proposed school's student performance goals, and should be presented, along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting thoughtfulness given to tracking student progress. A plan for the use and dissemination of data gathered through assessments should include procedures for how the board will initiate corrective action (both individually and collectively) if pupil performance falls below expected standards.

When developing the assessment plan, consider the following: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth; 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (e.g., reading, writing, problem-solving). Finally, all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, which are aligned with state and federal content standards.

For more information on NM assessment requirements, please see:

<https://webnew.ped.state.nm.us/bureaus/assessment/>

## **H. Assessment and Accountability**

### **H.(1) Provide a clear, comprehensive, and cohesive assessment plan**

TMIS focuses on holistic education and will prioritize students academic performance based on knowledge, sharing goals, and collaboration. As soon as the data is available, faculty at TMIS will collaborate as a team to review results within two weeks of receiving results. TMIS will focus on

leverage data to inform instruction. The student progress report is customized specifically for each student. If needed, a meeting with parents will be scheduled to address concerns.

At TMIS, we understand that assessment is a critical part of the educational process. It allows students to demonstrate their knowledge and understanding of subject-specific standards. Formative and summative assessments provide valuable insights into the standards and skills students have acquired. The data obtained from assessments tells a story, revealing strengths to celebrate and areas for improvement for both students and educators. But it's not just about the data-it's about what we do with it. Our goal is to use data-informed instruction to enhance student performance. This means that every piece of data we collect is a potential catalyst for improvement. Formative assessments help us identify areas of weakness, allowing us to provide targeted instruction to address learning gaps. Summative assessments guide any necessary changes in our curriculum, content, instructional strategies, and professional development plans. Effective teaching requires a clear understanding of students' daily performance. Through professional development and our weekly faculty meetings, our staff will be trained in data collection and analysis at the individual student, classroom, and school-wide levels. Our teachers and leadership will review weekly data points, determine layers of intervention, adjust lesson plans, and modify instruction. TMIS annual assessment plan includes the administration of assessments, timelines, the purpose of each assessment, and a brief plan for data analysis.

The chart in the link below presents a comprehensive overview of the state-mandated assessments for first and second language learners in Language Arts, Mathematics, and Science, as well as our school-chosen assessments for all subjects. This detailed plan is meticulously designed to serve a specific purpose-to confirm, reinforce, or delve deeper into the assessment results, and to provide more targeted support. By adhering to this plan, we ensure that our assessments are not just a formality, but a proper tool for enhancing student performance (Formative and Summative Assessments in the Classroom).

<https://bgsvstirupati.com/formative-and-summative-assessments-in-the-classroom/>).

TMIS will follow that statewide assessment plan

(<https://webnew.ped.state.nm.us/wp-content/uploads/2023/07/Statewide-Test-Assessment-Program.pdf>) and calendar, and will leverage the WIDA model as an interim assessment to monitor English

Learner's progress toward proficiency. The assessments will be administered according to the scheduled by the Public Education Department.

H.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed

The Test Coordinator assigned by the Head of School will be responsible for the identification process, inform faculty about academic performance and take appropriate corrective actions to address low academic performance. The Test Coordinator and the faculty will set appropriate goals to support growth for individual students and monitor closely until the next summative or formative assessment. At TMIS tutoring for academic support is required for all students.

Every time there is an indicator with new data, the analysis will occur. TMIS will inform the parents of individual student progress, and a general overview of progress that is aggregated to the Governance Body. TMIS is vital for ensuring accountability and driving our school's success. It will enable a comprehensive approach to data analysis, allowing us to set and regularly review student achievement goals as soon as results are available. This progress will be communicated to all relevant stakeholders. The Head of the school and the test coordinator will harness data obtained during initial evaluations of students at TMIS to create a dashboard during the planning year.



The first year, data from various assessments will be entered into the dashboard. This is especially crucial as we will receive students from other schools in Bernalillo, and understanding their academic levels is essential to provide appropriate support. The dashboard will identify strengths and areas for improvement, develop plans to reteach skills and standards innovatively and pinpoint when students require universal interventions. Our data analysis approach will proactively target students who need additional support. Our assessment cycle and weekly data meetings will ensure teachers understand student instructional levels and needs. TMIS will establish our culture of data-driven instruction during summer professional development. The cornerstone of our data analysis will be our weekly data meetings. Our plan encompasses formative, short-cycle, and summative assessments across content areas and grade levels. We will analyze assessment data through exit tickets, rubrics, and interim assessments (including performance-based tasks). Continuously measuring student progress and creating robust plans to support student success will be made possible by looking at and analyzing student work.

Regular data analysis will take place throughout the school in multiple ways and ensuring a follow up as needed:

1. Regular academic data information at Governing Body meetings
2. Data review/analyzes at leadership team meetings
3. Interim assessment item analysis conducted by teachers after an assessment
4. Assessment analysis meetings in grade levels and curriculum

### H.(3) Provide a **clear, comprehensive, and cohesive** student progress/ achievement communication plan

TMIS student performance will be communicated to students and parents through the progress report (see **Appendix M** TMIS Student Progress Report) for all students. TMIS will share aggregate level data with the Governing Body and Public Education Department/Public Education Commission.

Transparency is not just a value but a powerful tool for student success, empowering them to actively shape their learning journey. In recognition of this, the school's leadership will prioritize accuracy and prompt action in all data. This information will be readily accessible in Spanish, for parents and families as necessary, TMIS will identify suitable channels for communicating with parents or guardians in other languages.

As part of our commitment to data transparency, we will make our data publicly available by the Family Educational Rights and Privacy Act (FERPA)- Easley, P. (2016). Predicting Retention and National Physical Therapy Exam Success in a Tennessee Board of Regents Community College. *Journal of Applied Research in the Community College*, 23(1), 71-81..) This means that students will have frequent opportunities to review their data, allowing them to take ownership of their learning. Within the first six weeks of school, students will create data portfolios and their IB (curriculum portfolios). Teachers will then hold regular mini-conferences with each student to set goals, prioritize work, track progress, and celebrate growth. During these monitoring routines, teachers will track data and provide students with immediate feedback on their work and learning. Twice a year, we hold student-led conferences where students will lead their meetings and share their progress and report cards with their families. We firmly believe that success should be celebrated and that schools that learn and grow together successfully create a data-driven instruction culture.

**Sharing Data with Parents/Guardians:** Families are essential to student success, and we will disseminate data to families promptly. Progress reports and report cards will be sent according to schedule to inform the students about their academic progress and actions needed to support their

academic achievement. If students are not progressing towards goals, parents/guardians will be contacted at the earliest sign that they need additional support to reach their goals. Families/guardians will be invited to student-led conferences twice a year. TMIS expects 100% of students to participate in a student-led conference. Student-led conferences encourage students to take ownership of their learning and create a setting for conversation around their students' learning instead of a teacher presenting the data. Building a community culture is foundational to the mission and vision at TMIS. Family and community events and performances will be scheduled throughout the year, serving as a platform to showcase the hard work and achievements of our students. Our community events will highlight student work and culture through an IB exhibition, Cultural Day, International Day, and Academics Nights. Attending these activities provides parents/guardians another opportunity to engage with teachers, leadership, and the Governing Body about TMIS instructional approaches and student performance. Sharing Data with the Governing Body is essential because the Governing Body is responsible for adopting academic policies that meet all requirements outlined in NMSA 22-2C.

We are committed to transparency and accountability in sharing accurate assessment and performance data, attendance, and survey data with the Public Education Commission (PEC). Our dedicated STARS registrar from TMIS will ensure timely reporting and coordination with the PEC, including the PED monitoring plan.

Our school's comprehensive assessment approach includes short-cycle assessments, such as interim content assessments, arts assessments, and Istation (K-2) for Reading and Math (3-8), as well as summative assessments, including the MSSA for English Language Arts and Mathematics, and NM-ARS (Science). We are dedicated to communicating these results to all stakeholders through various channels, including our website, social media, newsletters, and annual reports. Individual reports for families and students will be distributed at student-led conferences, empowering teachers, and students to utilize the results to support each student's unique needs. Moreover, we are committed to providing reports in English, Spanish, or the family's native language, ensuring accessibility for all.

## II. Organizational Framework

### A. Governing Body Creation/Capacity

A charter application shall include a description of the governing body and operation of the charter school, including: (1) how the governing body will be selected; (2) qualification and terms of members, how vacancies on the governing body will be filled and procedures for changing governing body membership; and (3) the nature and extent of parental, professional educator and community involvement in the governance and operation of the school (NMSA 22-8B-8(l)).

#### A.(1) Summarize and incorporate **all** key components of your governance structure

TMIS will have five (5) governance body members who will serve for 3 years. The governance body will include a President, Vice President, Secretary, and Treasurer. The governance body is responsible for recruiting additional members, including the individual that will take their role after they complete their term. The Governing Body is the policy-making body of the school. The Governing Body will exercise leadership primarily through the formulation and adoption of policies. The Governing Body is charged with overseeing implementation of the Charter and providing accountability for performance standards that address academic success, financial accountability, and legal compliance. The Governing Body's authority and responsibilities include:

- Employing a Head Administrator for the school and determining their salary.
- The Governing Body will not be involved in the daily management of the school. The Head Administrator of the school shall employ, set the salaries of, assign positions, terminate, and discharge school employees in accordance with the School Personnel Act.
- Approve the annual budget of anticipated income and expenditures, approve the salary schedule for school employees, and direct the preparation of the annual financial audit report.
- Contract or authorize the Head Administrator to contract, when required, for the implementation of school functions in accordance with all applicable statutes, regulations, and rules applicable to expenditure of public funds received by the school.
- Adopt policies pertaining to the administration of all powers or duties of the Governing Body.
- Such other duties and responsibilities as set forth in stated and federal statute, regulation, and policy, which may be adopted from time to time

A vacancy is created by expiration of a Governing Body Member's term and the Member does not choose to run for re-election, resignation, or removal by a vote of the Governing Body. Out-of-cycle vacancies will be filled by a majority vote of the Governing Body. Any member may resign at any time by delivering a written letter of resignation to the Governing Body President and Secretary. A member shall state his/her intent to resign in writing to the Governing Body President. Resignations shall be effective thirty (30) days from the date submitted. The Governing Body President or designee will report the Member's resignation to the PEC on or before thirty (30) days from the effective date of

the resignation. The governing body formally will encourage members resigning to provide at least a 30-day notification.

A Member may be removed as a Governing Body Member by an affirmative vote of the majority of the Governing Body whenever, in its judgment, the best interest of The Multilingual International School will be served thereby. Reasons for removal include:

- The seat of any Member may be declared vacant by a majority vote of the remaining members of the Governing Body, if the member misses three (3) consecutive regular meetings and is not in communication as contemplated by paragraph F. The seat of any member of the Governing Body, if the member misses five (5) consecutive regular meetings and is not in communication, shall be automatically deemed vacant thirty days from the date it has been declared vacant by the President which shall be announced in a public meeting.
- If a member violates any policy or procedure adopted by the Governing Body as determined by a majority vote of the Governing Body.
- A majority of the remaining Governing Body members determines that a member is not acting in the best interest or is otherwise obstructing the business of the school or the Governing Body.
- Failure to complete mandatory training.
- Any other ground the Governing Body deems appropriate and in the best interests of the School.

A. (2) Enumerate the qualifications desired for governing body members.

The Governing Body will strive to include members that are individuals who have experience in business, education, law, finance, accounting, real estate, and such other fields beneficial to the school's mission and the efficient, sound governance of the school. Candidates for positions on the Governing Body shall also be considered based upon their professional or acquired skills, collaborative and problem-solving competence, their ability and willingness to devote substantial time and energy to serving on the Governing Body (including the commitment that each Governing Body member shall regularly participate in the activities of at least one Governing Body committee), and their commitment to acting in the best interests of the school as a whole, rather than for the interests of any particular person or group.

The Governing Body has a responsibility to become familiar with and to ensure that the school operates in accordance with all applicable statutes, regulations, and its Charter. Members can best serve our school and community by becoming educated about the laws and our Charter. Thus, it is a requirement of every member of the Governing Body to annually complete required training as set forth in statute and the Public Education Department regulations that may be amended from time to time.

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members.

The Governing Body will make every effort to recruit candidates who include a range of different social and ethnic backgrounds, people with language differences, individuals with different sexual orientations, and those with varying socio-economic status, age, and physical abilities to serve the best interests of the school as a whole. The Governing Body shall also strive to recruit and elect one member from each of the following groups:

- Parent of currently enrolled student(s)
- Community member who is not a parent
- Academic with knowledge of current research in teaching culturally diverse students

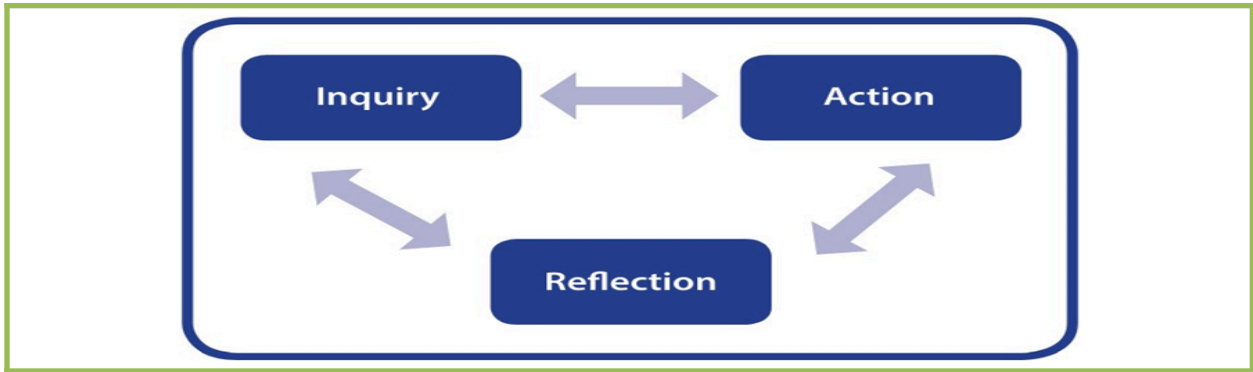
## B. Governing Body Training and Evaluation

B.(1) Provide an **ongoing, clear, comprehensive, and cohesive plan** for annual Governing Body training.

The governing body members will be expected to meet a minimum of 7 hours of training provided by the NMPED. Members will need to complete an additional 3 hours to meet the 10 hour requirement and will be expected to participate in NMSBA training, particularly those focused on laws and legal matters. The additional hours may include a focus on ethics and responsibilities, fiscal requirements, evaluating and understanding academic data, open government, legal and organizational performance requirements, equity and cultural and linguistic responsiveness. Governance Body members must also participate in IB model training.

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body.

Once a year, at the Annual Meeting, the Governing Body shall conduct a self-evaluation and set goals for itself and the Head Administrator. The evaluation will focus on reflection, action and inquiry.



### C. Leadership and Management

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes.

Standing Committees. When any standing committee is formed, with members appointed by the president, its duties and responsibilities shall be determined by the Governing Body prior to the beginning of its work. The following committees are established by statute:

1. Finance Committee. The Governing Body shall appoint at least two members of the Governing Body as a finance subcommittee to assist the Governing Body in carrying out its budget and finance duties. The finance subcommittee shall make recommendations to the Governing Body in the following areas:
  - financial planning, including reviews of the school district's revenue and expenditure projections.
  - review of financial statements and periodic monitoring of revenues and expenses.
  - annual budget preparation and oversight
  - oversight of procurement.
  - serve as an external monitoring committee on budget and other financial matters.
2. Audit Committee. The Governing Body shall appoint an audit committee that consists of two members, one volunteer member who is a parent of a student attending the school and one volunteer member who has experience in accounting or financial matters. The Head Administrator and the business manager shall serve as ex-officio members of the committee. When the number of members exceeds five the Governing Body may appoint more than two members to its audit committee. The audit committee shall:
  - evaluate the request for proposal for annual financial audit services.
  - recommend the selection of the financial auditor.
  - attend the entrance and exit conferences for annual and special audits.
  - meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit.
  - be accessible to the external financial auditors as requested to facilitate communication with the Governing Body and the School Administrator.

- Ad Hoc Committees of the Governing Body. Ad hoc committees of the Governing Body may be formed for fact finding and study, the members to be appointed by a full vote of the Governing Body with enumerated goals, and a structure. The duties and responsibilities of the committee and a tentative calendar for completion of its work shall be established at the time of each committee's creation. The committee will be considered dissolved upon submission of a final report or recommendation.
- Committee Structure. Committees shall be chaired by a member of the Governing Body, unless otherwise decided by the Governing Body. All other membership shall be left to the discretion of the Committee chair and the Vice-President, unless otherwise specified by the Governing Body.

For all Committees, the Governing Body shall identify:

- Committee Name
- Committee Type (Standing or Ad-Hoc)
- Purpose of Committee
- Timeline

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator.

The head administrator will be hired by the Governance Body. The job description (see **Appendix B** TMIS Head Admin) will be shared broadly and interviews will be held. The Governance Body will ensure that the individual has experience in language programs and International Baccalaureate. A description of the proposed Head Administrator is below, however, the TMIS team understands that the position must be posted. Regardless of the outcome, Dr. Perea will continue to serve as a founder.

Dr. Ana Perea, a distinguished figure in the field of education, and stands as one of the visionary founders of The Multilingual International School (TMIS) International Baccalaureate Program (K-12). With a remarkable eighteen years of experience as a certified Bilingual Educator, Dr. Perea's journey in education began when she arrived in the United States of America (USA) from her native Nicaragua in 1995. Her passion for education led her to volunteer in Mrs. Hellen O'Connor's classroom (RIP) at the traditional Wd Carroll Elementary School in Bernalillo.. Dr. Perea's career also includes significant contributions to Bernalillo and Albuquerque Public Schools. In 2010, she served as a Governing Council member of Cien Aguas International School (charter).

Dr. Perea experienced firsthand the process of learning a second language both socially and academically; therefore, as an English Language Learner, she understands the vitality of education and the importance of pursuing goals after volunteering in her mentor classroom. Dr. Perea enrolled at the University of New Mexico to pursue her Bachelor of Education degree, a Master of Education (Language Literacy and Social Studies), and recently, her Doctoral Degree in Education. Dr. Perea has an administration license for Pre-K-12 and is currently assistant director of an International Baccalaureate School, where she has worked since 2010, creating, revising, and supporting the Program of Inquiry of Corrales International School. She is the link between the International Baccalaureate program and the school where she currently works. In other words, she is the I.B.

coordinator and vice-principal. She oversees I.B. professional development training, academic teaching, support and planning collaboration and contacting other educational organizations supporting her current school. She has leadership skills, qualifications, licensure, and experience and has been involved in the application process of TMIS, supporting and assessing what is needed for this organization. As Assistant Principal, Dr. Perea implements policy and external communication with the community and hires faculty. As leader of her school, she oversees the organization's overall culture and maintains excellent communication with the Parent Teacher Association (PTA). She also manages compliance mandates by the program she directs and external communications, along with the talent of communicating with the community in both languages English and Spanish (verbally and through written communication). In her community, she volunteers and is an active member of community events in Corrales. She is the mother of a college student, wife of native Bernalillo-Corrales active member John Perea, whose roots are between Bernalillo (mother side) and Corrales (father side). Dr. Perea is a proud Lobita graduate of the University of New Mexico.

**Qualifications are:**

- B.S. Elementary Education University of New Mexico (2006)
- M.A. Language Literacy and Social Studies (2012)
- Ed.D. Education Leadership (2023)
- Dr. Perea holds the following N.M. State License #311379
- Teaching License Level- III K-8 Bilingual-Tesol
- Educational Administration License-Level III-B PreK-12

Several IB certifications including PYP & MYP Coordinator

- Making the PYP Happening Category 1
- The Role of the Coordinator Category 3
- Leadership Training Concept Based Learning Category 2
- Learning for Effective Teaching and Learning Category 3
- The Role of the Coordinator MYP Category 3
- PYP Planning For Program Evaluation Category 3

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator.

The governing body will set the budget and policies for TMIS and the Head Administrator will be responsible for their implementation. The development and issuance of policies is the most important function of the Governing Body, and the execution of those policies is the function of the Head Administrator. The Head Administrator manages the school within established policies and is held accountable for results by the Governing Body.

The Governing Body shall require the Head Administrator to maintain state mandated instructional programs and those identified to meet the educational needs of all The Multilingual International School students.



The Governing Body shall hold the Head Administrator responsible for the efficient administration and supervision of The Multilingual International School.

The Governing Body, in cooperation with the Head Administrator, shall appraise and evaluate the results of the educational process and routinely evaluate the Charter goals, performance frameworks in the The Multilingual International School annually.

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator.

The Head Administrator will be evaluated using a 360 approach. This data shall be solicited using the Leadership Practices Inventory (LPI) or questions established by the Head Administrator Evaluation Committee. The President of the Governing Body shall have these materials compiled, and these data shall be used as a component of the informal evaluations conducted each quarter.

## D. Organizational Structure of the Proposed School

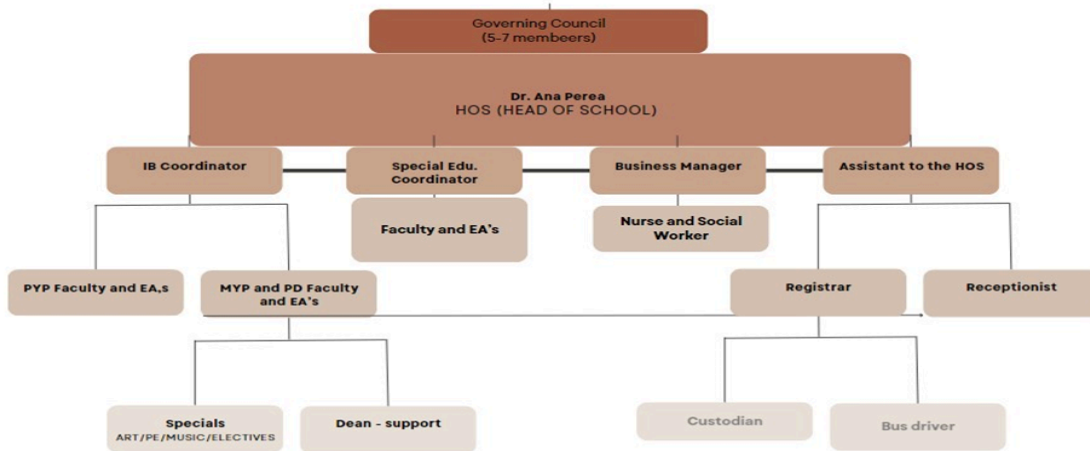
D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative.

### Organizational Chart

2025-2026

TMIS Faculty Staff Responsibilities and Committees

# Organizational Chart of TMIS



IB Coordinator	Special Edu. Coordinator	Business Manager	Assistant to the HOS
PYP- MYP and DP link to IB	Special Education -Enrichment	Financial	Master Schedule
Test Coordinator	SAT-LLSS	Contracts	Faculty and Staff Support
Faculty and Curriculum	Faculty and Curriculum	Food Committee	PTA and Foundation support
Attendance Committee	Attendance Committee	Attendance Committee	Attendance Committee
Support to Safety Committee	Support to Safety Committee	Support to Safety Committee	Support to Safety Committee

The Head of School (HOS) at The Multilingual International School (TMIS) is a leader who oversees and supports all aspects of the programs (PYP, MYP, and DP), ensuring that students are engaged in rigorous "IB" learning experiences every day. The HOS is responsible for communicating the purpose of the school to our community and providing leadership to achieve the vision and mission of the program. They must possess a long-term plan for sustainability and growth. The HOS oversees the practical organization of the TMIS IB Curriculum Program and the IB PYP, MYP, and DP Coordinators report to the HOS.

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here).

For each staff member or faculty, the HOS, and the business manager will supervise a detailed contract. The Governing Body will know each hire or fire personnel.

**Regarding the PYP, MYP, and DP coordinator/s:** The IB Primary Year Program and Middle Years Program (IB PYP, MYP and DP) Coordinator is/are the leader and link of the IB Program(grades k thru 12) and is/are responsible for the effective organization of the IB Curriculum Program. The IB coordinator/s reports to the head of school.

**Reading/Mathematics Support Teacher**

The Reading and Mathematics support will report directly to the HOS or their Assistant. It will coach and observe the teachers, substitute teachers, and educational assistants. They will be asked to comply with the coaching model outlined in 6.29.1 TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 29 STANDARDS FOR EXCELLENCE. G. and provide in-the-moment feedback for teaching staff. They will ensure that teaching staff consistently and adequately receive professional development based on the needs seen during classroom observations.

**Teachers, Special Education Teachers, Educational Assistants, Substitute Teachers**

The staffing requirements for implementing the proposed curriculum of TMIS Year One are as follows: for year one, we need four teachers, 3 Educational Assistants (EAs), and one substitute teacher (Subs). In the second year, the team will expand to seven teachers, 3 EAs, and two subs. For the third year, we need nine teachers, 3 EAs, and two subs. In year four, we require 11 teachers, 3 EAs, and three subs. By year five, we anticipate the need for 13 teachers, 3 EAs, and four subs (max). It's important that Assistant Principals and HOS update their teaching licenses if required to teach. These positions will report to their respective academic authorities (HOS and Assistant to the HOS and Governing Body if necessary) to ensure the successful implementation of the proposed curriculum.

**Assistant to the HOS (Principal):**

The Multilingual International School team feels the school will have more stable funding by the second year of operation. With this, there is an opportunity to build up the leadership team of TMIS by hiring one Assistant for the HOS. Who and the IB coordinator will oversee and support the Multiprogram (PYP, MYP, and DP). This position will create an equitable discipline system that incorporates the social-emotional systems created for TMIS students. The Assistant to HOS will form relationships with families to help address the truancy of students and will track suspension numbers for students. The assistant principal will collaborate with teachers to support and develop classroom management systems that are standard in TMIS classrooms. Regarding the PYP, MYP, and DP coordinator/s: The IB Primary Year Program and Middle Years Program (IB PYP, MYP, and DP) The coordinator is/are the leader and link of the IB Program (grades k through 12) and is/are responsible for the effective organization of the IB Curriculum Program. The IB coordinator/s reports to the head of school and collaborates with the assistant to HOS.

**Dean of Students (10-12 graders)**

The TMIS team will hire a dean of students for grades 10-12 in year four and an assistant principal. These positions will report directly to the Assistant to the HOS and will assist in promoting and cultivating the behavior and culture of the MYP and DP programs. They will also be responsible for creating an equitable discipline system that incorporates the social-emotional systems designed for TMIS students. Additionally, they will work on forming relationships with families to help address student truancy and track student suspension numbers. The Dean of Students will collaborate with

teachers to support and develop classroom management systems that are standard in TMIS classrooms.

**Teacher Job Description (in detail):** TMIS faculty and staff must have a valid NM license required by PED according to their job description. A Teacher, or Classroom Instructor, supervises, educates, and supports students to help them accomplish learning benchmarks. Their duties include

- Planning lessons that target specific skills and concepts according to the program.
- Managing classroom behavior to keep all students engaged in the lesson.
- Providing individual support and feedback for their students.

The duties vary according to age, subject(s), or additional activities discussed previously. For example, if applied, leadership teacher duties include being the Special Education Coordinator/Department, Educational Assistant, and Permanent Substitute. Bilingual, bi-literate (preferably)

- Establishing and enforcing rules of behavior for students in the classroom
- Preparing lessons, units, and projects to complete learning objectives
- Establishing and communicating clear objectives for lessons, units, and projects
- Adapting teaching methods and materials to meet the interests and learning styles of students
- Encouraging students to explore learning opportunities and career paths
- Creating, assigning, and grading various assessments for students, including tests, quizzes, essays, and projects.
- Working with students one-on-one when they need extra help or attention
- Be an active advocate for TMIS' vision, mission, and core aims.
- Be an active advocate for TMIS' curricular and philosophical commitments as an IB ensuring alignment of all policies and practices to IB Standards and practices; during and after school hours if needed.
- Support the School Leadership Team in the implementation of the school's strategic
- and operational goals
- Collaborate with the IB Coordinator/s to develop, implement, and deliver TMIS' curricular goals, aligned with the school's strategic planning
- Collaborate always to ensure that the school's curriculum provides a safe, supportive learning environment for students, teachers, and all other members of the TMIS 'community.
- Promote a culture where diversity and inclusion are encouraged, and students learn to
- respect differences, take responsibility for their actions, exercise leadership, actively
- build community and strive for academic excellence
- engage with leadership, colleagues, students, and the school community to create a dynamic, aspirational, and innovative culture – a professional learning community grounded in collaboration, focused on improving learning outcomes and driven by data-informed decision-making.
- Lead and support the inclusion, school positive culture accepting, innovating, and being an active life-long learner.
- Faculty and all personnel must be on time for duties, must move, and constantly supervise all students under their responsibility.

**ADDITIONAL JOB DESCRIPTION SPECIAL EDUCATION COORDINATOR: Essential functions of the job may include but are not limited to the following:**

- Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP.
- Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques.
- Employs various teaching techniques, methods, and learning principles to enable students to meet their IEP goals.
- Develops and implements annual Individualized Educational Program (IEP) plans for students to include present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.
- Schedules team meetings and cooperates with child study team members and others to develop instructional goals and strategies.
- Coordinates the delivery of special education services in each student's IEP.
- Creates a positive learning experience emphasizing individualized instruction using appropriate sources, including iPads OR any other applicable electronic (under supervision).
- Serves as primary contact for the parent.
- Conduct special education evaluations and reevaluations.
- Provide direction, supervision, and evaluation of educational assistants as directed.
- Complies with School Board policies and all state/federal rules and regulations.
- Completes all district and state reporting requirements.

**Other job functions include but are not limited to the following:**

- Establishes and maintains student control and discipline in the classroom, on school premises or during school activities.
- Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation, and mutual respect consistent with district policies and procedures.
- Collaborates and consults with educational professionals and community service providers (i.e., social services, public health, medical providers, etc.) regarding the needs of students.
- Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans, and other similar instructional interventions to meet the needs of students with disabilities.
- Performs other comparable duties of a like or similar nature apparent or as assigned.

**Knowledge Skills and Ability Required for faculty, but not limited to**

- Minimum B.A/B.S degree in teaching from an accredited institution in the appropriate special education area(s).
- Current NM teaching license in the required content area(s).
- Thorough knowledge of special education and specialty areas' principles, practices, and procedures.
- Thorough knowledge of the principles and methodology of effective teaching of students with disabilities.
- Thorough knowledge of school rules, regulations, and procedures; ability to establish and maintain standards of behavior.
- Ability to deliver and articulate oral presentations and written reports.
- Ability to effectively analyze needs and problems objectively.
- Ability to establish and maintain effective working relationships with children, students, parents, staff, administration, and the general public.

- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Knowledge of relevant technology, including using iPads to individualize
- Instruction.
- Meet professional teacher education requirements of school district and state.
- Knowledge and skills in working with children with ADD, behavior, and emotional disabilities.
- Must have proven ability to report to work regularly and punctually.

**Physical Requirements:** Regularly required to sit, stand, walk, talk, hear, operate a computer and other office equipment, reach with hands and arms, and must occasionally lift, move, and/or support up to 50 pounds (and/or up-to adult size body weight with two-to-three-person lift). Position can require physical interaction with students who have difficulty controlling physical behavior.

**EA Job Description:**

Essential functions of the job may include but are not limited to the following:

- Valid NM license according to the PED requirements.
- Bilingual-bi-literate (preferably)
- Work with the lead teacher to monitor the class schedule.
- Assist teachers with lesson preparation by getting materials ready and setting up equipment.
- Revise lesson material with students individually or in small groups.
- Ensure the classroom environment is safe and clean.
- Oversee students during non-classroom times, including in-between classes, lunch, and field excursions.
- Collaborate with lead teachers to recognize students' issues and recommend solutions.
- Document student progress and communicate with parents to keep them informed.
- Help teachers to follow the lesson plans.
- Comply with state, school, and class rules and regulations.
- Attend all training classes, parent conferences, and faculty meetings.
- Support tutoring (in the target language, if applicable)
- Take the temporary lead of the classroom if necessary
- Follow the teacher's duty instructions. Faculty and all personnel must be on time for duties, must
- move, and constantly supervise all students under their responsibility.

**Educational Teacher Assistant Requirements, but not limited to:**

- High school diploma or equivalent qualification.
- A Bachelor's degree in education or a relevant field is preferred.
- A minimum of 2 years' experience as a teaching assistant or in a similar role.
- Solid understanding of classroom activities and teaching best practices.
- Must have a compassionate and positive attitude.
- Excellent written and verbal communication skills (Bilingual preferred).
- Outstanding interpersonal and presentation abilities.

**Physical Requirements:**

- Regularly required to sit, stand, walk, talk, hear, and operate a computer and other

- office equipment, reach with hands and arms, and must occasionally lift, move, and/or support up to 50 pounds (and/or up-to adult-size body weight with two-to-three-person lift). Position can require physical interaction with students who have difficulty controlling physical behavior.

**The Registrar Job Description/Nova Coordinator:**

The Multilingual International School team recognizes the importance of accurate reporting, data entry, and schedule creation in all educational institutions. The Nova Coordinator/Registrar, a key player in this process, will ensure that all data required for successful reporting during the Public Education Department's 40th, 80th, 120th-day and end of year reporting periods are collected and entered. By dedicating this role to Nova reporting, TMIS will provide the state with precise reporting, ensuring that our funding reflects this accuracy.

- The Registrar is responsible for managing all operations in the registration process including record creation, course schedule building, classroom assignment, final exam scheduling, grade processing, transcript issuance, and student enrollment verification.
- Must have all the certifications required by NM-PED. Is responsible for all operations in the transfer credit process and prior learning credit process. Is responsible for the evaluation of transcripts, posting of credit, processing, and building of transfer credit.
- Contribute to the development of the Academic Calendar, update the Registrar's office website, and assist with the development and publication of TMIS publications.
- Responsible for beginning-of-term processing of students' academic appointments at CIS when necessary.
- Responsible for end-of-term processing of repeat/replace processing, academic action processes, and communication with students related to academic actions. The registrar enforces compliance with school Catalog/Handbook requirements as they pertain to the registrar's Office.
- The registrar participates in commencement activities; certifies all student record documents related to academic completion and produces diplomas.
- The registrar is responsible for informing parents of their student's academic completion. The registrar is responsible for informing teachers about their license records including background and demonstrated knowledge in competency based on the school personnel licensure education and transcription.
- The registrar is responsible for working with higher education-high school dual enrollment/ dual degree Programs (if applicable).
- The registrar must have excellent communication, leadership, and organizational skills to work with school personnel.
- The registrar must participate in activities related to TMIS regarding after-school registration or activities related to it.
- Experience managing complex records systems and computer systems development in a registrar's office or admissions.

**Physical Requirements:** Regularly required to sit, stand, walk, talk, hear, operate a computer and other office equipment, reach with hands and arms, and must occasionally lift, move, and/or support up to 50 pounds (and/or up-to adult size body weight with two-to-three-person lift). Position can require some degree of physical interaction with students who have difficulty controlling physical behavior.

Also, below are brief descriptions of staff at TMIS

**Front Desk/Receptionist**

The office manager and the Front Desk/Receptionist will become one position in year one. The front desk will be responsible for greeting families and providing excellent customer service, as this position will be the primary point of contact for parents in the building and when they call the school. This position will report directly to the Office Manager.

**Business Manager/Human Resources**

The TMIS team strongly believes that the Business Manager/Human Resources role is indispensable in the first year of TMIS. This position, reporting directly to the HOS or assistant principal, if necessary, will be responsible for maintaining employee records, conducting payroll, and ensuring employee licensure and benefits compliance. By year five, the need for a payroll specialist will arise early on to employ at least 35 staff (including faculty). This person will oversee all aspects of payroll to guarantee that all employees are paid correctly, promptly, and accurately.

**School Social Worker/Counselor**

The Multilingual International School (TMIS) team strongly advocates for the immediate inclusion of a school social worker/counselor in our first year of school operation. This professional will play a pivotal role in creating and implementing a process to address the social and emotional needs of TMIS students. The need for a certified social worker and counselor to support our students is a pressing matter that we aim to address from the very beginning. This role will work closely with our teachers, collaborating to implement strategies in each classroom that are tailored to our students' social and emotional needs. The social worker/counselor will report directly to the HOS, or in the HOS's absence, to the assistant principal, ensuring a seamless and effective support system for our students.

**Custodians**

The TMIS team understands that schools cannot operate without custodial/maintenance staff. The custodial crew will ensure the proper cleaning and sanitation of all commonly used areas in the facility and will also be responsible for light maintenance duties. Additionally, these employees will receive training in proper COVID-19 protocols to maintain the safety of all students and staff.

**School Food Coordinator (EA's if needed)**

The TMIS team recognizes the importance of accurate reporting for state programs like the Child and Adult Care Food Program (CACFP) to ensure students receive the resources they need while at school. This role involves helping parents gather information to enroll their children in free or reduced lunch programs and then reporting these numbers to the state as required.

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan demonstrating an understanding of the proposed school's staffing needs.



The Multilingual International School (TMIS) places utmost importance on the hiring process, as it is a crucial step in our commitment to creating an educational environment that focuses on hiring qualified and mission-aligned instructional and operational faculty and staff. TMIS will follow a growth model for expanding over five years until grade 12. The leadership and operational team allow the maximum funding to be placed in the classroom. By prioritizing the classroom, TMIS can ensure that the needs of its students are met to provide an IB curriculum integrated with NM core standards. Below are examples and explanations of the proposed staffing model, which will be reviewed each year to assess priorities and budgetary resources and maintain that the goal of at least 80 percent of the TMIS budget will go toward the classroom. Initial Hiring Plan: Immediately following approval, the Governing Board will hire the Head of the School (HOS). The goal for the Governing Body will be to fill this position 30 days after approval. Following this, the HOS will begin hiring the necessary leadership and operational positions to fill the positions needed for the opening and operation of the new school. This will include verifying the proposed plan and assessing the goal of 80 percent of the initial budget for the classroom. At the beginning of 2025, the job openings for the initial academic year will be posted on local and national sources such as LinkedIn, Indeed, and the Albuquerque Journal. Interested applicants will be asked to submit a letter of intent, a resume that includes a licensure number (for faculty, EAs, and substitutes), and references for review.

- Teachers
- Special Education Teachers
- Educational Assistants
- Substitute Teachers
- Registrar
- Nurse
- Contractors (Occupational Therapist, etc.)
- Office Manager
- Receptionist
- Custodian

Rest assured, the hiring process at TMIS is thorough and meticulous. Jobs will be posted, and resumes will be collected for at least 30 days. After 30 days, the HOS and business manager will review submitted resumes and contact and submit written answers to the personnel needing to be hired before the school year starts.

As part of the staffing plan, The Multilingual International School faculty will be trained in extensive professional Development, a plan that will utilize a variety of methods and tools to support all teachers in best practices in culturally responsive teaching. These include guided Language Acquisition Design (GLAD), IB curriculum program, PED instruction, and assessment requirements, all of which are crucial to implementing our charter. Ongoing staff development will be delivered to ensure that arts integration is a part of curricula areas, intending to provide students with the ability to retain information and create a dynamic learning environment through integration and cultural respect. We plan to prioritize ongoing and varied opportunities for teachers to improve their instruction. Professional Development will be driven by school-wide, grade-level, class-level, and teacher-level goals and needs. Our core development structure consists of a Professional Development and Timeline.

**Professional Development Timeline Responsible Parties Year One-Three**

Professional Development	Timeline	Responsible Parties
GLAD	Summer 2025	DLeNM

IB Making the PYP happen	Fall/Winter 2025-2026. Ongoing training	International baccalaureate organization
External PD StateCurriculum related	Ongoing PD (data) and according to state mandate	HOS and Administration

### E. Employees

**E. Clearly describe the employer/employee relationship and provide clear terms and conditions of employment for all classes of employees (administration, professional staff, and administrative staff).**

The information in this handbook provides a summary of guidelines for employees and may not cover all scenarios. The school has the right to suspend, terminate, interpret, or modify any or all of the guidelines and other procedures, practices, benefits, or programs mentioned in this handbook. These changes may occur at any time, with or without notice. (see **Appendix O** TMIS Employee Handbook).

### F. Community/Parent/Employee Involvement in Governance

F(1). Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school.

Creating opportunities for commitment for all types of participants will be a massive priority for TMIS. It is necessary to provide opportunities for participation and input of all the following groups of stakeholders. Creating buy-in parental support 4 hours per year from the following groups will create sustainability in people who are aware and believe in the school's mission and vision and want to see it progress and reach its goals.

### **Parental Input**

End-of-Year Survey (parents will have the opportunity to give input in activities in the school) The goal is to improve next year. At the end of each academic year, a survey will be sent to the parents and guardians, asking for feedback regarding their experience. The Survey will be sent as a Google Form to maximize accessibility and return rates. The Survey will be brief but will ask direct questions to include the following:

- On a scale of 1-5, how would you rate your student's academics at TMIS?
- On a scale of 1-5, how would you rate your student's IB experience at TMIS?
- What is going well at TMIS that you want the school to continue doing? Why?
- What would you like the TMIS leadership team and faculty to consider to work on? Why?

### **Student-Led Conference Survey**

Twice a year, the TMIS team will ask parents to participate in student-led conferences led entirely by students. We plan to make these conferences remote or in-person to allow for maximum participation from parents.

A brief survey will be given at each of the conferences to improve the value of the conference to parents, see areas for improvement, and gain data on how parents feel about their students' successes or struggles. The following questions will be asked:

- On a scale of 1-5, how would you rate the value of this parent/teacher conference?
- On a scale of 1-5, how much did you learn about your student's academic successes at this conference?
- What feedback do you have to make these conferences better and more valuable?

### **Parental/Guardian Participation Family IB Nights and other activities**

The academic community and direct families can feel welcome to connect with school staff and leadership in an informal and fun environment. Initially, TMIS plans to begin an International and Cultural Day annual spring festival, Academic Nights, that includes Science, Mathematics, and Literacy, in which students will demonstrate their academic abilities.

Student performances will be a vital part of the TMIS model and will serve as summative assessments for the program for all students. These will happen at least twice a year for the first two years and later, according to the IB program and curriculum. Performances will highlight student work and allow parents to see their students' progress toward achieving the mission and vision set in place by TMIS.

### **Student-Led Conferences (Since Year 1)**

Parents/guardians will be asked to participate in student-led conferences twice a year. These will occur during the Fall and Spring semesters and will be led by students to review their successes, interim assessment data, and progress compared to their beginning scores and demonstrate integration benchmarks. These conferences will engage parents in the school's mission and vision and allow the Leadership to be transparent regarding student data.

### **Senior's Presentation (Year Five)**

The Senior Showcase will be the final graduation requirement. Seniors must demonstrate their focus of interest in the IB program to be eligible for DP graduation. The Senior Showcase will be a huge event for TMIS, and parents will be strongly encouraged to attend.

### **Professional Educator Input (Survey)**

As the HOS and Governing Board evaluations, teachers will be asked to provide feedback on the performance of both. By asking teachers to participate in this survey, a unique perspective will be seen to ensure that the organization's cornerstone is heard and their perspective is considered when making decisions to help drive the mission and vision.

### **Professional Educator Participation**

**Leadership Meetings:** Teachers will be encouraged to inquire about participation in leadership meetings. TMIS intends to create a talent pipeline for teachers to become school leaders and maintain the integrity of the progress toward the mission and vision. Teachers will be asked to provide input in these meetings to continuously push the progression of the mission and vision of TMIS. Leadership meetings will occur weekly, and all Leadership and Instructional Support staff members will be included. These meetings will review progress towards academic goals based on interim assessments, cover integrating arts into curricula, and assess if students have achieved mastery of arts benchmarks.

Grade-level meetings will be a weekly occurrence that will be a part of the weekly professional development plan. During these meetings, teachers will discuss student discipline and class progress. Teachers will be asked to develop individual interventions and plans for students to succeed. Plans will be presented to their respective Instructional Coach/es, and they will see to the implementation and follow-up of these plans. Each grade level will have a lead teacher who will take ownership of their grade levels and be responsible for tracking data and creating different strategies to support students. These strategies will be related to the Multilayered System of Supports (MLSS) document presented by the Public Education Department.

### **Community Input (Surveys)**

Community members will also participate in the evaluations of the HOS and the Governing Body. It is essential that the TMIS community members and stakeholders feel included and allowed to have their voices heard. By allowing them to have input in the evaluation of the leadership of the organization, TMIS can guarantee that the community is brought into the mission and vision and involved with its

progression. Community members will be defined as parents, teachers, students, and partners in the community.

### **Governing Board Meetings**

Per the Open Meetings Act, community members will have the opportunity to view the Governing Body Agendas before the meeting and there will be a specified amount of time allotted in the board meeting for public comment. Community members will be allowed to give feedback, share ideas, and suggest opportunities for improvement. We will publicly announce our meetings to give the community an opportunity to participate.

### **Partnerships**

Promoting community support in Bernalillo is a priority for the TMIS team. The Leadership Members will actively recruit new organizations such as Native American Community Academy (NACA) or Excellent School New Mexico (ESNM), among other non profit organizations. It is important to ensure that students receive the necessary support and care. Nonprofit organizations such as NACA and NMES have dedicated their efforts to enhancing our public education system. Schools play a crucial role in driving positive change, and it is vital for educators to have the autonomy to make decisions that best serve their students.

### **Advancing the Mission and Vision**

By providing a varied avenue of community input to the school's different groups of stakeholders, TMIS will create excitement and motivation to progress the mission and vision of the school. This work will provide input and participation to all key stakeholders to develop communication, collaboration, and support from both the school and the constituents.

### **Role of Equity Council**

The Equity Council (EC) will have a member of each of the previous groups involved as members to include parents, educators, board, and leadership members. This Council will meet to assess and create reports by the Equity Regulations set in place by the Public Education Department.

### **Assurance**

While TMIS encourages parent involvement and participation in community events and school-related functions, we respect that this may not be feasible for everyone. Therefore, we want to assure you that this is not and will never be a factor of enrollment in any capacity. Transparent processes will be communicated to any parent or family who wishes to opt out of TMIS engagement opportunities. TMIS will ask families to donate at least two hours to support academic activities such as Cultural Day, Exhibition (projects of students), IB Nights, Science Night, Mathematics, and Literacy Night, among other activities proper to our program.

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents.

**Every complaint is unique and must be treated as it is.**

The Multilingual International School (TMIS) community aims to be a school where the community can be involved as much as possible. With attention to community involvement comes a commitment to consistently engage with the community to ask about their ideas and thoughts surrounding the progression of the TMIS mission and vision. This communication line will be helpful when complaints and issues arise from community members asking to be addressed. With an established relationship and connection, many issues that community members and parents will bring up will be avoided.

Administration and Faculty will communicate weekly.

At TMIS, we recognize that issues can arise within organizations due to a lack of clear communication. To address this, we are committed to proactively forming relationships and maintaining consistent communication lines between TMIS staff and community stakeholders. We believe that this proactive approach will help prevent many issues from arising. However, should any concerns arise, we have a clear process in place for community members to file official complaints and grievances: Community complain plan

**Formal Complaint Protocol**

In the case that a resolution is not reached between the staff member and the community stakeholders, the community member will follow the below process to submit a formal complaint. Complaints related to issues of discrimination or harassment regarding an individual's race, ethnicity, national origin, sex, sexual orientation, mental or physical disabilities, health, or age by a TMIS must file a written complaint. The documentation must be provided to the HOS or assistant to the HOS (vice-principal) within 30 days of the alleged action. If the complaint is regarding the HOS, the documentation must be submitted to the Governing Body. The complaint must include the following details to be formally submitted:

- The full name of the person who is formally submitting the complaint. If the person is submitting the complaint on behalf of a student, they must include their name and the student's name.
- Valid contact information for the person submitting the complaint.

**The information must include:**

- Address
- Phone Number (to be contact by administration or GC)
- Email Address
- The name of the person that the grievance is being filed against
- The date of the alleged discrimination or harassment
- The name of any potential or verified witnesses who may be willing and able
- provide the organization with more information.

**Review of Formal Complaint**

Upon receiving a formal complaint, the administration or GC (if the complaint escalated to the GC) will review the complaint and conduct a thorough investigation. This review and investigation must happen ten days after the submission of the formal complaint. However, this review and investigation will take more time in necessary circumstances regarding issues requiring more detail and attention. In these instances, the administration or GC will communicate with the complainant, detailing more time. Within the proposed ten days, the purpose of the investigation will be to gather evidence and information pertinent to the issue. The administration or GC will interview necessary participants to

gain insight into the problem and formulate a plan to address the concern. After the ten-day deadline, the TMIS team (investigators of the complaint) will have the next five days to schedule a meeting with the complainant to review their findings and present their solution. At this meeting, the complainant will receive a verbal and written summary of their complaint and the proposed resolution. This meeting will address the initial issue; the TMIS team will provide a potential solution to resolve it and create a continuous solution to avoid the problem occurring again.

### **Formal Grievance (protest, injury, or objection)**

If the complainant feels that the proposed resolution is not adequate to resolve the complaint, they have the right to appeal to the GC. The Board Chair, who is responsible for receiving these appeals in writing, will ensure that the appeal is handled with utmost fairness and impartiality. The Board Chair will have 30 days to conduct a final review and investigation and provide the complainant with a written response to their original complaint. This written response will include the decision of the GC, which will be considered final, thereby ensuring the transparency and integrity of the process.

Upon receipt of a formal complaint, the administration or GC (if the complaint has escalated to the GC) will review the complaint and conduct a thorough investigation within ten days. However, this review and investigation may take longer in necessary circumstances, requiring more detail and attention. In such instances, the administration or GC will communicate with the complainant to explain the need for additional time.

During the proposed ten-day period, the investigation will aim to gather evidence and information relevant to the issue. The administration or GC will interview necessary participants to gain insight into the issue and formulate a plan to address the concern. After the ten-day deadline, the TMIS team (investigators of the complaint) will have the next five days to schedule a meeting with the complainant to review their findings and present their proposed solution. At this meeting, the complainant will receive a verbal and written summary of their complaint and the proposed resolution to the situation. The purpose of this meeting is to address the initial issue, provide a potential solution to resolve it, and create a continuous solution to prevent the issue from occurring again. We are committed to ensuring that the concerns of the parent, faculty, or community member are addressed and resolved to your satisfaction.

If the complainant feels that the proposed resolution is inadequate to resolve the complaint, they may appeal to the GC. The Board Chair will be responsible for receiving these appeals in writing. The Board Chair will have 30 days to conduct a final review and investigation and provide the complainant with a written response to their original complaint, including the decision of the GC, which will be considered final.

### **Transparency/Accessibility**

As previously explained, the TMIS administration or GC will review all submitted complaints annually to ensure they have been addressed and no apparent patterns must be addressed. Community members will be given contact information for all staff members via our website, which will be updated as needed to include any changes. Providing this information will allow for verbal and digital communication between community stakeholders and staff members. The above process allows community members to build relationships with TMIS staff, even if concerns arise. Confidentiality will be maintained to the greatest extent possible, and retaliation against the complainant will be

considered unacceptable and grounds for disciplinary action. TMIS, driven by a deep commitment to serving all students who attend TMIS.

In cases where a dispute arises between parents over a student's eligibility, the student must be enrolled in the school chosen by the parent or guardian with custody while the appeal is being resolved. TMIS will contact the parent or guardian to ensure the student receives a high-quality curriculum education, including technology or materials. If required, the TMIS team will use the necessary channels to provide what is needed to prevent school truancy during the dispute.

## G. Student Recruitment and Enrollment

### G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan

Once approved, TMIS will set up a website and social media accounts. TMIS will leverage radio as well that is available for Bernalillo community members, including Spanish media. TMIS staff will continue to meet with Pueblo community members to share information on the school, IB and to listen and learn. We will gather the community at the Public Library in Bernalillo. TMIS will prepare literature to place in private business with which founding members have built relationships.

### G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery admission process.

TMIS will implement the lottery/admission process as aligned to law (Section 22-8B-4(K) NMSA 1978). The lottery/admissions process will be distinct from the admission requirements and process. A lottery application as a form will be created that only requests basic information including a name, parent name, telephone number, address, email address, and the grade in which the student would be enrolled. Names will be drawn by an external partner providing only a name and the grade-level for enrollment, during the first Wednesday of April of the calendar year. The Head Administrator and the Registrar will be responsible to ensure that the process is created and followed annually. The Governing Body will review for accuracy. Registration will occur in April, May, June and July. The Registrar will oversee the waitlist that only includes a lottery number assigned from the drawing completed in April.

## H. Legal Compliance

### H. Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy.

The following is a list of definitions that are applicable for the conflict of interest policy.

- “Conflict of Interest” means whenever a Governing Body member permits the prospect of direct or indirect financial gain to the member personally, to a Family Member, or Affiliated Person, to improperly influence the Governing Body member’s judgment or actions when



acting as a member of the Governing Body. For example, a Conflict of Interest exists when a Governing Body member, that member's Family Member, or an Affiliated Person has a financial interest in an entity with which the School does business.

- "Family Member" means father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, or sister-in-law.'
- "Affiliated Person" means someone who has a substantial interest in a business owned by a Governing Body member and who may use the affiliation to influence the Governing Body member's actions related to School business.
- "Substantial Interest" means an ownership that is greater than twenty percent.
- "Financial Interest" means an ownership interest held by the Governing Body member, a Family Member, or an Affiliated Person in a business that contracts with the School for real or personal property, or any employment or prospective employment for which negotiations have already begun.

Each Governing Body Member will be required to complete and sign a Conflicts of Interest Disclosure Statement prior to accepting a position on the Governing Body. In addition to the initial disclosure statement, Members shall annually update the disclosure statement and shall otherwise immediately notify the Governing Body President and the Head Administrator when a Member becomes aware that an actual or potential conflict may exist.

To avoid Conflicts of Interest and the appearance of impropriety, members shall not participate in open meeting discussion, closed session deliberations, or votes relating to the discipline of themselves or any transaction between the Governing Body or The Multilingual International School and a Family Member, an Affiliated Person, or business with which the Governing Body member has a Financial Interest.

The Head Administrator shall not authorize (by approval of a purchase order or otherwise) or enter into any proposed transaction where an actual or apparent Conflict of Interest exists affecting a Governing Body member unless and until the transaction has first been evaluated and approved by the Governing Body. Each Governing Body member shall be responsible for disclosing to the Governing Body and the Head Administrator the existence of any such direct or indirect interest in a contract under consideration by The Multilingual International School or the Governing Body. Failure to make such disclosure shall be grounds for voiding the transaction at the discretion of the Governing Body. The Head Administrator shall be entitled to rely on the members' annual disclosure statements when determining whether entering a vendor contract may present a potential Conflict of Interest.

There shall be no remuneration or mileage payments made to members for attendance at regular, special, or emergency Governing Body meetings, held at the regular location of the Governing Body or if Governing Body meetings are held virtually. Governing Body members may be compensated for meetings or other, Governing Body-approved, The Multilingual International School-related events in accordance with the New Mexico Per Diem and Mileage Act.

Members of the Governing Body shall neither solicit nor accept personal gratuities, favors, nor anything of monetary value from contractors or vendors with whom Governing Body or The

Multilingual International School are doing business, or who are attempting to sell goods or services to the School. This policy does not preclude acceptance of food or drink of a social nature or participation in a social event. Governing Body members should notify the President as soon as practical if the member has been offered a gift by a third-party doing business with the school, including with but without limitation, a parent or guardian of a student attending the School.

As provided in New Mexico Statutes, 1978 § 22-8B-10, neither the Head Administrator nor Governing Body shall initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, of a member of the Governing Body or the Head Administrator. The Governing Body shall carefully consider the potential impact on the integrity, efficiency, discipline, and public perception in the employment of a candidate for the Head Administrator's position of any person who is the parent or family member of a student or School employee.

## I. Evidence of Partnership/Contractor relationship (if applicable)

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, foundation ) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.).

ENTER APPLICANT RESPONSE HERE: Not Applicable

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party.

ENTER APPLICANT RESPONSE HERE: Not applicable

## J. Transportation and Food

J. (1) If applicable, state how the proposed school plans to offer transportation to its students.

For further information, please see the following link:

<https://webnew.ped.state.nm.us/bureaus/transportation/>.

Recognizing that many students in the Bernalillo Public School boundaries are economically disadvantaged, we are committed to removing barriers that may hinder their participation in our program. Providing transportation is a crucial step in achieving this goal, and we have made it a priority to allocate funds for this purpose in the first year. The approval of the Charter School Programs (CSP) Grant by the New Mexico Public Education Commission on January 15, 2021 (Part C -

Page 273 of 349 Application 2021) is a testament to our commitment to providing equal access to arts education for all students planning for Transportation. We are in conversation with vendors to discuss ways to support our students, maintenance of vehicles, and training to ensure the safety of our students are vital points of discussion.

J. (2) If applicable, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch).

In order to effectively provide the necessary resources for our food services plan, TMIS must base equipment purchases or contracting needs on the facility's requirements and the chosen vendor. Once approved, the priority will be to secure a facility. Upon acquiring a facility, the HOS will collaborate with the GC on proposals, and vendors will be requested to submit the following information:

- - Costs associated with the proposed service
- - Cost of food and non-food items
- - Plan and costs associated with staffing
- - All equipment needed to serve food safely and effectively
- - Compliance with county, city, state, and federal regulations
- - A plan to meet the needs of the TMIS facility

TMIS' food service plan is designed to ensure that all students receive adequate nutrition throughout the school day. To accomplish this, the school administration will meet with the selected vendor to establish systems and routines to address dietary restrictions of children, as outlined in the New Mexico Public Education Commission, approved January 15, 2021, Part C - Page 277 of 349. TMIS is committed to meeting all requirements to provide substantial and healthy nutrition to our students.

## K. Facilities/ School Environment

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

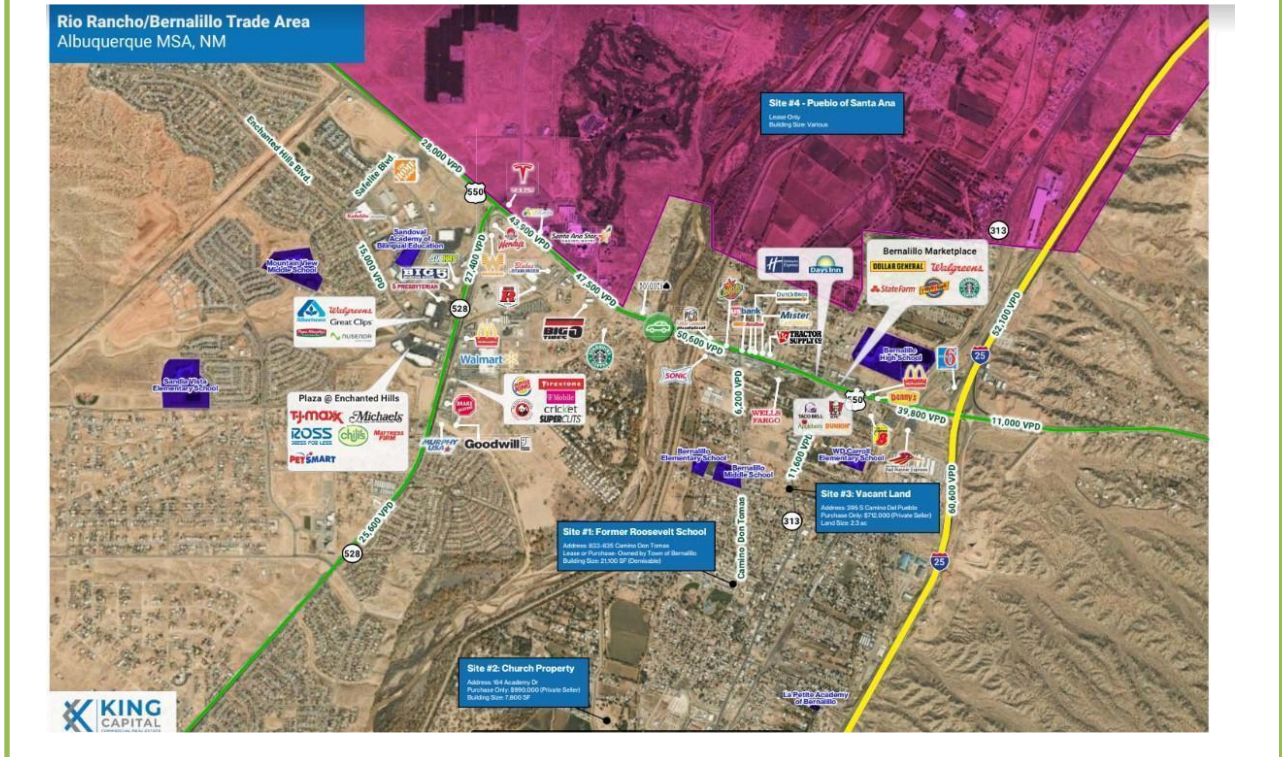
[nmpsfa.org/legacy/pdf/planning/Charter\\_School\\_FMPEd\\_Specs\\_Renewal\\_Program\\_August\\_2019.pdf](https://nmpsfa.org/legacy/pdf/planning/Charter_School_FMPEd_Specs_Renewal_Program_August_2019.pdf)

K.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

See **Appendix E** TMIS Facility Plan

K. (2) Provide evidence that you have researched facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**.

TMIS has worked with realtor Diane Kappus to identify a facility. The following map shows the potential viable facilities, including space at the Pueblo of Santa Ana, the former Roosevelt School, a church property and available vacant land. TMIS is currently considering the church property as it includes a kitchen and classroom spaces and meets the requirements of occupancy, adequacy and the potential for ownership. The church property is near ready for move in and would only require minor updates to ensure it is ready for the 2025-2026 school year. TMIS is working with Adrian Ruiz from the Raza Development Fund to obtain monetary support for leasing and in the future purchasing the church property. Tayama Ventures has also agreed to provide space to lease, and this is a secondary option.



### III. Financial Framework

#### A. School Size

State the requested enrollment, grade levels to be served, and student/teacher ratio. Please note that this is a projected enrollment. If approved, actual funding will be determined by NMPED School Budget Bureau based on data regarding enrollment membership including, but not limited to, lottery applications submitted, and registrations completed in spring of the implementation year. Please note that the chart below does not account for the Special Education faculty (three) and the special teachers for Library/Technology, Music, PE, and Art.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	90	K-3	1:15
Year 2	138	K-5	1:17

Year 3	210	6-8	1:19
Year 4	258	9-10	1:19
Year 5	306	11-12	1:23
At Capacity (Enrollment Cap)	306	K-12	1:23

Another way to see it is the below chart:

Grade Levels	Number of Students Academic Year 1	Number of Students Academic Year 2	Number of Students Academic Year 3	Number of Students Academic Year 4	Number of Students Academic Year 5 (at capacity)
K	20	20	20	20	20
1	22	22	22	22	22
2	24	24	24	24	24
3	24	24	24	24	24
4		24	24	24	24
5		24	24	24	24
6			24	24	24
7			24	24	24
8			24	24	24
9				24	24
10				24	24
11					24
12					24
Total	90	138	210	258	306

## B. Budgets

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B. (1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). State and federal funds, including but not limited to student funding, shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement, New Mexico public school funding.**

TMIS has completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet which is attached as **Appendix F**. The 910B5 was developed using TMIS' projected enrollment for the first five years of the school. The school's projected special education population was calculated based on the local district's special education population.

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, fully aligned with the 910B5 SEG Revenue Worksheet that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. State and federal funds, including but not limited to student funding, shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.)

The proposed five-year budget plan is attached as **Appendix G**. The budget plan is based on the 910B5 Worksheet with proposed enrollment, using the local district's special education estimates. The TMIS team developed the five-year budget plan to support high quality implementation of the school's mission and educational program, as well as to align with the school's five-year growth plan. Our draft five-year budget demonstrates the financial capacity and long-term sustainability of the school to implement its mission and vision. Once approved, our team intends to seek additional funding to supplement the current draft budget through federal, state, and local grants, as well as private funding sources.

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative.

The founding team at TMIS completed the five-year budget plan, along with a process for editing and review to assure alignment with the 910B5 SEG Revenue Worksheet. The entire budgeting process focused on supporting the school's mission and deepening implementation of the educational program over the first five-years of operating the school. The budget utilizes a conservative approach to many funding sources, in order to allow for inevitable budget fluctuations and incremental growth

in enrollment. When developing the projected revenues, the team aligned projections for special education membership and ancillary FTE with those of the local district.

The budget will support the implementation of the IB Program and multilingual education. For each year, TMIS has a budget with a positive operating income and a cash balance that increases from year-to-year, to account for financial unpredictability. We recognize that the changing educational environment will impact revenues and expenditures over the next several years and formulated budget projections with that in mind. The school intends to supplement SEG funding through federal-flow through funds such as Title I, Title II, and IDEA-B, to ensure the educational program is delivered with fidelity and equity.

### **Revenue**

#### **State Equalization Guarantee (SEG)**

The SEG projected revenue for all five years was estimated based on the 910B5 SEG Worksheet provided by the Charter Schools Division. The school conservatively assumed that the unit value will remain the same over the next five years, using the amount of \$6241.67 from 2024-25. We conservatively estimated the Teacher Cost Index at 1.0.

The Special Education rates are based on the Bernalillo Public Schools rate of 16%. We utilized research about the level C/D rates at similar charter schools to project a higher rate of A/B students. We utilized the Bernalillo Public Schools ancillary FTE rate of .035.

As a school serving elementary students, TMIS will be eligible for the Fine Arts Education Act (FAEA) funding for elementary students in grades K-6. FAEA units for projected K-6 MEM are included in the 9010B5 for each year. Funds will be used in part to fund the FTE for the bilingual Arts teacher, in line with our school's mission to offer multicultural and multilingual education.

Based on community engagement and research, along with the expressed focus of the school mission as a multilingual educational option, we have projected 50% MEM for 3 hour bilingual; 30% for 2 hour; and 20% for 1 hour.

#### **Transportation Funding**

TMIS will not be applying for transportation funding through NMPED until a viable contractor can be established. Due to the wide and rural geographic area the school proposes to serve, we have been unable to secure a bus contractor to fulfill the needs of the community at this time. We are exploring partnerships with tribal entities, along with other sources of funding to ultimately purchase and maintain the school's own buses.

### **Federal Funding**

#### **Food Services**

NMPED has prioritized providing free meals for students, TMIS did not budget SEG in that area of the five-year budget plan. Federal funding and other supplemental state funding will be used.

#### **Title I**

TMIS is assuming that we will be identified as a Title I school. Our revenue assumption is based on the local district's free and reduced lunch rate of 65% receiving an average of \$329.96 per student. To be conservative, we have budgeted 80% of that amount (\$264) with funding going to support school wide programs such as tutoring, clubs that focus on academic success, and community language programming.

#### **IDEA-B**

The local district receives an average of \$1,002 per special education student. We have budgeted \$1000 per student each year, accounting for growth. This money is budgeted for student services, student materials according to learning needs and IEPs, and special education personnel.

#### **Title III**

TMIS could receive approximately \$80-90 to support each English Learner. The funding would be used to provide instructional materials, professional development, and parent engagement activities as well as support them with acquiring English, if applicable.

### **Charter School Program**

TMIS's five-year budget is written with the assumption that we will apply and successfully be awarded the CSP grant. Per CSP grant information shared by Public Charter Schools of New Mexico, new schools are eligible to apply for up to \$2 million of funding over three years. We intend to use the vast majority of this funding in the planning year and year one of implementation for furniture, professional development, preparing for food services and transportation, technology and software, classroom equipment, library and media center items, and other contract/professional services specific to IB program curriculum.

#### **Lease Assistance**

Our budget assumes a lease reimbursement rate of \$700 per student in alignment with conservative estimates from other charter schools.

#### **Expenditures**

##### **Staffing**

Our personnel expenses grow considerably from Year 1 of implementation to Year 5 as our school will grow from four core academic classrooms to thirteen. We used an average teacher salary of \$62500 as a starting part for year one and have accounted for 2% annual raises. As student enrollment goes, we have accounted for increases in ancillary staff and additional administrator functions.

Please see **Appendix P** TMIS 5 Year Staffing Plan.

##### **Benefits**

We conservatively estimated benefits using the financial adjustments from local district and charter school, with attention to recent increases in insurance costs. The rates we used were: retirement / retiree health (19% total), FICA (7%), health and medical (15%), with life insurance through worker's compensation having rates of .02% to 3.5%. We will work with a licensed business official to ensure our budget projections are in line with the most current rates on the market while still offering competitive benefits to attract and retain high quality teachers for our IB model.

##### **Operations**

TMIS has prioritized resources to direct instruction, including to support professional development, general supplies and materials, and administrative functions. In particular, professional development for the prestigious IB model is expensive and will require a phasing in until all teachers are trained and the school is eligible to pursue IB certification.

##### **Facilities**

The school has not yet secured a suitable facility during initial conversations, however, have multiple prospects and are working with a real estate developer to secure funds for leasing and eventual purchase of the property. We anticipate minimal updates being required due to the targeted building's status as a church. We plan to continue work to secure a facility and will evolve budgetary plans to align with actual costs. Tamaya Ventures is also able to work with TMIS for potential leasing.

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources.

##### **Annual planning:**

Annual budget planning will be inclusive of all stakeholders and will begin with an examination of student and program needs. Once program priorities are clearly established, the budget will be drafted and revised on an ongoing basis prior to being finalized. At this time, the team will also revisit five-year budget projections to balance short term needs with long-term priorities. We will manage monthly cash flow throughout the year to make adjustments to the budget to respond to student and staff needs, with board support.

##### **Financial expertise:**



Once approved, our school intends to contract with an experienced school business manager to support the school in the Implementation Year. until the full-time business manager is hired. By leveraging financial expertise, we will ensure compliance and alignment with our mission.

**Reducing costs / adjusting timing:**

In the event of any major unforeseen challenges, or if projected enrollment does not materialize, we may need to adjust implementation timing (i.e. push back a year the opening of a grade or grades) or reduce staff, as that is the largest portion of our budget by far.

**Cash reserves:**

The team has designed the five-year budget plan to include an increasing cash reserve throughout the five years, building the school’s flexibility and sustainability in the changing educational and fiscal landscape, without sacrificing the successful implementation of the school’s program. We are prepared to decrease that line item if needed, particularly in the first three years of the school with start-up costs.

**Special Education:**

In order to ensure the provision of services to any student in special education in year 1 of the school, we have budgeted for 1.0 FTE teacher and 1.0 FTE educational assistant specifically to support those students. When we receive the prior year’s funding and have a better sense of the needs of our students and community, we will make needed adjustments to that staffing plan.

**Purchasing Controls:**

TMIS will institute robust purchasing controls in order to make sure that only allowable, necessary, and reasonable purchases are made for the school. The focus will be limiting costs while not limiting the mission of the school.

## C. Financial Policies, Oversight, Compliance, and Sustainability

### C.(1) Provide a description of the internal control procedures.

TMIS believes that it has a responsibility to be accountable for and responsible for being a good steward of public money. At all levels of fiscal procedures **at least three employees, and the Governing Body will be involved in reviewing any use of funds.**

The accounting procedures used by TMIS shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

TMIS will use the modified accrual basis of accounting. This requires that revenues will be recognized as they are received and expenditures will be recognized as they are paid. Additionally, payroll expenditures will be recognized as they are incurred.

TMIS will maintain its general ledger using the Uniform Chart of Accounts codes for the purposes of tracking revenues and expenses.

Bidding practices will be followed in accordance with New Mexico Purchasing Compliance. All multi-year contracts will contain the State of New Mexico law required non-appropriations clause in the contract.

TMIS **Business Official** shall prepare a budget vs. actuals report, statement of cash flow, checking account register, purchasing card register if applicable, as well as a financial synopsis each month.

Each operating year, TMIS shall engage an **independent accounting firm**, appointed by the State of New Mexico, to perform an audit of the prior year financial statements. The audit shall be performed and the audit report shall be generated in advance of the New Mexico State Auditor's submission deadline with adequate review time by the Audit Committee.

TMIS will implement accounts payable policies and procedures in accordance with all applicable state and federal laws and the School's Business Official will abide by these policies.

The Governing Body shall authorize the establishment of a non-speculative, public funds checking account with a federally-insured banking institution for the purposes of school operations. Authorized signatories to this account shall be the Head Administrator, Governing body President and Vice-President.

By implementing robust financial internal controls, our school will have taken strong steps to safeguard our assets, ensure compliance with regulations, and maintain the trust and confidence of all stakeholders. Regular monitoring, evaluation, and improvement of these controls are essential for effective financial management.

Annually, with consultation from our business official and legal team, we will receive and amend as needed internal control policies, as well as ensure that all employees, new and returning, and trained to understand the implementation of these policies.

For further detail please see **Appendix H** TMIS Internal Control.

#### C. (2) Identify the appropriate staff to perform financial tasks.

An annual budget shall be approved by **the Governing Body** prior to the start of each new fiscal year. The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses. During the year, the Governing Body will adopt an amended budget if needed as expenses and revenue projections change or as student counts are updated. The annual budget and budget modifications will be reported to the authorizer and State of New Mexico by the required deadlines. All purchases of goods and services shall be consistent with the most recent Governing-approved budget.

##### **Business Manager/Human Resources**

The TMIS team strongly believes that the Business Manager/Human Resources role is indispensable in the first year of TMIS. This position, reporting directly to the HOS or assistant principal, if necessary, will be responsible for maintaining employee records, conducting payroll, and ensuring employee licensure and benefits compliance. By year five, the need for a payroll specialist will arise early on to employ at least 35 staff (including faculty). This person will oversee all aspects of payroll to guarantee that all employees are paid correctly, promptly, and accurately.

##### **Head of School (Executive Director)**

On a weekly basis, the **Head of School** or designee will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips, address any inconsistency with vendors and compare everything against the purchase orders and resolve any discrepancies. Each week, the Business Manager/Human Resources will collate and code all invoices received, including both expense and grant fund coding. The School's Business Official will then generate a payment approval

report, which lists all invoices submitted for processing, and it will request payment by the School. The School will pay vendor invoices within vendor terms, as long as PED is distributing revenue in a timely manner: SEG allocation on time and adequate for the number of students attending the school, RfRs processed within 30 days, etc.

### **Chief Procurement Officer**

The Business Manager/Human Resources role will serve as the Chief Procurement Officer. TMIS will follow New Mexico Procurement Code. The School will have a **Chief Procurement Officer** who is trained and certified to manage all procurement for the school. All expenditures will require backup documentation with all details and expenditures.

Our Head of School will be responsible for the marketing and hiring for all staff positions. Detailed job descriptions will be posted and advertised via various platforms to garner a strong field of candidates. Qualifications and certifications will be verified and a Business Manager will be hired as soon as the school has budget authority and no later than two weeks before the start of the school year. Because this is such an essential role, we hope to be able to hire a business manager on contract in the implementation year, in order to allow for the careful expending and tracking of funds in compliance with all state and federal requirements and procurement guidelines.

C.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight.

The Governing body's Treasurer will provide direction for the financial management and facilitate the Governing Body in meeting its financial oversight responsibilities. The Treasurer will chair the audit and finance committees, act as liaison between the Governing Body and Budget Committee, be responsible for reports to the Governing Body regarding current financial status at each meeting and assist the school's Head Administrator and business management in budgeting of finances.

1. Finance Committee. The Governance body shall appoint at least two members of the Governance Body as a finance subcommittee to assist in carrying out its budget and finance duties. The finance subcommittee shall make recommendations to the Governance Body in the following areas:
  - financial planning, including reviews of the school district's revenue and expenditure projections.
  - review of financial statements and periodic monitoring of revenues and expenses.
  - annual budget preparation and oversight
  - oversight of procurement.
  - serve as an external monitoring committee on budget and other financial matters.
2. Audit Committee. The Governance Body shall appoint an audit committee that consists of two members, one volunteer member who is a parent of a student attending the school and one volunteer member who has experience in accounting or financial matters. The Head Administrator and the business manager shall serve as ex-officio members of the committee. If the number of members exceeds five the members may appoint more than two members

to its audit committee. The audit committee shall:

- evaluate the request for proposal for annual financial audit services.
- recommend the selection of the financial auditor.
- attend the entrance and exit conferences for annual and special audits.
- meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit.
- be accessible to the external financial auditors as requested to facilitate communication with the Governing Body and the School Administrator.

## IV. Evidence of Support

### A. Outreach Activities

A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program.

The Multilingual International School (TMIS) has extended a warm invitation to UNM professors at the College of Education, Native American education leaders, bilingual and bi-literate potential educators, and community leaders to join us at the Santa Ana Facility or Bernalillo Public Library. We are dedicated to creating an inclusive space where every community member's voice is heard and their questions or thoughts about The Multilingual International -IB school are given the attention they deserve. We will also be reaching out to other regional IB schools to ensure an enriching and diverse gathering.

In the upcoming months, the TMIS team is committed to engaging with more community members from Bernalillo and the Pueblos, as well as exploring potential partnerships with esteemed organizations such as WK Kellogg Foundation, all of which share our vision of supporting children education, equitable communities, and Excellent Schools New Mexico supporting quality public school education.

The TMIS team plans to use the Culturally and Linguistically Responsive Framework and Schooling By Design tool (see **Appendix Q** CLR Framework and SbD Tool), with specific attention to Stage 0, following the submission of this application and during the planning year to collect information that will inform how to best serve future TMIS students, family, staff and community members.

### B. Community Support

B. Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. **DO NOT provide names or specific letters of interest from families or students.**

As part of the evidence of community support, the TMIS team has communicated with the director of the School Design Fellowship-NACA Inspired School Network. Mr. White states, "By bringing together Indigenous communities with different needs and perspectives, we believe they can create learning environments that honor and reflect the needs of their future generations—cultural, linguistic, academic." TMIS is committed to providing culturally relevant education, fostering continuous reflection, and promoting an International Baccalaureate mindset. The TMIS team has also engaged

with Native American education leaders to thoroughly understand the student population, their needs, and concerns. The TMIS team, however, understands that this is a continuous practice that will take time over several years and will be an ongoing activity. TMIS staff are ready to listen, learn and serve and realize that there is trust to build and much healing to engage in. They have also met with the CEO of Tamaya Ventures to discuss potential school site locations. Moving forward, TMIS will continue to reach out to community leaders and plan to invite the population to a community meeting to gather information and address any concerns regarding their children's education. In addition, TMIS will be part of the IB community and will collaborate with other IB schools in the area.

### C. Community Relationships

C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (not including formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

TMIS will collaborate with community partners as much as possible, such as local artists, community support groups, food banks, and other regional IB schools, as well as universities such as the University of New Mexico, Eastern New Mexico University, New Mexico State University, New Mexico Highlands University, CNM, etc.

We have also contacted local legislators, educational organizations, and leaders in the Bernalillo community/area to receive support from them. For example, Matt Montano, superintendent of Bernalillo Public Schools; Jack Torres Major of Bernalillo; Marcela Diaz of Somos un Pueblo Unido, Yanira Gurrola State Representative, Rebekka Burt (District 4 including Sandoval County), Cindy Nava (district 9), Mandi Torres Education Reform of Think of New Mexico, Santa Ana Pueblo Melissa Martinez (Education manager) and Kevin Facer (Director of Education), Crystal Gonzales Executive Director of English Learner Success, Anpao Duta from Flying Earth (NACA Inspired Schools Network), and Dianne Kappus (Real Estate agent) as well as Amanda Velarde (CEO of Tamaya Ventures Real State).

### V. Applicant Remarks

**Additional Remarks:** The applicant team is invited to provide additional remarks, not to exceed 500 words. This section will not be rated by the Peer Review Team.

The TMIS team looks forward to the capacity interview and next steps, thank you for the opportunity.

### VI. Appendices and Attachments

	Appendix Description	File Naming Convention	Attached (Check if Yes)
A	II-A1 Governing Body Bylaws	A TMIS Bylaws	✓
B	II-C3 Head Administrator Job Description	B TMIS Head Admin	✓
C	II-D2 Job Descriptions for Certified, Licensed, and Other Key Staff	C TMIS Job Descriptions	✓

D	II-I2 Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	D School Name MOUs	<input type="checkbox"/>
E	II-L1 PSFA-Approved Projected Facility Plan Documentation	E TMIS Facility Plan	✓
F	III-B1 Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	F TMIS 910B5	✓
G	III-B2 Five-year Budget Plan	G TMIS Budget Plan	✓
H	III-C1 Internal Control Procedures	H TMIS Internal Control	✓
I	IB (6-12) Grade Planner	I TMIS (6-12) grade planner	✓
J	IB Program of Inquiry	J TMIS POI revised (in progress)	✓
K	IB Who We Are	K TMIS Who We Are (TT 1)	✓
L	IB Primary Year Program Planner	L TMIS-PYP Planner for Curriculum Implementation	✓
M	2025-2026 Academic Calendar	M TMIS Academic Calendar	✓
N	Student Progress Report	N TMIS Student Progress Report	✓
O	Employee Handbook	O TMIS Employee Handbook	✓
P	Five Year Staffing Plan	P TMIS 5 Year Staffing Plan	✓
Q	Culturally and Linguistically Responsive Framework and Schooling by Design Tool	Q CLR Framework SbD Tool	✓