

I. Table of Contents

Section Titles and Subsection Items	Page Number(s)
I. TABLE OF CONTENTS	1-2
II. APPLICATION COVER SHEET/ABSTRACT	3-4
III. STATEMENT OF ASSURANCES (not available on CDs)	5-7
IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED	8-9
V. EDUCATIONAL PLAN	10-39
A. CURRICULUM FRAMEWORK	11-25
B. EDUCATIONAL PROGRAM	25-26
C. STUDENT PERFORMANCE EXPECTATIONS	27
D. PLAN FOR EVALUATING STUDENT PERFORMANCE	27-32
E. SPECIAL POPULATIONS	32-39
VI. FINANCIAL PLAN	40-68
A. BUDGET	41-47
B. FISCAL MANAGEMENT	47-68
VII. GOVERNANCE/MANAGEMENT PLAN	69-91
A. GOVERNANCE	69-75
B. DESCRIPTION OF THE GOVERNING BODY	75-76
C. PARTNERSHIPS	76
D. SCHOOL ORGANIZATIONAL STRUCTURE	78-63
E. EMPLOYEE RELATIONS	81-85
F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY	85-89
G. FACILITIES	89-90
H. TRANSPORTATION AND FOOD SERVICES	90-91

VIII. REQUIREMENTS	92-94
A. LEGAL LIABILITY AND INSURANCE COVERAGE	93
B. WAIVERS	93-94
IX. APPENDICES	
A. SPECIAL EDUCATION DRAFT POLICIES AND PROCEDURES MANUAL	
B. BY-LAWS	
C. EMPLOYEE POLICY HANDBOOK	
D. DRAFT STUDENT DISCIPLINE POLICIES	
E. BIBLIOGRAPHY	
F. ACRONYMS	
G. FIVE YEAR BUDGET PLAN	
H. FORM 910B5	
I. LIST OF COMMUNITY SUPPORTERS	
J. SAMPLE CURRICULUM STANDARDS AND ASSESSMENT RUBRICS	

II. Application Cover Sheet

School Information

Taos Integrated School of the Arts
Taos, New Mexico
Located within the Taos Municipal School District

Contact Information

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Enrollment Information:

Grade span at full enrollment K-8th. Total number of students at full enrollment 180.

School Year	Grade Levels	Total Projects Student Enrollment
First Year 2010-11	K- 5 th	120
Second Year 2011-12	K -6 th	140
Third Year 2012-13	K – 7 th	160
Fourth Year 2013-2014	K – 8 th	180
Fifth Year 2014-2015	K – 8 th	180

The arts not only feed the spirit, they feed the intellect and bring beauty into our lives.

New Mexico Secretary of Education, Dr. Veronica Garcia

Abstract of Proposed Charter School:

Mission Statement

The Taos Integrated School of the Arts, in partnership with parents and community, will provide K-8 students in the Taos Municipal School District with the opportunity to reach their maximum potential through a standards-based, multicultural, thematic, and arts-integrated curriculum. Arts-integration creates more meaningful learning through using the arts—visual art, drama, music dance—as a catalyst to create broader and deeper learning experiences. Taos is a multicultural community steeped in artistic tradition. We wish to found a school that provides students with a multicultural worldview while utilizing thematic units and the arts to facilitate academic learning. Our mission is to educate the whole child in order to cultivate in young people the skills, knowledge, and values they need to reach their highest potential.

Educational Philosophy/Approach

“The arts-integrated school uses all the arts to show students new ways to touch the wonder of the world and to use all their powers of observation and creativity in the pursuit of knowledge and self-expression” (Sautter, p. 4). Our educational philosophies and approaches were selected based upon our experiences as educators in the classroom, and through our masters level studies in education. Our educational philosophies and curricular approaches include the following ideas:

1. teaching is an art;
2. an integrated, thematic curriculum facilitates and inspires learning;
3. arts-integration is the thread that holds integrated/thematic instruction together;
4. a multicultural curriculum is vital to students in the 21st century; and
5. all children can learn.

Our school will serve the students and families of the Taos Municipal School District in grades K-8. The proposed school will be located in the municipality of Taos with an enrollment of 180 students.

III. Assurances

I. STATEMENTS OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete if the Statements of Assurances do not accompany it.

STATE OF NEW MEXICO)
)
COUNTY OF Taos)

I, Linda Seto, after being duly sworn, state as follows:

1. My name is Linda Seto and I reside in Taos, Taos County, New Mexico.
2. I am the authorized representative of the governing body, or applicant group, for Taos Integrated School of the Arts to be located in Taos County, I certify that, if awarded a charter:
 1. The CHARTER SCHOOL’s admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
 2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
 3. The CHARTER SCHOOL’s admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
 4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
 5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
 6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
 7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
 8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
 9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
 10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
 11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.

12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI

(Statements of Assurances page 2 of 3)

14. of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

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

[Signatures required on next page]

[Signature] _____ Date
_____, representative of the applicant group, or governing body
member, of the proposed _____ Charter School.

Subscribed and sworn to before me, this ____ day of _____, 20__.

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20__.

IV. Charter School Mission and Statement of Need

Mission Statement:

The Taos Integrated School of the Arts, in partnership with parents and community, will provide K-8 students in the Taos Municipal School District with the opportunity to reach their maximum potential through a standards-based, multicultural, thematic, and arts-integrated curriculum. Arts integration creates more meaningful learning through using the arts—visual art, drama, music dance—as a catalyst to create broader and deeper learning experiences. Taos is a multicultural community steeped in artistic tradition. We wish to found a school that provides students with a multicultural worldview while utilizing thematic units and the arts to facilitate academic learning. Our mission is to educate the whole child in order to cultivate in young people the skills, knowledge, and values they need to reach their highest potential.

How will we know we are achieving our mission?

Goals:

- Academic: Student Performance:
 - To meet or surpass New Mexico Standards through theme-based lessons that integrate the arts into academic learning as measured by teacher created performance assessments.
 - To provide students with the skills and knowledge needed to progress in their academic learning as measured by NMBSA..
 - To teach standards-based curricular material through thematic units where the arts illuminate other subjects and vice versa, as measured by formative and summative assessments.
- Organizational/Management:
 - To create and maintain a dynamic community-based school environment as measured by community satisfaction surveys.
 - To develop a school culture with high levels of parent participation, as measured by class volunteer rosters, parent surveys, and attendance at parent/teacher conferences.
 - To operate the school using state and federal regulations as guidelines as measured by adherence to the policies in the financial and governance sections of this application.
 - To encourage and support professional development through ongoing training opportunities as measured by documentation of attendance.

Statement of Need

:

There is a definite need for a multicultural, arts-integrated school in Taos County. Taos is a community steeped in artistic tradition. Long before Taos was an artist colony, there were local crafters and artisans from the traditional Hispanic and Native American cultures. We wish to continue in this tradition through the founding of a school that has a strong focus on utilizing the arts to facilitate academic learning. Taos Integrated School of the Arts (TISA) will be the only school offering a multicultural, arts-integrated curriculum in the Taos area. We have received strong support as evidenced by the petitions submitted in Appendix I.

While there are already two charter schools for our target age group in the Taos community, parents are still seeking alternatives and are very interested in our proposed arts-integrated school. The lottery held for one K-8 charter resulted in 208 students applying for 20 open slots. At the second charter school, 75 students applied for 35 open slots. As a result, many Taos families remain on charter waiting lists and their requests for educational choice remain unanswered. In Taos, there is a strong homeschooling network serving over 100 students. Many of these families have expressed interest in our proposed school's art curriculum if it were to become available to them.

The numbers demonstrate the need for more schools of choice in Taos. A multicultural, thematic, arts-integrated curriculum is not currently available in any school in Taos. TISA will offer such a curriculum as a charter school.

Taos County has a population of 32,000, with a student population of 3,293 in grades K-8. The student demographics of Taos County are as follows:

- White – 17% - 788
- Black – 1% - 28
- Hispanic – 76% - 3525
- Asian – 1% -39
- Native American – 6% - 282

We have three regular public and two charter elementary schools in Taos. A private school serving 110 students closed in February 2009 due to financial difficulties. Our school would attract these families with its arts-based, thematic curriculum and parent-friendly atmosphere. We believe the present economic downturn will bring more families to our school from the private sector.

V. Educational Plan

A. Curriculum Framework

B. Educational Program

C. Student Performance Expectations

D. Plan for Evaluating Student Performance

E. Special Populations

V. EDUCATIONAL PLAN

A. Curriculum Framework

1. Philosophy and Approach to Instruction

“The arts-integrated school uses all the arts to show students new ways to touch the wonder of the world and to use all their powers of observation and creativity in the pursuit of knowledge and self-expression” (Sautter, p. 4). Our educational philosophies and approaches were selected based upon our experiences as educators in the classroom, and through our masters level studies in education. Our educational philosophies and curricular approaches include the following ideas:

1. teaching is an art;
2. an integrated, thematic curriculum facilitates and inspires learning;
3. arts-integration is the thread that holds integrated/thematic instruction together;
4. a multicultural curriculum is vital to students in the 21st century; and
5. all children can learn.

#1. Philosophy/Approach—Teaching is an Art

Our first philosophy is that we believe **teaching is an art**. All art involves the creative process of imagining something into being, and requires passion and the application of observation, imagination, and technical skill to a chosen medium. Likewise, the teacher applies passion, observation, imagination, and technical skill to her teaching. We believe that a teacher’s creative abilities are not utilized, nor are a student’s individual learning needs met, through using mass-produced, scripted curriculums. Teachers should be able to creatively and collaboratively create curriculum and deliver instruction that meets the specific needs of their students. It is through a teacher’s inner resources, their reflective and creative teaching abilities, and through the student’s ability to respond to a teacher’s instructional methods that the highest levels of achievement can be reached. The goal is to inspire within the child a love for learning. So empowered, children will be intrinsically motivated to learn.

#2. Philosophy/Approach—Integrated/Thematic Curriculum and Instruction

Second, our educational philosophy/approach is that an **integrated/thematic curriculum** facilitates and inspires learning. Such an approach to teaching and learning differs from traditional methods, where subjects are taught separately. In an integrated/thematic approach, multiple content areas are woven together through the focus of a central theme. Essential questions focus and guide the lessons. Integrated instruction puts the teaching of basic skills, such as reading and writing, within the context of themes so that student motivation for learning is increased. Integrated instruction is based on the premises that leaning is best achieved when subjects are presented holistically, rather than separately; when students explore topics of interest; and when they are able to connect personally to what they are learning.

Integrated curriculum is an approach to teaching and learning that addresses the diversity of our students in the twenty-first century. Today's students come from many different backgrounds, and are at many different ability levels. The content in traditional grade-level textbooks does not meet many students' ability levels, and is often not of interest to them nor relevant to their life experiences. Therefore, such content does not help these students make the necessary connections to prior knowledge, which is what activates the learning process. Integrated instruction is an approach that addresses the common classroom problems of: lack of student interest and motivation, the diversity of student ability levels, students' multiple intelligences and learning styles, meaningful content, and student choice. An integrated curriculum provides a framework and methodology to address these problems, and accomplish classroom-learning goals.

Brain Research

There is a body of research that supports the idea that learning is broader and deeper when information is presented in meaningful, connected patterns. Susan Kovalik, in *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*, summarizes numerous studies that suggest that student learning is made easier and more memorable when teachers provide these elements: an enriched environment, meaningful content, collaboration, adequate time to explore topics, choices, and time for reflective thinking. Further, Kovalik adds that educational programs should challenge students to make connections, to integrate their ideas, and to learn in authentic contexts. Integrated teaching presents just such an instructional framework for teaches; it provides a coherent way for students to understand new concepts, and to create the necessary mental schemas to retain information.

#3. Philosophy/Approach—Arts Integration

Our third philosophy/approach is **arts integration**, one form of integrated learning. Arts integration uses the arts—visual arts, drama, music, and dance—to connect content areas. Arts integration “refers to the effort to build a set of relationships between learning in the arts and learning in other content areas” (Deasy, 2002, p.3). Leon Winslow (1939) wrote the first teacher's manual on arts-integration. He proposed that the arts were an integrating tool—the thread that holds interdisciplinary instruction together. Arts integration involves a process of using the arts to inform and expand arts learning in other disciplines, while at the same time, the other disciplines inform and expand art learning. The arts are important in and of themselves, as they allow us to give form to our thoughts, feelings, and values. Further, an education through the arts works to educate the whole child—mind, heart, and body. In addition, such a curriculum works to balance the imaginative, intuitive right hemisphere of the brain with the verbal, analytical left hemisphere. Students need opportunities to find intellectual balance through activities and strategies that integrate their brain hemispheres. An arts-integrated curriculum creates hemispheric balance and more meaningful learning through using the arts as a catalyst to create broader and deeper learning. It also creates new ways for students and teachers to interact with content areas.

Brain Research

Studies have been conducted to understand hemispheric function as it relates to education. Bockert's study (as cited in McCarty, 2006,p.9) states that “when curriculum is using both hemispheres of the brain, children are less fatigued, have better visual thinking, and higher self-esteem. Visual art gives the training and balance to the brain that is necessary for a student to

achieve” (Bockert. 1980). Further, “recent research shows that students who participate in the arts perform better in other fields of study. Whole-brain development helps students better develop higher-order thinking skills and problem-solving abilities” (Hume, 2000, p.3). A study conducted by Judith Burton of Columbia University showed that the arts develop neural systems that produce a broad range of benefits, from fine motor skills to emotional balance to creativity. Burton’s research showed that subjects as diverse as math, science, and language require the cognitive and creative capacities typical of arts learning (Burton, Horowitz, Abeles, 1999). “The arts enhance the process of learning. The systems they nourish, which include our integrated sensory, attentional, cognitive, emotional, and motor capacities are, in fact, the driving force behind all other learning (Jensen, 2001)” (PEAK, p.2).

Arts Education Research

Champions of Change

Many studies have been conducted regarding the arts in education. In 1999, the Arts Education Partnership (AEP) published, and Edward B. Fiske edited, *Champions of Change*. *Champions of Change* “compiles seven major studies (key programs in the U.S.) that provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences” (Burnaford, 2007, p. 30). One study reviews the successful Chicago Arts Partnership in Education (CAPE) program. Another program reviewed is North Carolina’s A+ Schools. Yet another is Learning Through the Arts in New York City. The document states:

“This report identifies how involvement with the arts provides unparalleled opportunities for learning that enables young people to reach for and attain higher levels of achievement. The research provides examples of and evidence why the arts should be more widely recognized for their current and potential contributions to the improvement of U.S. education...Involvement with the arts must be a basic part of the learning experience” (Fiske, 1999, Abstract).

The following are reported under “Why the Arts Change the Learning Experience:

- The arts reach students not normally reached, in ways not normally used.
- It changes the learning environment to one of discovery.
- The arts provide challenges to students of all levels.
- Students learn to become sustained, self-directed learners” (Fiske, 1999, ix).

Learning in the Arts

Learning in the Arts was a conference held in Los Angeles in 2000. The J.P. Getty Trust, the John D. and Catherine T. MacArthur Foundation, the U.S. Department of education, the National endowment for the Arts, and fifty grant-making foundations sponsored it. Elliot Eisner, a prominent scholar from the field of arts education, outlined *Ten Lessons the Arts Teach*. The lessons include:

1. “The arts teach children to make good judgments about qualitative relationships.
2. The arts teach children that problems can have more than one solution.
3. The arts celebrate multiple perspectives.

4. The arts teach children that in complex forms of problem-solving purposes are seldom fixed, but change with circumstance and opportunity.
5. The arts make vivid the fact that neither words in their literal form nor number exhaust what we can know.
6. The arts teach students that small differences can have large affects.
7. The arts teach students to think through and within a material.
8. The arts help children learn to say what cannot be said.
9. The arts enable us to have experience we can have from no other source.
10. The arts' position in the school curriculum symbolizes to the young what adults believe is important." (Spitz, p.14)

Reviewing Education and the Arts Project (REAP)

Ellen Winner and Lois Hetland, both Harvard professors working with Howard Gardner, wrote a summary of the results of Reviewing Education and the Arts Project (REAP). It is a meta-analysis of studies that report on the effects and possible transfer of arts concepts to non-arts subjects. Winner and Hetland found that previous studies provided little evidence of causal links between learning in the arts and success in other areas. They also found that some claims were unsubstantiated. Based on the results of this study, Winner and Hetland wrote:

“We argue that there is a clear need for more rigorous research on this question (of transfer). At the same time, we insist that the presence of the arts in our schools should not rest on whether or not learning in the arts transfers to other academic domains. The arts are important in their own right and should be justified in terms of the important and unique kinds of learning that arise from the study of the arts. We should not expect more, in terms of transfer, from the arts than we expect from other disciplines” (Winner and Hetland, 2000, p. 7).

Winner and Hetland recommend the need to investigate: the cognitive effects of arts learning; what other subjects can learn from arts education; possible bridges between arts learning and specific subject, and the effects of explicit teaching for transfer in the arts. The study emphasizes the need to refrain from using claims that cannot be substantiated through research. Much of what the arts teach cannot easily be measured in qualitative terms, and research in arts education has further to go to develop a detailed understanding of how arts work to enhance learning.

Critical Links

Conducted under the guidance of the Arts Education Partnership, with Richard Deasy as editor, *Critical Links* is a compendium of sixty-two arts education research studies that examine student intellectual and social development in the art forms of dance, drama, visual arts and music, and the possibility of transfer to other academic areas.

Critical Links demonstrates not only the strengths of arts education, but also the potential for future study. The authors discuss a variety of important cognitive capacities and achievement motivations when students are engaged in arts learning. They propose that researchers design future studies specific to the cognitive characteristics and effects of each of the art forms, their relationship to other domains of learning, and their roles in the intellectual development of children. The essays enumerate the limitations of traditional research approaches when applied to art education.

Programs Using Arts-Integration

Learning to Read Through the Arts (1970-1995)

Some of the earliest studies on arts integration date back to 1970, when the Guggenheim Museum's *Learning To Read Through the Arts* program was begun in New York City Public Schools. Title I students in grades 2-7, who were at least two years below grade level I reading, were taught by reading and arts specialists in full-time summer school sessions using an integrated, interdisciplinary instructional approach. "Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops" (US Department of Education, 1995, p.1). Classes in theater, sculpture, printmaking, film, photography, mixed media, painting, dance, music, and puppetry were taught in conjunction with reading. The premise and ultimate goal of the program was the improvement of students' reading skills. Below is a quote describing the program from 1970:

"This program is based on one simple but crucial insight: Reading is not an isolated mental process. It is part of a person's whole experience. Some children, however, cannot grasp reading skills because words are abstract, unrelated to the world of their senses. Shaping clay, squishing paper-mache, spreading pungent paint, playing musical notes on a recorder, stretching and turning in a dance, involve all the senses that we live by. The Learning to Read Through the Arts program simply combines these two processes and suddenly the written word begins to have meaning" (NYU, 1973, p.1).

Evaluative results of the 1973 program exceeded expectations, especially on the California Achievement Test (Reading) scores. An exceptionally significant reading score gain of 8.4 months over a four-year period was calculated, without even applying a special allowance formula for below –level readers. Evaluators rated the program as "highly successful," and concluded, "it is possible to teach children to read through the arts... and that the program serves as a replicable model...for schools" (NYU, 1973, p. 39). Recommendations in the executive summary included recommendations for expanding the program into the regular school year. Evaluations of the program's continued successes are available through the ERIC database. Around 1995, LTRTA evolved into a larger program in New York called *Learning Through Art*.

Learning Through Art (1995-Present)

The premise of *Learning Through Art* continued to be that of LTRTA: arts integration can improve literacy. *Learning Through Art* is an artist-in residence program of the Guggenheim Museum through which teachers and teaching artists work together to design integrated art projects that support student learning across the curriculum. An inquiry-based learning approach is used to engage students in the processes of active exploration: looking at, discussing, and making art. The program has been the recipient of two US Department of Education Arts in Education Model Development grants, and has recently been the focus of a three-year study (2003-2006) administered by the Creativity and Cognition Practicum at Columbia Teachers College. "The study, *Teaching Literacy Through Art...* was designed to examine the impact of the Guggenheim's pioneering program, *Learning through Art (LTA)*, on (third grade) students' ability to describe and interpret art, and to apply these skills to understanding written text. The study found that students in the program performed better in several categories of literacy and critical thinking skills—including extended focus, hypothesizing, and providing multiple

interpretations—than did students who were not in the program” (Guggenheim Press Release, 2007, p. 1).

Results of the study were impressive. *Learning Through Art* positively impacted students’ ability to discuss a painting and a text. Students in the treatment group have a “higher word count,” which positively impacted their test scores. The inquiry-based looking art and process-oriented art-making helped students become more adept at expressing their thoughts. The treatment students were able to apply skills used to analyze and discuss both a painting and a text. “What is noteworthy is that students were able to transfer knowledge from their experiences in talking about art to talking about text” (Guggenheim Museum Press Release, 2007, p.1).

Spectra +

SPECTRA + was an arts-integrated program started at two elementary schools in Ohio for K-6 grade students. Miami University’s (Ohio) 1994 and 1995 studies of SPECTRA+, titled *The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA+ Program*, states:

“SPECTRA + is an education reform, school renewal approach involving all students in the arts on a daily basis...five major components comprise the SPECTRA + approach: 1) teacher training/professional development; 2) teaching the arts as individual entities; 3) integration, immersion, infusion of the arts throughout the curriculum; 4) artists in residence; and 5) evaluation... The five variables selected for the study were: 1) academic achievement; 2) self-esteem 3) locus of control; 4) creative thinking; and 5) appreciation of the arts... This is the first time that analysis and presentation of data from an evaluation study provides support for arguments to include the arts at a significant level in the curriculum of the elementary school” (Jones, 1994, SPECTRA, Abstract.).

Results of the study showed that SPECTRA + third through sixth graders scored higher on all the tests than the control groups. SPECTRA + was highlighted in *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, published in 1999.

A+ Schools

A+ Schools is a whole school reform model that views the arts as fundamental to teaching and learning in all subjects. There are 42 A+ Schools throughout the state of North Carolina, an after that state’s four-year evaluation in 2000, Oklahoma and Arkansas set up similar programs in their states. Cities in South Dakota, Michigan, and Wisconsin have followed suit. All of these programs are reported to be thriving.

(The) “central vision of A+ is to create enhanced learning opportunities for all students by using arts-integrated instruction, which incorporates Howard Gardner’s theory of multiple intelligences...and recent brain research. For schools, A+ gradually becomes a comprehensive educational reform model because other changes in school practice, in areas from assessment to scheduling to collaboration to parent involvement, radiate out as necessary to achieve this central vision” (A+ Schools, p. 1).

“The evaluators have consistently found that A+ schools have been able to respond to accountability standards in both effective and creative ways, meeting standards in North Carolina’s high-stakes testing program and developing a school identity around the arts by deeply integrating the arts into the curriculum” (A+ Schools, p.2). This is interesting in that A+ schools serve a higher percentage of minority students than the state as a whole. Ongoing evaluations of A+ Schools “showed significant effects on schools, communities, administrators, teachers and students, including...student assessment gains without teachers having to “narrow” curriculum (eliminating non-tested subjects such as science, history, and arts). The A+ Schools Program has been recognized and cited extensively.

Progressive Education in Art and Academies (PEAK)

PEAK (Englewood, Colorado) was awarded a three-year grant from the U.S. Department of Education to conduct a study of the impact that integrating art into elementary school curricula has on academic performance in reading and writing.

“The PEAK project was based on the premise that involvement in the arts improves academic achievement. According to recent research in brain development, the arts have a unique way of providing learners with opportunities to simultaneously develop and mature multiple brain systems including integrated sensory, attentional, cognitive, emotional and motor capacities which are the driving forces behind all other learning (*Arts with the Brain in Mind* (Jensen, 2001).” (PEAK, p.2).

The Arts Education Partnerships (AEP) researchers found improvements in reading and language arts, mathematics, fundamental cognitive skills and capacities, motivation to learn, effective social behavior, and school environment. the study concluded in 2007, but PEAK is in the midst of another arts education research project, *New Frontiers of Art Education*. It was created to explore the impact of visual art and music on academic achievement on middle school students. PEAK has contributed to the field of arts education research, and like *Learning through the Arts*, has evolved.

Chicago Arts Partnerships in Education (CAPE)

Founded in 1992, CAPE has become a recognized leader in the field of school improvement through the arts. CAPE was designed to bring local artists and arts agencies into partnerships with teachers at all grade levels to collaboratively design arts integrated units based upon specific instructional goals in other content areas. From the beginning, CAPE was committed to in-depth evaluation.

“The Imagination Project at UCLA began evaluations in 1996, under the direction of Professor James Catterall, a well-known researcher in the field of arts education. Dr. Catterall’s evaluation of the initial CAPE Partnerships revealed that involvement with CAPE correlated with measures of successful school improvement both in the areas of standardized test scores as well as in the areas of higher order thinking skills and social skills. Dr. Catterall’s findings were published in the widely disseminated study *Champions of Change: The Impact of Arts on Learning*, published in 1999” (CAPE Mission and History, p. 2).

#4. Philosophy/Approach—Multicultural Curriculum

Our fourth educational philosophy/approach is that schools need to provide environments where students learn from, and grow to appreciate, diversity. Our society is experiencing a growing trend of racial, ethnic, cultural and language diversities, and this trend is also represented in our schools. Therefore, we advocate a **multicultural approach** to education in our school as a whole, as well as within the curriculum. Multicultural education means different things to different people. Some think about racial or cultural diversity, while others are concerned with gender, social class, or those with special needs. Within 21st century classrooms, teachers and students are also faced with many other kinds of differences: differences in their experiences, socioeconomic backgrounds, and in their abilities, interests, and learning styles. We plan to develop whole-school approaches and a curriculum that addresses diversity issues through creating events and lessons that explore diversity within community, national, and world contexts.

Research

James Banks is widely regarded as one of the most important thinkers and advocates of multicultural education. He has written many articles and books in the fields of social studies and multicultural education. Banks states, “a multicultural curriculum that reflects the cultures, values, and goals of the groups within a nation will contribute significantly to the development of a healthy national identity” (p. 8). Banks contends that many curricular lessons and units focus on the ethnic group that is dominant in the student population. He believes that all students need to study a variety of ethnic groups: “that it is important that each curriculum focus on a range of groups that differ in their histories, values, and current problems” (p. 16). By so doing, students will be able to make valid generalizations and theories about race, ethnicity, and culture in U.S. society. Banks argues that many educators assume that ethnic studies are primarily additive in nature. He asserts that educators think that “we can create a sound multicultural curriculum by leaving the present curriculum intact and just adding ethnic heroes and heroines such as Martin Luther King, Jr., Cesar Chavez, Sojourner Truth, Pocahontas, and Malinche” (p. 14). Banks believes that only through a total transformation of the curriculum will the goal of creating a truly multicultural curriculum be achieved. According to Banks, in order to maintain a multicultural school environment, “all aspects of the school have be examined and transformed, including policies, teachers attitudes, instructional materials, assessment methods, and teaching styles” (p. 14).

Banks outlines four approaches that can be used by educators to integrate ethnic content into their curriculum. These four approaches can be mixed and blended in actual teaching situations. For example, third-level key curriculum issues involve not just adding ethnic heroes and heroines, but also actually using the different perspectives of these historical figures. Banks believes that this approach will help extend “students’ understanding of the nature, development, and complexity of the U.S. and the world” (p. 19). The fourth approach requires that students make decisions and take actions directly related to the concept, issue, or problem being studied. For example, after a unit on the Civil Rights Movement, students could make a list of actions they could take to help reduce discrimination in their school and/or community lives. Banks believes one goal of the multicultural curriculum should involve helping students to “develop the ability to make reflective decisions on issues related to race, ethnicity, and culture” and “take *personal, social, and civic* actions to help to solve racial and ethnic problems in our national and world societies” (p. 24). He also contends that another important goal should include “an effort

to help students view history and current events from diverse ethnic and cultural perspectives” (p, 25).

#5. Philosophy/Approach—All Children Can Learn

Our fifth philosophy/approach is that **all children can learn**—moreover, all children can be moved to experience joy in learning and accomplishment, and should be respected for both their gifts and their challenges. All children need to experience success, and we do not believe that a one-size-fits-all curriculum can achieve this goal. We plan to accommodate all learners by delivering instruction through a variety of individualized and differentiated instructional methods. To differentiate instruction means to individualize it. A differentiated classroom is an accommodated one. The curriculum **content**, the **process** of learning, and the **product** demonstrating what has been learned is adapted to each learner’s **readiness** (abilities), **interests**, and **learning styles**. Differentiated instruction addresses the unique needs, skills, and experiences of all students and encourages individual growth. Through determining each learner’s strengths and weaknesses, students, parents, and teachers can work together to help each student to reach their learning goals. Therefore, each of our students will have an individualized learning plan (ILP). The goal is to build student confidence, motivation, and the ability to self-direct.

Research

Rationales for differentiated instruction come from theory, research, and educational common sense. Today’s classrooms are becoming more and more academically diverse. Psychologists tell us that a student learns only when a task is a little too hard. When a student can do the task with little effort, that student is not learning. On the other hand, when a student finds a task beyond his or her reach, frustration is the result. When a task is just beyond the comfort level, and the student finds a support system to bridge the gap, learning occurs. This is referred to as a student’s zone of proximal development.

Student motivation and task persistence increase when students can work with topics that are of personal interest. Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, greater student productivity, increased achievement, and an improved sense of self-confidence. Attention to a student’s preferred mode of learning or thinking also promotes improved achievement.

In a classroom where teachers use differentiated instruction, the responsibility for learning is shared by all. The classroom becomes a community of learners characterized by:

- “Complex, challenging learning environments and authentic tasks;
- Social negotiation and shared responsibility as a part of learning; Multiple representations of content;
- Understanding that knowledge is constructed; and
- Student-centered instruction” (Woolfolk, p. 347).

It makes sense that classrooms that use differentiated instruction more easily meet the needs of their students. Through utilizing differentiated instruction, and addressing students’ varying modes of learning, we intend to see improved educational performance in our students.

2. Description of the Curriculum and Alignment with New Mexico Standards

Description of the proposed curriculum:

TISA's curriculum is yet to be developed, although as stated above, it will be a standards-based, multicultural, thematic and arts-integrated educational curriculum. We plan to use the New Mexico State Standards and Benchmarks as a reference in creating the curriculum. The proposed curriculum will be research-based and informed by studies of and consultations with existing arts-integrated programs in the US. Some examples of these programs are the Chicago Arts Partnership in Education (CAPE), and the A+ Schools in North Carolina and in Oklahoma that are using arts integration as a means to increase learning, achieve higher standards, and inspire learners.

Description of curriculum development process:

The founding members will form a committee made up of educators and curriculum consultants who will use the *Content, Standards, Benchmarks, and Performance Standards Reference Guide* to create a multi-grade, aligned curriculum based upon these standards. Our scope and sequence will be developed and guided by the specific standards as written for each grade level. We will form committees to thoroughly study the standards for each grade level and match these to the thematic units we develop. Throughout the planning year, curriculum-writing teams will periodically convene to present unit themes that are aligned to each specific grade level's standards in each of the content areas. The scope and sequence of our curriculum is embedded within the NM Standards and Benchmarks Guide.

The committees will follow these steps:

1. Identify guiding principles, and content standards and benchmarks for each content area of each grade level.
 - For example, the fourth grade committee will review the Standards and Benchmarks for Arts Education, Career, Health Education, Language Arts, Mathematics, Science and Social Studies. They will then design integrated units that adhere to the specifics for that grade level.
2. Analyze any additional curricular materials for alignment between the standards and the proposed thematic units.
3. Create grade level curricular guides for each grade level and suggested themes.

Timeline:

September- Begin meeting with grade-specific committees. These committees will meet once per week through June 30, 2010.

June 30, 2010 – Completed curriculum for grades K-5.

Resources:

Math program

TISA will choose an inquiry-based math program for its education program. One math program that we are considering is Singapore Math, which has been approved by the California Department of Education for use in California classrooms. Singapore Math has a distinguished record in international math competitions and is starting to gain more widespread attention in the US. Numerous mathematics professors in the US endorse the program. Singapore Math emphasizes:

1. An immersion-to-mastery approach ,
2. A development of strong number sense,
3. Excellent mental math skills
4. A deep understanding of place value and
5. Creative and divergent thinking skills.

“The Singapore approach focuses on developing students who are problem solvers. It includes a strong emphasis on model drawing, a visual approach to solving word problems that help students organize information and solve problems in a systematic manner. The curriculum is based on a progression from concrete experience—using manipulatives—to a pictorial stage, and finally to the abstract level. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.” (Staff Development for Educators, p. 1). www.sde.com/singapore-math/index.asp

Reading Programs

We have explored several reading programs and are presently undecided which program best suits our arts-integrated, thematic/interdisciplinary curriculum. One reading program that matches our school’s goals quite well is *Roots and Wings*, an outgrowth of the successful research based, and widely used *Success for All* school reform model. While *Success for All* focuses primarily on reading, writing, and language arts, *Roots and Wings* includes a full curriculum including mathematics, social studies, and science. It features the incorporation of all major subjects into a theme-based, integrated curriculum.

An additional reading program of interest is *Project Read*, which has been successful for students in grades K-12 with various learning needs. The program emphasizes three strands: decoding, reading comprehension and written expression. The strands are integrated at all grade levels, but specific strands are emphasized at certain levels. For example, the story from Literature Connection for grades 1-3 connects students to history, geography, science, politics, cultures, and religions. This curriculum introduces eight different story genres. It teaches literary skills by making abstract elements of a story concrete and meaningful.

Strategies and Methods:

Description of Strategies and Methods

The strategies and methods that TISA plans to use to deliver instruction are described in the philosophy/approaches section. They include using an interdisciplinary/integrated approach to creating and delivering curriculum; arts-integration as the thread that holds content areas together; multiculturalism as a unifying theme; and differentiated or modified instruction to address the needs of all learners. We would like to elaborate on useful strategies for delivering differentiated curriculum instruction.

There are numerous teaching strategies designed to assist a teacher in differentiating in a classroom. I will discuss five strategies: 1) anchor activities, 2) compacting, 3) flexible grouping, 4) learning stations, and 5) tiering. Each strategy can be recreated to fit the needs of students and classrooms. Differentiation is not practiced in most classrooms today, so students are not familiar with how to work in these situations. In order for these strategies to work effectively, students should be taught how to use them through instruction, teacher modeling, and practice. The following explanation of strategies also demonstrates how individual needs will be addressed and students will be assisted in reaching the N.M. Standards.

Anchor activities are vital to the differentiation process. Anchor activities are useful because each student has an individualized learning plan to be done at designated times or when they have completed assignments. This gives the teacher time to organize activities, move around the room, or provide small-group instruction. Anchor activities focus on a student's specific learning needs, enrichment activities, or long-term projects. Anchor activities are reviewed every few weeks, during which time progress is evaluated. Through anchor activities, teachers can differentiate across the full spectrum of content, process, and product, as well as address a student's readiness, interest, and learning style.

Compacting curriculum is a strategy that provides enrichment for students who have already mastered grade-level knowledge or skills in a content area. It allows the teacher to increase the challenge-level for these students, so that they do not have to idle away their time with what they already know. First, the teacher administers a pre-test on a topic or chapter. If the student is knowledgeable in the content, the student is allowed to compact—to work with the teacher to design an independent study of interest to work on instead of the prescribed grade-level activities. Compacting is similar to orbital studies, but in orbitals, the student does not test out of subject matter. Instead, students of different levels may choose to extend learning through 3-6 week independent investigations that are related to the curriculum that they are studying. Again, as with anchor activities, compacting allows teachers to differentiate content, process, and product, and to address each student's readiness, interest, and learning style.

Another very useful strategy for adapting/modifying curriculum is flexible grouping. Flexible grouping differs from the kind of groups we often find in elementary classrooms, where students are assigned to groups based upon their ability. Flexible grouping is fluid. Students of varying ability levels may be grouped together based upon choices in learning process and products, as well as interests, learning styles, or intelligences. As a result, students experience working with a variety of their peers in situations where everyone's unique talents and skills are highlighted. Again, in order for cooperative, flexible grouping to work effectively, students need to be explicitly taught rules and procedures, and they need to practice working in flexible groups, the teacher has time to move between groups and to monitor their progress.

A fourth strategy that we would use to differentiate curriculum is learning stations. Learning stations are different places in the classroom where groups of students, each organized to emphasize particular math processes. One station might be set up for students who need direct instruction, another for students who grasp the processes but need more practice, yet another station with problems set in real-life situations. All students will go to all of the stations, but at different times, in different orders and will do different tasks while at the stations. Key to successful learning stations is the ingenuity and organizational skills of the teacher. Stations allow for differentiation of content, yet students are focusing on the same key concepts and skills they need to progress through a subject.

The last strategy we would like discuss is tiered assignments, activities, and products. To tier means that the teacher creates various levels of challenge in content, process and product, so that all students focus on the same topic, concepts, or skills, but at individual levels of difficulty. This way students are provided with a "better fit" between their assignments and current activity levels. Tiering can be accomplished through anchor activities, compacting curriculum, various grouping assignments, learning stations, orbital studies, independent studies, product menus (lists posted in the classroom delineating choices in work that specific groups do), and homework assignments. For example, homework can be tiered, so that students not only have choices, but also so that it is designed for different students' needs.

How the Curriculum will address student needs and assist in reaching NM Standards:

TISA’s curriculum will align with current New Mexico State Standards. The assessment process will track each student’s progress towards achieving proficiency in each of the content area standards. Differentiated instruction will address individual student needs. The curriculum will be built using the standards as a framework. In addition, the Individual Learning Plan (ILP), for each student, will track each student’s progress.

Descriptive example of the curricular strategies and methods in action in the classroom:

This is an example of how arts could be integrated into language arts and reading through the teaching of a thematic unit titled *Petroglyphs and Pictographs of the Southwest*. This unit aligns with the 4th grade social studies curriculum, when students study New Mexico history. This unit meets NM state standards in the arts, career readiness, language arts, science, special education, social studies, and mathematics.

The language arts of reading, writing, speaking, and listening are woven into activities that center on the ancient cultures of the Southwest. Essential questions provide a clear focus for art and literacy instruction and learning. They guide the lesson’s activities and all of the reading selections emerge from them. Essential questions include:

1. Why is it important to study the art of ancient cultures?
2. Why did ancient people create artwork on cave walls?
3. What can cave art teach us about prehistoric people and times?
4. How are our lives similar to the Anasazi? How are they different?

The unit’s instructional objectives include:

1. Understand and discuss rock art as the oldest art form. Create symbols in journals.
2. Identify key terms and vocabulary related to our Anasazi cultural study.
3. Improve reading and writing through tiered reading and writing assignments.
4. Create a pictograph painting based on traditional or individually meaningful symbols.

To generate student interest, build background knowledge, and provide a hands-on experience, the teacher creates a class museum. This contains prints of petroglyphs and pictographs; maps; previous student projects; literature; and virtual tours of archaeological sites. Vocabulary related to the study is used in context through readings and discussion, and then highlighted for further study on the board. Opening activities are designed to stimulate thinking and speculation.

The class then comes together for discussion. To further activate prior knowledge and stimulate discussion, the teacher uses a K-W-L chart. Questions such as “What is culture?” and “What do we know about ancient Native Americans and their art?” introduce the discussion. We then take a field trip to a local archaeological site—a “being there” experience. Some of the unit’s activities include:

1. Teacher-read stories to introduce the lessons. Discuss illustrations.
2. Explore the meaning of symbols, and draw symbols in student journals.
3. Paired students use fact cards to reinforce vocabulary words.
4. Review of learning via KWL chart. Discussions based on Bloom’s Taxonomy.
5. A virtual tour of Castle Rock. (The tour includes reading; vocabulary; math—estimations of time to travel by walking, horseback, driving, navigating the website; a study guide for assessment; and geography through continual referral to maps.)

6. Some assignments allow for authentic assessment, so that students have opportunities to write, dance, sing, and draw/paint to demonstrate what they have learned.
7. Lessons in elements of art lead to the creation of pictographs (art—printmaking)

Literacy components include the teacher reading aloud and modeling reading strategies; discussions of the day’s reading selections utilizing Bloom’s Taxonomy; reading and discussion of selected internet sites; discussion and reinforcement of vocabulary as the words occur in the context of the study. Teaching strategies include guided practice, mini-lessons, and flexible student grouping (depending upon the activity, development of needed skills, intelligences, and student choice.

Various art disciplines are integrated throughout the unit. From the beginning, students are encouraged to learn to “see”—to really look at and analyze the visual representations that are before them. Visual education starts with the class museum, and this experience provides many sensory experiences. Whole-class discussions, with visual examples of symbols, lead to each student designing symbols that have a special meaning to them. From these symbols, students begin to work on a preliminary sketch for their future painting. Throughout the unit students have choices to use visual, dramatic, and musical representations, as well as various writing activities, including poetry, music composition, and writing a story. For example, they could use the day’s vocabulary words by composing a song. These activities encourage students to use multiple intelligences.

Assessment is not limited to paper and pencil tests. Portfolios are kept to chart progress, as well as to display final products. Rubrics are used by students and teacher to both guide the work and to assess the results. Group work is carefully guided to ensure individual participation and cooperation. A final presentation of the unit is something to work towards and to celebrate with other classes, families, and friends.

NEW MEXICO CONTENT STANDARDS ARTS

Content Standard 1: Learn and develop the essential skills and technical demands unique to...visual arts.

Content Standard 2: Use the visual arts to express ideas.

Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Content Standard 4: Demonstrate an understanding of the dynamics of creative process.

Content Standard 5: Observe/discuss/analyze/make critical judgments about artworks.

Content Standard 6: Show increased awareness of peoples and cultures through the visual arts and by participating in the activities of cultural institutions.

CAREER READINESS

Content Standard 3: Students will demonstrate the technical knowledge and skills required for future careers.

Content Standard 5: Students will develop effective leadership, interpersonal/team skills.

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, or viewed.

Strand: Writing and Speaking for Expression

Standard II: Students will communicate effectively through speaking and writing.

Strand: Literature and Media

Content Standard III: Use literature/media to develop an understanding of people/societies/self.

SOCIAL STUDIES**Strand: History**

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs/turning points in NM, US, and world history in order to understand the complexity of the human experience.

Strand II: Geography

Content Standard II: Students understand how physical/natural/cultural processes influence where/ways people live, and how societies interact with one another and their environments.

MATH**Strand: Number and Operations**

Content Standard: Students will understand numerical concepts/mathematical operations.

Strand: Measurement

Content Standard: Students will understand measurement systems and applications.

Strand: Data Analysis

Content Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.

Professional Development for Implementation of the Strategies and Methods:

- Curriculum and instruction that focuses on integrated learning
- Differentiated Instruction
- Materials and resources
- Assessment methods for integrated-arts curriculum
- Multicultural education
- Mentoring and teacher training
- Training for non-teaching staff.

B. Educational Program**1. Length of School Day and School Year**

The school Administrator and the faculty of the proposed charter school will develop the school calendar and operating schedule in compliance with all NMPED guidelines according to House Bill 691 2009. There will be 182 school days in order to accommodate for teacher collaboration, planning and professional growth. Preliminary calendar and hours of operation are as follows:

- The proposed length of the school day is 7 hours per day with 6.7 instructional hours except on Wednesdays with a 5 hour day and 4.7 instructional hours.
 - i. Grades K-8 hours of operation will be 8:30 a.m. – 3:30p.m. on Monday, Tuesday, Thursday and Friday.
 - ii. Grades K-8 hours of operation will be 8:30 – 1:30p.m. each Wednesday to provide time for staff development and collaboration. An exception will be made when there is already a day off that particular week.
 - iii. Total instructional hours will be 1184 hours.

- The proposed length of the school year is 182 days.
 - i. There will be 152 full instructional days.
 - ii. There will be 24 early dismissal Wednesdays for teacher in-services.
- The holiday schedule will be created to correspond to the Taos Municipal Schools’ schedule, making it close to a 10 month school year. School will begin in the middle of August and ending in late May, depending on the calendar year.
- The proposed length of the school day supports our Educational Plan because it gives time for in depth learning in the content areas as well as time for staff collaboration and development.
- The proposed length of the school year supports our Educational Plan because it gives time for in depth learning in the content areas as well as time for staff collaboration and development.

Sample Schedule for Grades K-8

8:30 -10:30 Language Arts Block
 10:30 –11:00 Recess / Snack Break
 11:00 -12:30 Mathematics Block
 12:30 – 1:15 Lunch/Recess
 1:15 - 2:15 Social Studies/Science/ Foreign Language
 2:15 - 3:15 Physical Education/ Arts Classes/ Technology Classes
 3:15 – 3:25 Campus of class chores
 3:25 – 3:30 Dismissal

2. Grade Levels, Class Size and Projected Enrollment

- The Taos Integrated School of the Arts proposes to serve grades K-8. A phase-in plan is proposed. We will start with grades K-5 and add a grade per year until there are eight grades. TISA will phase in grades over a four- year period. Full enrollment will be 180 students.

School Year	Grade Levels	Total Projected Student Enrollment
First Year 2010-11	K- 5 th - 20 each	120
Second Year 2011-12	K- 6 th – 20 each	140
Third Year 2012-13	K –7 th - 20 each	160
Fourth Year 2013-2014	K –8 th – 20	180
Fifth Year 2014-2015	K- 8 th - 20	180

- The rationale for this phase-in program is that we believe a smaller enrollment will be more manageable for our start-up project. As the school grows, we will be able to absorb more students, as the majority of them will already be part of the school community.
- The total projected student enrollment is 180 students.
- The projected size for each classroom will be an average of 20 students.

3. Graduation Requirements (not applicable)

C. Goals, Objectives, and Student Performance Expectations

Ambitious Specific Goals	Attainable Measures	Alignment to Mission Statement	Timeline
Students will learn through a thematic, arts-based curriculum.	Each unit will be measured through formative and summative assessments.	Our mission is to provide a thematic, arts-based curriculum	Assessments will be administered at the completion of each unit and at the end of the school year.
Students will learn through a multicultural approach within the curriculum.	This will be evaluated using rubrics for each unit.	Our mission is to integrate multicultural studies into our curriculum.	Assessments will be administered at the completion of each unit and at the end of the school year.
Students will demonstrate growth in knowledge and understanding of the material.	This will be measured through the use of formative and summative assessments, as well as performance based assessments allowing for multiple ways of knowing.	Our mission is to educate all children.	Assessments will be administered at the completion of each unit and at the end of the school year.

School Report Card and Educational Plan for Student Success:

Taos Integrated School of the Arts will complete an annual School Report Card according to PED requirements. The Report Card will report the status of the school based on student achievement, parent survey results, community/parent involvement documentation and other required information.

In addition, TISA will develop and submit to the PED an Educational Plan for Student Success (EPSS) by the end of the third year. The EPSS provides the framework for documenting and addressing our school goals.

D. Plan for Evaluating Student Performance

Assessment is the process of collecting, synthesizing and interpreting information to aid classroom decision-making and includes information gathered about pupils, instruction and classroom climate. Teachers assess for many purposes because they are required to make many decisions. They must:

- watch for pupils who are having emotional, learning or social problems in the classroom;
- be able to judge pupils' academic learning and progress;
- provide feedback and incentives to students
- make decisions about the placement of students in various types of groupings;
- establish classroom equilibrium

Types of Assessment

The design of TISA's comprehensive assessment system centers begins in the classroom. Accordingly, TISA will develop a variety of assessments that are part of the instruction and that challenge students to achieve standards proficiency. These internal assessments, created over the first three years, will be rigorous, relevant, and reliable. They include but are not limited to:

Standardized or Criterion Referenced Tests

Students will take all state and federally required Standardized or Criterion Referenced Tests including the NMBSA. In addition, students will be administered short-cycle standards-aligned assessments including Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and possibly the Developmental Reading Assessment (DRA).

Teacher-generated Assessment Tools

Teacher-generated assessment tools will be given throughout the year. These formative and summative assessments will be given to chart student progress and to provide the necessary information to modify curriculum. Instructional changes will be made based on these findings. Informal and non-standardized written and oral tests are administered to inform the instructor of teaching effectiveness and student needs. This information will be utilized for evaluative purposes, report cards, as well as diagnostic and curriculum design purposes.

Portfolio Based Assessment

All students will maintain portfolios, selected teacher generated assessments, performance evaluations, projects, reports, etc. that will be used both for report cards and conferences. The portfolios will be utilized in a primarily "student-driven" process that allows for self-and peer-evaluation opportunities and authentic academic goal setting to be realized. Portfolios may contain sub-folders and artifacts from performance-based assessments.

Rubric-Based Teacher Assessments

Rubrics are brief written descriptions of different levels of student performance. Rubrics can be used to summarize both student performances and products. Rubrics will be designed to establish clear assignment and course expectations and to provide specific and timely feedback to students. Four times each year, teachers will evaluate student performance using these rubrics, which track individual student progress concerning specific skills and knowledge content.

Individual Learning Plan

We believe that every child is special and has special gifts and challenges. In order to best serve the learning needs of each student that they may reach their full potential, we will develop Individualized Learning Plans specific to the needs of each student. Its purpose is to facilitate communication between parent, teacher and student, and student growth. The format of these plans will be developed during the planning year for each grade level.

Timeline for Achievement of the School's Student Performance Expectations:

Assessment for each student will begin with an entry evaluation consisting of a review of previous teachers' records and observations, and parent input. During the school year, students will be evaluated through teachers' formal and informal observations, presentations, demonstrations and exhibitions, written exams and papers, portfolio achievement, and state mandated tests.

An example of a performance –based assessment is as follows:

4= Excels- the student performs at 100% on assessment of performance objective. The student displays a consistently high level of skill and understanding with no errors.

3=Mastered – the student has mastered the performance objective at 90%-99%. The student displays consistent skill and understanding with no more than 10% errors.

2=Progressing – the student performs at 50%-89% on assessments. The student displays some skills and understanding, but errors indicate that the student needs further practice and review.

1= Concern – the student performs at below 50% on assessments. The student has not yet acquired the skills and understanding to perform consistently and needs a remediation plan of action as described below.

Mastery Level: Upon reaching a level of 3 or above the student will have mastered the objective. A student receiving a 2 will be given further instruction and review. Promotion to the next grade will take into account the achievement of mastery level on assessment of state standards for the grade and/or significant growth in relation to beginning benchmark levels. Those children who do not meet the academic criteria for grade promotion will be evaluated based on the Governing Council's policies and procedures regarding retention and promotion of students.

Corrective Action and Remediation for Students Not Meeting the Standards

Children who score level 1 on a performance objective will have a “plan of action” developed by the teacher. This may include extra help from the teacher, assistant, or a parent volunteer, parent participation at home, and/or peer collaboration. The steps below detail the progression of strategies and interventions that will be offered:

1) Curriculum designed to reach all students

- Staff collaboration to form a plan of action for struggling students.
- Classroom meetings, cooperative learning, and peer mediation used to implement communication skills, team building, and conflict resolution skills.
- Differentiated instruction students different skill levels
- Integrated curriculum to address students' varying learning styles and intelligences.

2) Early intervention for students with reading, math or interpersonal difficulties.

- Small group pullouts. These will be students who have been identified as needing extra instruction in specific areas. These groupings will be flexible and will change based on the students' needs and progress. Referral for these groups may be made by the classroom teacher or by the SAT team. Parents will be informed of the special small-group work and will be apprised of student assessment results and progress.

- After school tutoring will be available through volunteer tutors. The school will work with the community to identify volunteers who can meet regularly with students after the school day. These volunteers will receive training in basic reading and math remediation. They will work with the students one-on-one.

3) Specific remediation plan for students not achieving standards. The school will have a Student Assistance Team (SAT) co-chaired by the counselor and the special education teacher. A student may be referred to the SAT if 4 months of prior instruction have failed to demonstrate adequate student progress, or sooner in cases of urgent need. When a student is brought to the SAT, a meeting will be convened with parent(s), classroom teacher(s) and specialists. This team will develop a remediation plan which will include some or all of the following:

- Interventions for the classroom teacher to employ;
- Interventions for support teachers to employ;
- Interventions for parents to employ;
- After-school tutoring;
- A specific timeline for implementation;
- Procedures for documenting intervention and results;
- A date for follow-up meeting in 3-6 months to review progress.

If interventions are unsuccessful, the team will follow state-established procedures to refer a student for diagnostic testing (see Section IV E.).

5) Special Education – The school will have a special education teacher who will follow an inclusion model, integrating special needs students into the mainstream classroom wherever possible and appropriate. The Special Ed teacher will follow student Individualized Education Plans (IEP), per state law. These IEPs will provide the basis for the instruction delivered to each special education student. (For further details, see Section IV, E).

Documentation and Reporting of Student Data to Students and Parents:

Taos Integrated School of the Arts will develop its own standards-based report card. Report cards will be given at the end of each semester. Parent conferences will be scheduled to coincide with these reports to communicate the teacher's evaluation and recommendations to the parents. When appropriate students will participate in these conferences. Conferences will focus on student achievement levels, growth, observed behaviors, and their Individual Learning Plan. The emphasis will be on accurate information for which evidence can be provided, and a revised IEP. At the end of the year, an evaluative report of the student's progress and area(s) of challenge is given to each family. Report cards will contain all information required by the state.

- Once a year, a student-led conference will be scheduled. The student will prepare for this conference and will lead it. The teacher will observe and coach but not lead it.
- For every major project, an assessment rubric or checklist will be developed and shared with students and parents when it is assigned. After the project is completed, the teacher will review the rubric with the student to be sure the results are clear.
- Portfolios will be kept, either electronically or hard copies, of selected work for each student. These will have specific purposes and rubrics that state the requirements. Students will share these in the end-of-the-year conferences.

Using Assessment Data to Evaluate Performance and Inform Instruction

Draft Assessment Report Format

The teacher will evaluate and provide feedback for student progress using the above-described assessment methods, which value both content and process of academics. The emphasis on assessment is to ensure that students have many opportunities to demonstrate what they know and are able to do. Teachers will provide written assessment reports two times a year, brief written end-of-block progress reports, and schedule parent conferences semi-annually.

Section A- Narrative

The first section will consist of a written composition that lists achievements in academic content, learning process, behavior, group participation, and other relevant areas. The evaluations will be both quantitative (for example, the number of projects and amount of time spent) and qualitative (for example, the style of work, the area where skills were challenged or advanced). Teachers are encouraged to include levels of achievement in written assessment while omitting any judgment of that level (such as “did a great job” and “needs more work”).

Section B – Level of Achievement

The second section is intended to help determine the grade level each student is functioning, at while not establishing a hierarchy of achievement, which will promote hurtful levels of competition among students. This section will include:

- Scores from state mandated and standardized scores
- Results of the pre and post evaluations
- Grading marks in individualized subject areas

The grading marks may take different forms, determined by teachers for each class or grade level, but will clearly indicate if the student is performing below grade level, or if there is a borderline or questionable condition.

(3) DOCUMENTATION AND REPORTING OF STUDENT DATA

The Taos School of Integrated Arts will compile all student records electronically. This electronic file will be kept in addition to the student’s cumulative file and special education file, which serve as the school’s primary record source. The electronic files produced will provide all relevant and required student data to the State Board of Education. In addition, we will provide complete, organized data relating to student data, i.e., demographics, grades, enrollment, attendance, etc.

Taos Integrated School of the Arts will budget for, and utilized the Student Data Reporting System (STARS) software to allow it to record student, staff and school data electronically. This system will record information including but not limited to:

- 1) Student basic data—name, student number, address, phone, guardian information, family income and education level, home language of dominance.
- 2) Attendance Data
- 3) DIBELS, MAP, NMBSA, and DRA scores indexed by students

4) Staff basic data—name, address, phone, email, certification and endorsements

5) School basic data—20 and 40-day counts, energy consumption data, etc...

The STARS system will allow a variety of reports to be prepared and printed from this data, including reports for the authorizer, for the school report card required by the state, and for any partners and funders. A well-functioning STARS program will allow Taos Integrated School of the Arts to promptly submit to the state any Budget Adjustment Requests (BAR) made necessary by changing student enrollment.

E. SPECIAL POPULATIONS

(1) SUGGESTED MODIFICATIONS TO MEET INDIVIDUAL STUDENTS NEEDS

The Taos School of Integrated Arts will modify the program of instruction to meet individual students, including bilingual, limited English proficient, and special education.

The Taos School of Integrated Arts will comply with all applicable federal laws in regard to services and the education of English Language Learners (ELL) relative to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficiency (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirement.

Bilingual/Limited English Proficient students will be addressed utilizing a combination of the following: certified bilingual/TESOL teachers, English-speaking and bilingual peer, older grades and community member mentoring, and school wide Spanish and other foreign language instruction. In addition, upon charter approval, TSIS will contact other area charter schools to brainstorm ways to collaborate on services to meet individual student needs.

The Home Language Survey given to all students identifies ELL students. Those students whose primary language at home is other than English will be given the New Mexico English Language Performance Assessment (NMELPA) annually until they are reclassified.

For these particular learners, TISA teachers will:

- Have an awareness of cultural and linguistic differences among students
- Provide a safe and predictable environment
- Teach sociolinguistic behaviors
- Adjust their teaching to incorporate differentiated instruction

At the Taos Integrated School of the Arts, all lessons are integrated across the curriculum and many opportunities are provided for the activities that address the multiple intelligences. Students with disabilities as well as gifted students will be included in the general classroom setting as much as is educationally possible. They will have full access to general education curriculum in a manner consistent with federal and state laws and regulations, and consistent with the mission and vision set forth in the TISA Charter. However, if a special needs student requires more intensive or direct support, he or she will receive that service in a different way that could include small groups or one on one instruction.

(2) SPECIFIC SPECIAL EDUCATION PLAN

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

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

Student Assistance Team and Student Eligibility for Special Education

TISA will use the NM PED Student Assistance Team Manual as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

TIER I

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

TIER II

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

TIER III Special Education Referral Process

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

Determination of Eligibility and Educational Need

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

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

INDIVIDUALIZED EDUCATION PLAN

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

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

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

- Evaluation of the child through a variety of assessments, observations, and information gathering.
- Targeting all areas related to the student's eligibility.
- If this an initial IEP, have the MDT team examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. Record determination results.
- If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form Determining the Existence of a Specific Learning Disability. This two-page form includes objective results (such as test data) and subjective assessments (such as observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions.
- A written notice of the meeting has been sent to the parents.

IEP CONTENT

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

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

To this end, TISA will use the New Mexico Special Education Bureau's IEP form, which includes the following:

- Consideration of special factors (i.e. second language learner)
- Student profile and student/family vision
- Transition services (Required at age 14, or sooner, if appropriate)

- Present levels of educational performance
- How the child's disability affects the child's involvement and progress in the general education curriculum;
- For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
- Annual goals (objectives/benchmarks)

The statement of measureable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and

- Least restrictive environment
- Summary of services
- Modifications & Accommodations
- Supplementary aids and services
- Participation in mandated testing
- Schedules of services
- The projected date for the beginning of the services and modifications
- Level of Service/Setting
- The anticipated frequency, location, and duration of those services and modifications.
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.
- IEP Progress Documentation
- Prior written notice of proposed/rejected action(s)

STUDENT DISCIPLINE

IDEA 2004 states that school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct, Section 615(k)(1)(A). Therefore, the School Administrator of TISA will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability. A long-term disciplinary removal is 10 or more school days.

MANIFESTATION DETERMINATION

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

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

Should the manifestation determination conclude that the conduct in question was not caused by the child's disability; the IEP team is charged with determining an interim alternative education setting for the student. Section 615(k) (2).

If it was determined that the child's behavior was related to the disability, the IEP team is to return the child to the placement from which the child was removed, unless the parent and the

school agree to a change of placement as part of the modification of the behavioral intervention plan. Section 615(k) (1) (F) (iii).

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) & BEHAVIORAL INTERVENTION PLAN (BIP)

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

Regarding a manifestation determination finding that a student's behavior was related to his/her disability, and then the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. Section 615(k) (1) (iii). If the school already had developed and implemented a BIP for the student, the IEP must review the plan and modify it, as needed to address the behavior in question.

SUSPENSION AND EXPULSION

To ensure equal treatment, all students who are responsible for their conduct will be disciplined under the same due process procedures. The law provides students with disabilities a different status than that of non-disabled students. If the determination is made through a functional behavioral assessment, that the misconduct of a student with a disability is not related to the student's condition or educational placement, then the student with a disability whose conduct may warrant suspension or expulsion will be provided appropriate due process in the same manner as all other students. If the apparent misconduct is determined through the same assessment, to result from the student's condition or educational placement, a behavioral intervention plan shall be developed and implemented.

TREATMENT OF STUDENT RECORDS

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

LEAST RESTRICTIVE ENVIRONMENT:

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

ALTERNATIVE ASSESSMENT

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

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

Eligible students will take the New Mexico Alternate Assessment in grades 3-8 as an alternate to state mandated testing in those grades. Teachers can use the results each year to identify goals, program needs, and student growth.

The IEP team will complete the New Mexico Public Education Department Addendum for Determining Eligibility for the New Mexico Alternate assessment and provide documentation that the student meets participation or eligibility criteria. 34 CFR Sec 300.138(b) (1).

DUE PROCESS

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

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

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

Section 504/American Disabilities Act

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

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

ELIGIBILITY

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

Major life activities are defined as:

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

EVALUATION PROCESS

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

SERVICES

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

PARENT NOTICE

As required by law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting, and participate in the decisions made. Parents are entitled to an impartial due process hearing if they disagree with the school's decisions in these areas. A Section 504 hearing will be made available by the school if requested by the parent. TISA understands that parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing.

Special Education Director:

An on-site employee of the school will initially be hired to serve as a Special Education Director to the Taos Integrated School of the Arts. This individual shall possess appropriate New Mexico special education certification and have extensive administrative and delivery experience. The Special Education Director will also work to assist with the delivery of special education services in the classroom (s). Other special education need (OT, PT, etc) will be addressed by contracted services as needed at the school. All contracted providers will be qualified to perform such services and possess appropriate licensure in the state of New Mexico.

School Policies Manual Relating to Student Needs/At-Risk/Special Needs:

TISA will develop a policy manual, a portion of which shall be devoted specifically to special education policy, completed prior to the opening of the school. Legal services will be contracted through an experienced public school law firm and engaged to assist, if necessary, with school policy matters including those of special education policy. All special education policies will comply with Special Education Policies and Procedures.

Promotion/Graduation Requirements:

TISA will develop an individualized course of study for all students receiving special education services per New Mexico Statutes and Federal Mandates.

(3) ACCESS TO OTHER SERVICES

TISA educational program will provide access to other services such as counseling and health based upon the individual student's needs. The services may include, but are not limited to, the following types of modifications and services:

Counseling Services

The Taos Integrated School of the Arts will provide counseling services on an as needed basis. Students will be directed to group and one-on-one counseling as determined by the Student Assistance Team. We will contract these services with local providers. It is our intention to form a coalition of charter schools so that we can share the resource pool of licensed personnel for ancillary services.

Health Services

Health services for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. Taos Integrated School of the Arts will comply with all immunization and blood-borne pathogen laws.

Handicap Accessibility

The Taos Integrated School of the Arts will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be handicap accessible and all activities will be adapted to meet the need for access.

Diagnostic Services

The Taos Integrated School of the Arts will employ the part-time services of a diagnostician as necessary.

Other Services

The Taos Integrated School of the Arts will employ the part-time services of a psychologist, social worker, occupational therapist and speech therapist as specified in student IEPs.

VI. FINANCIAL PLAN

A. BUDGET

B. FISCAL MANAGEMENT

VI. Financial Plan

A. Budget

See Excel Files inserted in Appendix L with SEG projections and expenditures, for years 1-5.

Budget Narrative/ Assumptions

Budget Narrative/ Assumptions

REVENUE EXPECTATIONS

We are basing our revenue projections on the following numbers:

Year 1 – we expect to enroll 120 students in grades K-5.

Year 2 – we expect to enroll 140 students in grades K-6.

Year 3 – we expect to enroll 160 students in grades K-7.

Year 4 – we expect to enroll 180 students in grades K-8 which will be full enrollment.

Year 5 – we expect to enroll 180 students. which will be full enrollment.

INSTRUCTION EXPENDITURES Function 1000

Year 1

11000 1000 51100 1411

Our staffing totals of 6 FTE teachers, at an average of \$37,293 per teacher. This pay scale takes into consideration the 3 tiered salary schedule. Our assumption is that we will attract and hire teachers at all of the skill levels. The first year, we will staff the school in this manner – 1 teacher for K, 1 teacher for 1st grade, 1 teacher for 2nd, 1 teacher for 3rd grade, 1 teacher for 4th and 1 teacher for 5th grade.

11000 1000 51100 1412

We will employ a full time Special Ed teacher/director at \$42,666 salary.

11000 1000 51100 1611

We determined sick leave by assuming that each teacher will require 10 sick leave substitute days per year. We will pay a substitute \$75 per day .

11000 1000 51100 1612

There be no paid vacations.

11000 1000 51100 1713

We will hire a kindergarten assistant for 1 FTE. This person will be paid \$12 per hour, and would receive \$15,329 per year.

11000 1000 52500 0000 (years 1-5)

Unemployment compensation determined by multiplying salaries by .02.

11000 1000 52710 0000 (Years 1-5)

Worker's Compensation is determined by multiplying total wages times 1.17 per \$100.

11000 1000 53711 0000 (Years 1-5)

Other charges refer to student testing. The assumption is \$60 per student.

11000 1000 55820 0000 (Years1-5)

Teacher's training is assumption of \$750 per year per teacher

11000 1000 56112 0000 (Years 2-5)

Textbooks/ Instructional Materials at \$125 per student. Year 1 is included in the start-up costs covered by the federal start-up monies.

11000 1000 56118 0000 (Years 1-5)

Classroom papers and supplies at \$100 per student

11000 1000 57332 0000 (Year 1 and Year 5)

Computers purchased year 1 and year 5 – for the computer lab. 8 computers at \$1200 each.

Year 2

11000 1000 51100 1411

Our staffing totals of 7 FTE teachers, at an average of \$40,500 per teacher. This pay scale takes into consideration the 3 tiered salary schedule. The second year we will have the following grades teachers: 2 teachers for K, 1 for 1st grade, 1 for 2nd grade, 1 for 3rd, 1 for 4th grade, 1 for 5th, 1 teacher for 6th grade.

11000 1000 51100 1412

Our special education teacher pay assumes that we will need 1 FTE teacher to cover the load of students needing Special Ed programs. This is also assuming a pay of \$43093.

The sick leave and vacation pay is determined by the year 1 process.

11000 1000 51100 1713

We will have 1 FTE kindergarten assistant. The pay for 1 position will total \$15,695.

Year 3

11000 1000 51100 1411

Our staffing totals of 8 FTE, at an average of \$40,850 per teacher. By this third year, we will have 1 for K, 1 for 1st grade, 1 for 2nd grade, 1 for 3rd grade, 1 for 4th grade, 1 for 5th grade, 1 teacher for 6th grade, 1 for 7th grade.

11000 1000 51100 1412

Our special education salary assumes that we will need 1 FTE, due to the numbers increasing number of students. This assumes a pay of \$43520 for the 1FTE.

11000 1000 51100 1611/1612

We will continue the sick and vacation leave as previously explained.

11000 1000 51100 1713

We will hire 1 kindergarten assistant at FTE. The pay per assistant will be \$16,058.

Year 4

11000 1000 51100 1411

The teacher salary assumption is an average of \$41,750, with 9 FTE. By the fourth year, we will have 1 for K, 1 for 1st grade, 1 for 2nd grade, 1 for 3rd grade, 1 for 4th grade, 1 for 5th grade, 1 for 6th grade, 1 for 7th and 1 for 8th grade.

11000 1000 51100 1412

The special education teacher salary assumes that there will be 1FTE. 1 teacher will receive \$43,950 for the 1FTE.

11000 1000 51100 1611/1612

Sick leave and vacation time assumes that each teacher will require 10 days sick leave. Subs will be paid at the rate of \$75 per day.

11000 1000 51100 1713

We will have 1 kindergarten assistant, working FTE. The assistant will be paid \$16,425 per year.

Year 5

11000 1000 51100 1411

Teacher salaries assume the continuance of the 9 teacher's staff, at a pay of \$41,750 average.

11000 1000 51100 1412

The special education staff will consist of the 1 FTE, the 1FTE earning \$44,373.

11000 1000 51100 1611/1612

Sick leave and vacation time assumes that each teacher will require 10 sick days.

11000 1000 51100 1713

The 1 kindergarten assistant will earn \$16,788.

SUPPORT SERVICES EXPENDITURES Function 2100

Year 1-5

11000 2100 51110 1215

We will hire a registered nurse at ..25 FTE earning \$15000 per year.

Year 1-5

11000 2100 53218 0000

Any contracted specialists we deem necessary to hire for additional student support.

Year 5

11000 2200 56114 0000

At year 5 we will add extensive library/audiovisual materials of \$60 per student

GENERAL ADMINISTRATION EXPENDITURES Function 2300.

Year 1

11000 2300 51100 1511

The first year the data processor will be paid 0.5 FTE at \$8,500.

Year 2

11000 2300 51100 1115

The 2nd year of this position will pay \$9,000.

Year 3

11000 2300 51100 1115

The 3rd year this position will be paid \$9690.

Year 4

11000 2300 51100 1115

The pay will be \$9883.

Year 5

11000 2300 51100 1115

The pay will be \$9930.

11000 2300 53411 0000 (Year 1-5)

Budget is for \$10,000 per year for the State Audit

11000 2300 53413 0000 (Year 1-5)

Budget for legal counsel is \$3500.

11000 2300 55400 0000 (Year 1-5)

This will include newspaper, radio, phone book and television, and all marketing and publicity pieces. This will be \$500 per year.

11000 2300 53414 0000 (Years 1-5)

This is for annual end-of-year CPA fees for tax preparation, and for yearly computer maintenance.

11000 2300 55812 0000 (Year 2-5)

Board Training of \$2500 per year will cover any needed training, including retreats for planning.

11000 2300 56118 0000 (Year 1-5)

This is a supply budget for administrative needs, of \$100 per month.

SCHOOL ADMINISTRATION EXPENDITURES Function 2400

Year 1

11000 2400 51100 1112

The Administrator will be paid \$65,970 for 1 FTE.

11000 2400 51100 1217

The secretary will be paid \$14,215 for 1 FTE.

11000 2400 52500 0000 (Year 1-5)

Unemployment Insurance is determined by multiplying wages by .02.

11000 2400 52710 0000 (Year 1-5)

Worker's Compensation is administrative wages multiplied by 1.17 per \$100.

Year 2 and 3

11000 2400 51100 1112

The Administrator will be paid \$66,200 for 1FTE for year 2 and \$66,300.

11000 2400 51100 1217

The secretary will be paid \$14,421 for 1 FTE.

Year 4

1100 2400 51100 1112

The Administrator position will be paid \$66,900 for cost of living increases.

11000 2400 51100 1217

The secretary will be paid \$15,141 for 1 FTE.

Year 5

1100 2400 51100 1112

The Administrator position will be paid \$67,200 for cost of living increase.

11000 2400 51100 1217

The secretary will be paid \$15,671 for 1 FTE.

CENTRAL SERVICES Function 2500

Year 1 the Business Manager will be paid \$35,000 for 0.25 FTE.

Year 2 the Business Manager will be paid \$42,000 .25 FTE.

Year 3 business Manager will be paid \$50,000.

Year 4 Business Manager will be paid \$51,000.

Year 5 Business manager will be paid \$52,000.

OPERATION AND MAINTENANCE OF PLANT Function 2600

11000 2600 51100 1615

We will pay to have a custodian year round. This will be a .5 FTE position, at a pay rate of \$10 per hour. The yearly pay will total \$4,000 in year 1. Year 2 the custodial position will increase to .5 FTE for a pay of \$4,000. Year 3, the custodial position will increase to 0.5FTE to assure a clean and safe campus as numbers increase. We will pay this position \$4,000. We will also encourage parent involvement through volunteer cleaning and maintenance opportunities. Year 4 the .5 FTE custodian position will receive \$4,000, and the Year 5 custodian position will receive \$4,000.

11000 2600 52500 0000 (Year 1-5)

Unemployment Insurance is determined by multiplying wages by .02.

11000 2600 52720 0000 (Year 1-5)

Worker's Compensation for Maintenance is wages multiplied by 1.17 per \$100.

11000 2600 54416 0000 Years 1-5)

For Internet and Phone service.

11000 2600 54610 0000 (Years 1-5)

Our rental assumption, year 1-5 is that we will pay up to \$8,400 per month, making the total paid in rent for the year, \$84,000. We will be applying for the Facilities Lease Grant monies to supplement the lease payments, which we have included against our balance for this line item. We also intend to find some alternative energy providers to set up demonstration facilities at our site, for no cost to the school. This would include solar and wind energy generators.

11000 2600 55200 0000 (Years 1-5)

Property Liability Insurance of \$8500 per year

11000 2600 56118 0000 (Years 1-5)

Janitorial supplies of \$150 per month.

11000 2600 57331 0000 (Year 2)

We will make an initial investment in a large play structure that would facilitate the use by all students. This expenditure will also include any sports equipment needed.

11000 2600 57332 0000 (Year 2-5)

Furnishings and equipment under \$5,000. Determined at \$50 per student per year.

Narrative Description of all Revenue Sources Other Than SEG

Federal Planning and Implementation Grant for Planning Year

- PED Spring Budget Conference
- National Charter Schools Conference
- Math Curriculum Workshop
- Language Arts Curriculum Workshop
- Science and Social Studies Curriculum Workshops
- Consultation – Staff Development- Special Education
- Consultant – Design and Implementation of Special Education Program
- Consultation – Curriculum Development and Implementation – Regular Ed
- Academic Assessments
- Training by vendor in use of student records
- Business Management Services
- School Business Accounting System
- Student Records System (STARS)
- Legal Services
- Insurance
- Membership for NM Coalition of Charter Schools
- Technology Services
- Advertising
- Copier Rental
- School Network
- Office Supplies for correspondence, mailings for Planning purposes
- Special Education Training Materials
- Curriculum Development Training Materials
- Curriculum Development/Special Education Training Materials

- General School Office Supplies (3 months)
- Principle Desk/Chair
- Secretary Desk/Chair
- Guest chairs
- Computers and monitors(Principal and secretary)
- Printers
- Bookshelves(Principle)
- Credenza (Secretary)
- 120 student classroom desks/tables
- Classroom whiteboards and/or blackboards
- Classroom supplies(6 x 3 months)
- Computers and monitors (student computer lab)
- Computer desks/chairs
- Computers and monitors for teachers
- Printers (teachers and lab)
- Instructional materials/ textbooks
- Other classroom furniture (bookshelves, rugs, additional tables, teachers' desks, etc)
- Playground Equipment

We recognize that making the school successful with money we receive from SEG alone will be very challenging. Hence, we intend to raise monies through other venues...we expect to have a very active parent body, so we will do 1 major fundraiser per year, with the intention to raise over \$20,000 at this fundraiser. We will have grant writers who are searching and applying for grants – at least 1 per month.

- **Expenditure Assumptions for Other Revenues**
 1. Taos Community Foundation- Taos Public Education Fund Grants- \$2,000
 2. Best Buy Teach Program – school-wide grant - \$15,000
 3. NEA Foundation – Learning and Leadership Grant - \$5,000
 4. Toshiba America Foundation Large Grants Program - \$5,000
 5. McCune Charitable Foundation Education Grants - \$ 10,000
 6. New Mexico Arts Grants - \$12,000
 7. Federal Lease Grant-\$84,000
 8. Federal Planning and Implementation Grant - \$800,000

B. Fiscal Management

Plan Indicating How the Charter School Will Manage Fiscal Responsibilities

TISA will comply with all federal and state laws and regulations relative to fiscal procedures. It will manage its fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency through the policies and procedures described below. TISA recognizes that responsible money management establishes the foundation for the support of the entire school program. To make that support as effective as possible, the School intends:

- To encourage advance planning through established budgeting procedures.
- To explore all practical and legal sources of revenue.

- To provide for the expenditure of funds to achieve the greatest educational opportunity for all students.
- To require maximum efficiency in accounting and reporting procedures.
- To provide within budget limits a level of expenditure needed to provide a high level of quality education.

Budget Policy and Procedures

TISA's Finance Committee, in partnership with the school's Business Manager, will be responsible for planning, preparing, and presenting an annual school budget for the Governing Council's adoption. The Council expects the Finance Committee to work closely with the Administrator and staff to assess the needs of the school. For budgeting purposes, the fiscal year begins on the first (1st) day of July and ends on the thirtieth (30th) day of the following June.

Budget Policy

- In connection with preparation of the annual budget, the charter school shall follow all procedural requirements pursuant to 6.20.2.8 NMAC.
- The school shall adhere to the budget preparation standards set forth in 6.2.2.9 NMAC.
- The school shall adhere to the budget maintenance standards outlined in 6.20.2.10 NMAC.
- The school will pay for current expenditures with current revenues. The charter school will avoid budgetary procedures that pay for current expenditures at the expense of meting future years' expenditures, such as postponing expenditures or accruing future ears' revenues.
- The charter school Business Manager shall review all purchase orders for sufficiency of budget.
- The charter school will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts.
- The charter school Business Manager shall provide the status of the budget during a report to the Governing Council on a monthly basis.
- The charter school Business Manager shall present proposed Budget Adjustment Requests (BARs) as needed to maintain a positive balance by object code for all funds.
- The charter school Business Manager shall keep the Governing Council informed of the availability of revenue for budgeting purpose.
- If required, the charter school shall integrate performance measurement and productivity indicators within the budget.

Procedures for Expenditure Projections

- To estimate the number of students and the grade level placement of students, prior year statistical data, as well as projections of future enrollment will be used.
- To identify staff needs and associated costs such as instructional supplies, equipment, and facility, estimates of future enrollments should be calculated.
- To understand the budgetary impact on changes in student/teacher ratios, evaluation of the number and types of new personnel needed and their associated supplies, equipment, and facilities will be conducted as far in advance as possible.
- To project the contributions to New Mexico Educational Retirement and ERA Retiree plans historical costs will be used.
- To project TISA' contributions to NMPSIA for health insurance premiums, estimates will be calculated using historical data and future projections of staffing patterns.

- To pay for unforeseen expenditures incurred after the initial budget has been approved, TISA may, out of the operational cash balance carried forward from the previous fiscal year, budget an amount not to exceed five(5) percent of its proposed operational expenditures an emergency account. Money in the emergency account shall be used only for such unforeseen expenditures and shall not be expended without the written approval from the State Superintendent of Public Instruction.

Procedures for Revenue Projections

The primary source of revenue for most charter school budgets is derived from the State Equalization Guarantee. The charter school shall use the ADS average of the prior fiscal year in computing the number of students to be included in the Kindergarten/Basis Program section and the Special Education section of the State Department of Education 910B-5. All projections, including Ancillary FTE, shall be based on historical data only, and the charter school shall not use any estimated MEM in the computation except in the case of a grade level to be added. The charter school shall utilize the district's T&E Index and At-Risk Units as supplied by the State Department of Education. Additional revenue generated through gifts, donations(non-categorical) should be projected based on bona fide funding sources. Care should be exercised in these projections to ensure to avoid an overstatement of revenue projection in this category. The Operational Fund cash balance from the prior fiscal year may be budgeted for any operational expenditure, exclusive of payroll, upon specific approval from the State Superintendent of Public Instruction.

Procedure for Receipt of Funds

The Council shall designate one or more banks as depository for the safeguarding of school state funds, student activities and revolving funds by a majority vote of the Council.

TISA shall safeguard and account for all cash and checks received, and shall deposit funds in the appropriate account at a federally insured bank within 24 hours of receipt or one banking day as required by state law NMAC 6.2.2.14.3.

Receipts shall be preprinted, pre-numbered, and kept in sequential order. The administrative secretary, or another designated employee, shall prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained in the receipt book, the second copy is to be given to the person(s) making the payment, and the third copy will be given to the school Business Manager along with the respective cash/checks for proper recording in the school's accounting system. If the receipt is voided, all copies of the receipt shall be stamped VOID and retained in the receipt book.

The school Business Manager shall prepare the bank deposit in duplicate on a deposit ticket issued by the bank.

For purposes of segregation of duties, the actual bank deposit shall not be made by the individual who is responsible for preparing the deposit.

After the deposit is made, the deposit receipt shall be given to the Business Manager who shall staple it to the copy of the deposit ticket retained in the record of deposit provided by the bank.

The school Business Manager will post the revenue to the appropriate fund and revenue code.

The Council shall designate one or more banks as depository for the safeguarding of school state funds, student activities and revolving funds by a majority vote of the Council.

Authorized Signatures

There will be two signatures required on all School checking accounts. The Council shall approve the initial signators for all checking accounts.

Procedures for Cash Disbursement

Pursuant to NMAC 6.20.2.14, TISA shall establish a cash management program to safeguard all cash in its custody and control.

The charter school shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds.

The charter school shall utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded.

All disbursements (including payroll) except those from petty cash will be made by check.

All checks, disbursement vouchers, and check requests shall be approved for payment by the Business Manager. All checks will be made payable to specified vendors or payees and shall not be made payable to cash.

FISCAL ACCOUNTING AND REPORTING

Pursuant to NMAC 6.20.2, the charter school shall follow Generally Accepted Accounting Principles and state laws and regulations in accounting for all funds in its custody and control. The charter school shall utilize an accounting program which will accommodate the account structure (fund, function, and object code) and chart of accounts mandated by the Public Education Department.

The charter school shall account for funds utilizing the modified accrual basis of accounting for budgeting and all reporting to the Public Education Department and full accrual (GASB) basis in the preparation of Year-end financial statements and reporting to an auditor hired by TISA, and the PED.

Financial transactions shall be entered for all revenue received, all expenditures paid, and corrections made to accurately reflect the financial position of the school. Financial statements shall be presented to TISA's Governing Council on a monthly basis.

All accounts shall be reconciled on a monthly basis. The TISA Treasurer shall review all bank reconciliations and initial his/her approval on the reconciliation.

The Administrator shall provide the Council periodic financial reports showing the financial condition of the School.

The Administrator shall present to the Council the annual report for the previous fiscal year no later than October 15 of each year.

Financial Records

- The charter school Business Manager shall be aware of and follow the financial standard pursuant to NMAC 6.20.2.
- The charter school Business Manager shall be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction.
- Financial records shall be kept up-to-date and available for inspection at any time after reasonable notice.
- Financial records shall be retained as required by the State Records Center Records Retention and Disposal Schedule for New Mexico Public Schools.

Financial Reports

Financial reports reflecting the financial and budget position of the charter school shall be provided to the Governing Council on a monthly basis. Financial reports required by the PED shall be submitted on a timely basis. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.

Procedure for Bank Reconciliation

Pursuant to NMAC 6.20.2.14 (K) the charter school shall establish a cash management program to safeguard all cash in its custody and control, which will include reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance.

The charter school shall have all bank statements received on a monthly basis. The unopened bank statement will be received and opened by the Administrator. Upon review by the Administrator, all bank statements shall be forwarded to the Business Manager, who will be responsible for the reconciliation of all existing bank accounts.

The Business Manager Shall review the activity contained on the bank statement and verify that there are no errors of omissions when compared to amounts shown in the respective general ledger cash account.

Adjustments to the school's cash accounts, for items such as bank charges, must be made via a Journal Entry in the school General Ledger and must clearly identify the reason(s) for the adjustment(s) in the description.

The bank reconciliation may be prepared on a spreadsheet included as an attachment to the bank statement and copy of the general ledger for review. The reconciliation for given account shall include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger.

Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than six(6) months old shall be voided and the vendor who the check was issued to shall be informed. The bank reconciliation must be

completed as expeditiously as possible after the receipt of the bank statement to ensure that the cash account balance as shown in school's general ledger is as accurate as possible.

Upon completion of the bank reconciliation for a given month, the charter school Business Manager shall inform the Treasurer, who shall indicate his/her approval by placing hi/her initials and date on each bank reconciliation. Copies of all bank reconciliations must be kept by the school's Business Office for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

Internal Control Procedures

The Business Manager is responsible for the formulation of the annual budget, while considering resources are be utilized for the most positive effect on the student learning.

The Administrator shall be responsible for reviewing budgetary requests, providing guidelines and limitations, and presenting the proposed budget and documentation for Governing Council study, review, and action. In addition, the Administrator is to take care that the educational goals and the fiscal responsibilities of the school are carefully considered during the budget development process.

The Administrator shall prepare and distribute a budget preparation calendar to accomplish all required budgetary actions for the following school year. This schedule will, as a minimum, provide specific dates for the accomplishment of all state-mandated actions.

The following items may be included in the recommended budget schedule:

- Date for initial meeting with appropriate staff members on the budget.
- Dates for the 40th-day and 80th-day attendance reports. *
- Date for notice of budget hearing to be published. (Must be ten (10) days prior to budget adoption.) *
- Date for special council meeting to hold a budget hearing and adoption. *
- Date(s) to submit reports or information to state school offices. *

* Indicates law requires these procedures.

Budget Hearings and Adoption Process

The Administrator shall prepare a notice fixing the time (no later than July 15) and place at which a public hearing and special Council meeting shall be held to present the proposed budget. The publishing of the proposed public hearing and notice of the meeting shall be in accordance with state law. Immediately following the public hearing, the Governing Council Chair shall call to order the Council meeting for the purpose of adopting the budget. Without creating a conflict of interest, a Council member may participate in adoption of a final budget even though the member may have substantial interest in specific items included in the budget, after properly declaring any conflict.

The Council shall adopt the budget and enter the budget as adopted in its minutes.

Filing of the budget shall be according to state law.

Budget Implementation

Expenditures will be charged against the appropriate budgeted account code. A report of expenditures, encumbrances and revenues shall be presented to the State PED in accordance to the Council's direction. Variances within budget categories shall be a part of this report.

Budget Transfers

Periodically throughout the year, the budget will be reconciled with actual expenditures of the School. The Governing Council authorizes the Administrator to make such adjustments and provide a report demonstrating where transfers have occurred.

REVENUES

Revenues from Investments

The school may invest funds in accordance with law in a program approved by the Council. The Administrator shall ensure that the question is placed on an agenda for approval at a Council meeting in June. A qualified investment strategy will be implemented, and accumulated interest shall be reported as a part of the approved reporting schedule. Interest revenues earned will be recognized as unrestricted funds available for use as the Council sees fit.

Revenues from School-Owned Property

Revenues collected from rental or lease of school-controlled/owned property shall be deposited and recorded in a separate fund. Monies from sale of school-owned real estate shall be deposited as allowable under state statutes.

Bonding of Employees and Officers

The Council requires bonding of the student activities treasurer and other school employees to cover fidelity and loss of money. The Council will prescribe the amount of bond, except that no revolving fund shall be established unless the designated custodian is bonded for an amount equal to twice the amount of the fund. In determining the amount and type of other bonds, the Council will consider the amount of money in accounts during the period covered by the bond. The school shall defray the cost of bonding.

TYPES OF FUNDS

General Fund

A general-purpose fund will be established at a bank in the account name of the school. The Administrator shall sign checks drawn on the account and one other authorized designated signer. The fund will be managed as prescribed by the State Public Education standards.

Funds shall be deposited as authorized by the Council in a bank account designated as the general account. All disbursements from the account shall be by check and authorized by the Council through the approval of vouchers presented at monthly Council meetings. General fund monies may be invested and reinvested by the authorized representative of the Council. All interest earned by investment shall be credited to the appropriate fund.

General Purpose Revolving Fund

A general-purpose revolving fund shall be established at a local bank in the account name of the school and designated "Revolving Fund." The Administrator shall sign checks drawn on the account and another authorized designated signer. The fund shall be managed in the manner prescribed by the State PED standards.

No revolving fund may be established unless the designated employee in charge is bonded for an amount equal to twice the amount of the fund. The cost of the bond shall be a proper charge against the school.

Financial records shall be kept up-to-date and available for inspection at any time after reasonable notice.

Financial records shall be retained as required by the State Records Center Records Retention and Disposal Schedule for New Mexico Public Schools.

Student Activity Fund Management

The student activity fund shall consist of monies raised with the approval of the Council in pursuance of, and in connection with, all activities of students through clubs, grade clusters and other student organizations. The Administrator is authorized to approve the formation of all class organizations, clubs, and associations. Fund monies shall be accounted for in accordance with the requirements of the NMPED standards.

Policy

Projects that raise student activity funds should contribute to the educational experience of students and not be in conflict with, but rather add to the existing curriculum.

Student Activity Funds should, whenever possible, be spent for the benefit of those students currently enrolled in the school who have contributed to the accumulation of these funds.

Student activities should be conducted so that they offer minimum competition to any commercial concerns, while still benefitting the student body as a whole.

All Activity Fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.

The Administrator, or his/her designee, is responsible for the management of the school's Activity Fund.

The school Business Manager shall develop and maintain the procedures necessary to implement this policy in accordance with any applicable laws.

Procedures

The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected.

The teacher or advisor in charge of the student activity will adhere to the 24 hour banking rule outlined in NMAC 6.6.6.14.3.

Cash receipts for student activity funds shall be given to the front office where a pre-numbered receipt will be issued which identifies the activity for entry into the school's accounting system.

In the case of off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is recommended that two people independently verify cash receipts and, after arriving at the same conclusion, place their initials on a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the school Business Manager for verification.

In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity shall make sure that all receipts are properly safeguarded pursuant to NMAC 6.2.2.14.1.

The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the Procedures for the Receipt of Funds at all times.

Student activity fund monies may be invested and reinvested by the Council. All monies earned by investment shall be credited to the student activity fund.

Inventory Procedure

The school business office will maintain an inventory of assets including, but not limited to, capital assets. Procedures for maintaining school inventories shall be developed in accordance with NM PED standards. A fixed-asset inventory system of all capital furniture and equipment items that exceed \$500 in value shall be tagged and marked. A physical inventory of all school property shall be conducted every year on such date(s) and time(s) as specified by the school business office. The Administrator shall implement the procedures providing reports as requested on the contents of their buildings. The inventory will be comprised of capital assets as defined in the school's Asset Capitalization policy and Supply Assets in excess of \$200,000, which include the following:

- Office furnishings including desks, chairs, bookcases, filing cabinets, and tables.
- Office equipment including fax machines, typewriters, and copiers
- Computer hardware including central processing units (CPUs), monitors, printers, laptops, scanners, hubs, and routers.
- Audio-visual equipment including televisions, LCD projectors, overhead projectors, recorders, video and monitor equipment and cameras.
- Laboratory equipment
- Musical instruments
- Janitorial equipment, including floor scrubbers, vacuum cleaners, and steam cleaners.
- Maintenance and grounds equipment
- Athletic equipment

The school's general ledger asset classification accounts are supported by an asset schedule that includes information for each inventory item such as item description, acquisition date, cost or basis, disposals, and accumulated depreciation for items in excess of \$1,000. The asset schedule is reconciled to the general ledger monthly.

Staff members will provide a list of all inventoried assets by location to the Business Manager at the end of the school year. The Administrator will require any employee who removes an item from a designated area for use in another to have a written request for such removal.

Records shall be kept showing the name of the individual receiving the supplies, the date received, and the disposition of the supplies.

The Business Manager will conduct random test counts of inventoried items periodically.

PURCHASING (PURCHASING ETHICS POLICY)

The following policies will be followed by all employees of Taos Integrated School of the Arts in purchasing supplies or material for day to day operations of the school, equipment, furniture. (Note: Purchases made with School Activity Fund monies shall be governed by the School Activity Funds Policies.

When purchasing goods or services for TISA, diligent effort will be made to obtain the best prices possible without sacrificing necessary quality or service. Purchases will be made in a fair and impartial manner without the appearance of impropriety. The Provisions of the New Mexico Procurement Code, are adopted as the policy of TISA. It shall adhere to all rules and regulations as outlined in 13-1-21 et seq. NMSA 1978. All purchases shall be made subject to available budget and adequate segregation of duty.

Governing Council members and school employees shall not use their offices or positions to receive any things of value or benefits that would not ordinarily accrue to them in the performance of their duties. If the things or benefits are of such value or character as to manifest a substantial and improper influence upon the performance of their duties, then they must be refused.

This policy should not be construed to prohibit Governing Council members and school employees from accepting inexpensive novelty advertising items and holiday gifts or occasional business lunches.

BIDDING / PURCHASING PROCEDURES

The Administrator shall be responsible for all purchasing, contracting, competitive bidding, receiving and processing of all bid protests, in accordance with the NM school procurement rules.

Purchasing Requirements

Purchases of items **\$500** or less will require the school employee or official to complete a Small Purchase Order (SPO) using a check request or an expense reimbursement process.

Purchases of goods or services valued at **more than \$500, but less than \$1,500** will require the school employee or official to complete a Purchase Requisition and Purchase Order.

Purchase of goods or services valued at **more than \$1,500 but less than \$5,000** will require the school employee or official to complete a Purchase Requisition and Purchase Order. Verbal price quotations will be requested from at least three vendors for a transaction. These will be obtained via telephone, fax, Internet query, or in writing. Three quotes will not be required if the purchase is made from a state approved vendor.

Purchase of goods or services valued at **more than \$5,000 but less than \$10,000, and professional services under \$20,000** will require an Informal Quote process via a Purchase Order. A minimum of three quoted must be obtained via telephone, fax, Internet query, or in writing. The solicitation of three quotes does not require formal advertising, but it does require mailing to potential vendors. Proof in the form of a certificate of mailing from the Post Office must be attached to respective copies retained by the school. The school's Governing Council must approve the mailing. Three quotes will not be required if the purchase is made from a state approved vendor.

Purchase of goods or services valued at **more than \$10,000. and professional services contracts in excess of \$30,000** are subject to either a sealed competitive bid or proposal process. The school is required to advertise in newspapers of general circulation, with a date of advertisement at least ten (10) days prior to due date of bid or proposal. Both processes require development and distribution of a Formal Invitation to Bid or a Request for Proposal document, as well as a public opening of all bids/proposals received.

Sole Source procurements will be based on a written determination that only one source is practically available for a particular good or service. Sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed a sole source are subject to 13-1-136 and 13-1-128 NMSA 1978.

A contract may be awarded for a material, service, or construction item without competition if the Council determines in writing that there is only one source for the required material, service, or construction item. The school may require the submission of cost or pricing data in connection with an award. Sole-source procurement shall be avoided, except when no reasonable alternative source exists. A copy of the written evidence and determination of the basis for the sole-source procurement shall be retained in the procurement file by the school. The school shall, to the extent practical, negotiate with the single supplier a contract advantageous to the school.

Emergency Procurement will occur only when it fulfills the requirements identified in 13-1-127 (B) 1-3, NMSA 1978. Emergency procurement may be made in the event of an emergency involving the health, safety, or welfare of school personnel or students. In such an emergency, declared by the Administrator, emergency purchase action may be taken without price competition, if necessary. Even under emergency conditions, price competition should be sought if it will not unduly delay the correction of the condition requiring emergency procedures. If emergency purchases are made without price competition, a complete written description of the circumstances should be maintained on file in the school office. A written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the contractor/entity selected should be submitted.

Purchases made from **vendors on a valid State Contract** through the State of New Mexico Purchasing Agency shall be deemed to have been made in conformance with the requirements for quotes or bids.

Cooperative Purchasing Agreements may be entered into, at the discretion of TISA, pursuant to 13-1-35,NMSA 1978.

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

Purchases Requiring Bidding

Bidding Procedures

All bids for supplies, materials, equipment, and contractual services in excess of the amounts listed above shall be submitted in sealed envelopes addressed to the Business Manager or his/her designee, and plainly marked with the name of the bid. Advertised bids shall be opened at the time and place specified, and all bidders and other persons shall be invited to attend.

Bids must include all pertinent information to be considered valid, i.e. scope of work, price, specifications, etc.

The Administrator must review the expenditure and make a recommendation to the Council for final action. The Council reserves the right to waive any informalities in any bid or to reject any bid, all bids, or any part of any bid. The Council reserves the right to exercise all options set forth in the Invitation to Bid documents. Any bid may be withdrawn prior to the scheduled time for the opening of bids. The bidder to whom the award is made may be required to enter into a written contract with the school. Any bid received after the time and date specified shall not be considered.

The bidder to whom the bid is awarded may be required to enter into a written contract with TISA.

Pursuant to the procurement code, contracts can be let for a period not to exceed five years. *Construction* is defined as physical changes to land or buildings that materially alter the previous structure or physical condition, i.e. new construction, including fixed physical additions to land such as concrete, fencing, etc., structural remodeling, major renovations that are not merely maintenance in nature, and major demolitions. All such construction shall be identified, and the estimated aggregate total cost of goods and services for the project shall be made before undertaking the project. This estimated total cost shall determine which of the quoting/bidding methods as outlined is to be utilized.

Contracts

All bids, contracts and purchase orders shall be administered through the TISA Business Office by the Business Manager. Contracts and lease-purchase agreements may be submitted to TISA's legal counsel for review and approval, as considered necessary.

Cancellation of Contracts

If a person significantly involved in a school contract becomes an employee, agent, or consultant to any other party of the contract with respect to the subject matter of the contract, the School may cancel the contract within three years of execution and recapture any fee or commission paid to such person.

Such cancellation by the school shall be effective when all other parties to the contract receive written notice from the Council, unless the notice specifies a later time.

In addition to the right to cancel a contract as provided above, the school may recapture any fee or commission paid or due any person significantly involved in initiating, negotiating, securing, drafting, or creating the contract on behalf of the school from any other party to the contract arising as the result of the contract.

Purchasing Procedures

- All purchases must be approved in advance by the Administrator and Business Manager.
- All purchase requisitions must be completed in full.
- Purchase of equipment and supplies from a family member will not be permitted.
- All purchases will be processed through TISA's business office.
- All purchases of supplies and materials will be delivered directly to the school and packing slips/receipts forwarded to the TISA business office.
- The Business Manager will confirm receipt and condition of merchandise prior to payment.
- The Business Manager will prepare a Disbursement of Funds approved by the Administrator and Business Manager.
- The Business Manager will verify that all forms have been completed and signed. If all records are complete, a check will be drawn against the TISA checking account.

Transaction Defined

A "transaction" as used in this policy is determined by application of these three conditions:

- A. Items or services that are so alike in nature that they might likely or reasonably be available from a certain type of vendor are grouped together; and
- B. The items or services being considered for the grouping in "A" above are to be purchased at a given point in time with no intent to split groupings in order to lower group totals and thereby avoid bidding; and
- C. The composite estimated total cost of the items grouped in "A" and "B" above. If this total exceeds \$25,000, sealed competitive bids shall be sought; if less than \$25,000, bidding will not be required.

Notice of Competitive Sealed Bidding

Adequate public notice of the invitation for bids shall be given. Which are and shall indicate that any bid protest shall be filed with the school representative, who shall be named therein.

In the event there are four or less prospective bidders on the bidders' list, the notice shall include publication in the official newspaper of the county within which the school is located for two publications which are not less than six nor more than ten days apart. The second publication shall not be less than two weeks before bid opening. The time of publication may be altered if deemed necessary.

The school shall mail or otherwise furnish invitation for bids or notices of the availability of invitation for bids to all prospective bidders registered with the school for the specific material, service or construction being bid.

Invitation for bids shall be issued at least fourteen (14) days before the time and date set for bid opening in the invitation for bids unless a shorter time is deemed necessary for a particular procurement as determined by the school.

The time and date at which a bid is called due shall be during regular working hours at a regular place of school business or during a public meeting of the Council at its regular meeting place.

Invitations to bid will be sent to all vendors who have requested to bid or who have applied to be placed on a bid list appropriate to the items being sought.

A bid call relating to “construction projects” must describe the nature of the work to be performed and where complete plans, if necessary, may be obtained. Deposits may be required for plans and specifications in good order. A certified check, cashier's check, or surety bond for 10 percent (10%) of the bid must accompany each bid, but will be returned to unsuccessful bidders. The successful bidder must present performance and payment bonds for one hundred percent (100%) of the bid within five working days after notification of the award.

Each sealed bid must be submitted in a sealed envelope, addressed to the school, clearly marked on the outside of the envelope, “Sealed Bid for _____.” The bids shall be opened publicly and read aloud at the time and place stated in the invitation. Awards shall be made with reasonable promptness to the lowest responsible, qualified vendor, taking into consideration all factors set forth in policy. Price shall not be the sole factor in making the bid award. When out-of-state bidders are not to pay sales/use tax, the amount of such tax shall not be a consideration in determining the low bidder.

An attorney for the school may review proposed contracts for outside professional services in excess of \$25,000 prior to entering into the contract. The policies relating to outside professional services apply only to services required by law to be placed on bid, and even those policies may be set aside if a state of emergency is declared. If a state of emergency is declared, a memorandum will be issued justifying such a declaration, which will be filed in the School's records.

The use of bidding, contracting, or purchasing specifications that are in any way proprietary to one supplier, distributor, or manufacturer is prohibited unless no other resource is practical for the protection of the public interest.

The Council reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school. The Council reserves the right to waive informalities in any bid or to reject any bid, all bids, or any part of any bid. Any bids may be withdrawn prior to the scheduled time for the opening of the bids. Any bids received after the opening begins shall not be accepted. Opening of bids shall not be delayed to accommodate late bid responses. Submitted bids shall be honored for at least thirty days or as otherwise stated in the invitation. All information relating to a bid shall be retained and made available for public inspection after the bids are awarded, and prospective bidders shall be notified of this in the invitation or specifications relating to the bid call.

A “bidder file” shall be maintained, and a “bidder application” may be used for placing names in the file. Reference data will be kept relating to bad experiences with vendors, contractors, etc. If a bidder defaults on either price or performance, the Council shall be notified and, if the Council permits, the bid will be offered to the next-lowest bidder who will still accept the order, as far as it is pragmatic to do so. The Council may ask that the school attorney be notified of the initial bidder's failure in order to consider action against that bidder. Written documentation of all such situations noted in this paragraph shall be kept in the defaulting bidder's file.

For transactions requiring written quotations, at least three shall be obtained, and, if less than three are obtained, an explanation must be provided and approved by the Administrator. Prospective quotes shall be given a reasonable time following the mailing of the quotation request in which to respond. All requests for written quotations shall be at the direction of the Administrator. The details of a request for written quotations, including names of all bidders to whom the requests were sent, the dates of mailing, all responses, and reasons for selection if other than lowest price, etc., shall be made and retained in the school records.

SALES CALLS AND DEMONSTRATIONS

Sales representatives for school services, supplies, or other materials are not permitted to call on teachers or other school staff members except with prior authorization from the Administrator.

When appropriate, the Administrator may give permission to sales representatives of educational products to see members of the school staff at times that will not interfere with the educational program.

PAYMENT PROCEDURES

In order to receive appropriate discounts and maintain good vendor relations, the Council directs the prompt payment of salaries and bills, but only after due care has been taken to assure that such amounts represent proper obligations of the school for services and/or materials received.

The Administrator will implement procedures for the review of purchase invoices to determine that items or services are among those budgeted, itemized goods or services have been satisfactorily supplied, funds are available to cover payment, and invoices are in order and for the contracted amounts.

PAYROLL PROCEDURES / SCHEDULES

Pursuant to NMAC 6.20.2.18, the charter school shall follow all state and federal regulations for payroll, maintain strict internal controls, and implement strict supervision in accordance with Generally Accepted Accounting Principles (GAAP). Salary checks will be issued bimonthly during the term of contract or agreement between the school and employees.

An employee who quits the service of the school shall be paid all wages due on the regular payday for the pay period during which termination occurs. Such wages will be paid by mail unless otherwise requested.

The Administrator shall establish payroll procedures that conform to all requirements of the law and all policies of the School, and that ensure employees receive paychecks no later than the stated payroll dates.

Workday and Hours

Teachers (including adjunct), administrator assistant, and contracted Business Manager shall work the days and hours specified in their respective contracts.

Pay Cycle

All employees shall be paid on a semi-monthly basis. The Teachers, Administrator, Business Manager, Secretary, Counselor and Educational Assistants are salaried employees and shall be paid in 26 (twenty-six) equal installments or, in the case of a late start, pursuant to the terms a specified in their respective contracts.

Other such school personnel the school may employ such as a Nurse or a Custodian are hourly employees and are required to keep an accurate written record of days and hours worked. Hourly employees shall be paid according to the pay cycle referenced above after submission and verification of hours worked.

Policy and Procedures for Petty Cash Disbursement

Taos Integrated School of the Arts shall establish and maintain a cash management program to safeguard all cash in its custody and control. Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage, gasoline for bus, etc.

The charter school shall keep the petty cash fund separate from other funds. The total amount of petty cash fund shall be stored in a locking file cabinet in the charter school business office.

The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by the charter school Business Manager from the operating fund whenever necessary. The employee who reconciles the fund cannot be the same employee responsible for disbursement of petty cash. The petty cash fund is subject to random cash counts by management as well as audit by external auditors.

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

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

Involuntary Deductions (Public Record)

Federal and New Mexico income taxes, Social Security (OASI/FICA), and employee contributions to the New Mexico Retirement System will be deducted as mandated by state and

federal statutes. All other deductions must be authorized by the Council and approved by the employee unless ordered by a court of competent jurisdiction.

EXPENSE AUTHORIZATION /REIMBURSEMENT

The school upon submission of allowable supporting receipts shall reimburse school employees who incur expenses in carrying out their authorized duties, provided that the Administrator has granted prior authorization. There will be no exceptions.

Asset Capitalization

Purpose

Asset capitalization establishes guidelines for the control of capital assets owned by the school. The purpose of the controls are to protect capital assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

Definition

Capital assets, for the purpose of this policy, are defined as tangible or intangible property owned by the school which meets the definition and minimum dollar amount for capitalization per asset category.

Furniture and equipment- Tangible personal property in excess of \$1,000 purchased or acquired by gift to be used for operational purposes such as desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.

Computer Software- Intangible property in excess of \$1,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.

Computer equipment- Tangible computer equipment in excess of \$1,000, including Laptops, Desktops, Routers, Hubs, etc., purchased or acquired by gift to be used operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor and keyboard which go together as a package. Printers, which exceed \$1,000, shall be capitalized separately, while printers, which are less than \$1,000, shall be considered Supply Assets and recorded as such in the school's general ledger.

Library holdings- All library holdings purchased or acquired by gifts during the fiscal year are capitalized in aggregate at the end of the fiscal year using the cost-based method. The cost-based method approach entails the following:

- Acquisition costs reflect actual expenses for purchased library material.
- Donations are capitalized at fair market value.
- A value is placed on items withdrawn from the inventory and that value is reflected in capitalization.

Donated Items

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger account titled Fixed assets (\$1,000 and over) at fair market value at the date of donation. Donated items which are valued at less than the threshold contained in this capitalization policy will be recorded in the school's general ledger account titled Supply Assets

(less than \$1,000) at fair market value at the date of donation. Donated items which are determined to have no fair market value will not be recorded.

Depreciation Guidelines

Depreciation is a system of accounting which aims to distribute the cost or gift value of a capital asset, less salvage value, over the estimated useful life of the asset in a systematic and rational manner. All depreciable assets will be depreciated using the **straight-line method** of allocation utilizing the half-year convention. The straight-line method allocates an equal amount of the net cost of an asset to each accounting period in its useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy shall be deemed to have a fair market value at the end of their useful lives.

The useful life of depreciable assets is based on their usefulness to the school. The following table displays the estimated useful lives that will be used to calculate and allocate depreciation:

<u>Property Category</u>	<u>Life in Years</u>
Furniture and Equipment	5 – 7 yrs
Computer Software	3 yrs
Computer Equipment	5 yrs
Library Holdings	10 yrs

Disposition of Capital Assets

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMA (1978) 13-6-1 to 13-6-4, Sale of Public Property, transferred within the school campus to another department or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those which were damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, Administrator, and the Governing Council Chair. Pursuant to NMSA (1978)13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Business Manager and Administrator. The school Business Office will retain the approved forms to preserve the accuracy of the asset records.

SCHOOL PROPERTIES DISPOSITION

The Council authorizes the Administrator to establish regulations for the sale, trade, or disposal of surplus or outdated learning materials, supplies, furniture, or equipment when it has been determined that such items have no further use by the school, and the cost of selling such materials equals or exceeds estimated market value of the items.

Items such as typewriters, business machines, motor vehicles, and furniture may be disposed of by trading them in on the purchase of like items, if appropriate. Items of school personal property no longer needed within the school may be disposed of by public auction, by bids, by selling or by disposal. Those items sold shall be at or above fair market value. All sales are final with no warranties or guarantees implied.

In the event of sale of such property, the school may advertise as a means to give notice as appropriate. In the event of an auction, property shall be conveyed to the highest bidder for each item or lot sold. The school may establish minimum bids for each item or lot auctioned or sold. General payment terms for the sale shall be by cash or certified cashier's check. All sales are final. Any property for which no bid is received shall be defined as property of no value, and authorization shall be given by the Administrator to have the property removed and disposed of in a manner that is least costly to the school.

Items determined by the Administrator to be worn out, damaged beyond economic repair, or otherwise of no value may be destroyed.

Travel and Training Policy

The School Administrator of TISA shall approve all written requests for travel and training prior to the disbursement of funds. Travel and training costs in excess of \$1000 must be approved by the Governing Council.

TISA shall comply with the Per Diem and Mileage Act, Section 10-8-1 through 10-8-8, NMSA 1978, and Department of Finance and Administration (DFA) regulations.

Insurance

TISA shall maintain adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978; the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Insurance of Public Buildings, Section 13-5-1 et seq., NMSA 1978; Officers Act, Section 22-2-6.1 through 22-2-6.10, NMSA 1978. Surety bonds paid from the Operational subfund shall be approved by the State Department of Education and filed with the secretary of the department of finance and administration pursuant to subsection D of Section 22-5-7, NMSA, 1978 Compilation.

Food Services

Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. Department of Agriculture (USDA) requirements, and Section 22-13-13, NMSA 1978.

Federal/State Grants

Direct Funds

For grants awarded to TISA, the charter school shall utilize the funding for the purpose in which it was awarded. TISA shall submit complete and accurate reports required by the grant within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

Joint Powers Agreements

TISA shall account for joint powers agreements, entered into pursuant to the Joint Powers Agreement Act, Sections 11-1-1 through 11-1-7, NMSA 1978, shall be in accordance with the agreement.

Instructional Materials

TISA shall be allowed credit for textbooks and supplementary instructional materials. The school shall report in accordance with the Instructional Materials Act and account for instructional materials in accordance with GAAP.

Records Retention/Disposition

The management of school records shall be in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978.

Business Operations Checklist

1. Our charter school utilizes the Manual of Procedures for Public School Accounting and Budgeting NMSA 1978, 22-8-5, NMSA (1953).
2. Our charter school maintains updated copies of state public school laws and regulations, so that we are always aware of important regulations regarding financial operations.
3. Our charter school will utilize the correct approved budget and adjusted budget, based on 40 day, 80 day and 120-day numbers. If we need to adjust the budget, we will utilize BAR documentation prior to expenditure of funds.
4. There will be adequate segregation of duties. The Business Manager will work cooperatively with the Finance Committee to develop a clear picture of transparency in all financial matters.
5. The computer equipment used in the Business office will be new and up to date; we will have sufficient programs and memory for the efficient running of the Business aspects of the school. All programs will be password protected. Backups onto disc will be performed weekly and placed in a fireproof safe for safekeeping.
6. The Business Manager will perform weekly virus checks on all computer systems used in the school, and all files will be backed up weekly. The Business Manager will ensure that all computer equipment has the latest virus protection.
7. All documents will be transferred to disk and placed in a fireproof safe in the Business Office weekly. This will assure that no crucial material is lost.
8. The charter school will have an adequate voucher system in place.
9. The charter school will maintain a schedule of state reporting requirements, utilizing the "Calendar of Reports" as specified by the state PED. The Business Manager will maintain a calendar exclusively for report deadlines, and will assure that those deadlines are met.
10. The Business Manager, Administrator and Finance Committee will devise a system that assures that all reports will be filed on time, or approved extensions are scheduled.
11. All business and financial staff will be held accountable through quarterly reviews of completed work. The Business Manager will also submit monthly financial reports to the Governing Council and Finance Committee – this will assure transparency, and may bring up any areas of concern before they get out of control.

12. The charter school Business Manager will use the official Chart of Accounts, and receive approval for any deviation from the Chart of Accounts.
13. The charter school Business Manager will know and use the correct Fund/Subfund/Function/Object in reporting budget items.
14. The Business Manager will post to the correct Fund/Subfund/Function/Object in recording budget items.
15. The charter school Business Manager will utilize the appropriate public school accounting program to keep close watch on all expenditures and revenues. Daily entries will be completed, and all paper receipts will be maintained in a firesafe file cabinet, in an orderly, easy to understand filing system.
16. All receipts will be pre-numbered and in triplicate, thus creating a very clear level of organization and accountability.
17. Voided receipts will be kept in receipt book, and noted in the accounting software program.
18. All deposits of monies received will be made within 24 hours or one banking day of receipt.
19. The Business Manager shall assure that revenue ledgers match Cash Report by utilizing an appropriate Accounting Software program.
20. Business Manager will post receipts daily.
21. The Business Manager will maintain a Refund Register, and all refunds will be entered into the ledgers.
22. The charter school will maintain an adequate procurement system.
23. The charter school Business Manager will produce a system of pre-numbered Purchase Orders, have a Purchase Order Log, and peruse and okay all Purchase Orders before utilized.
24. Business Manager will create system of certifying all goods received on Purchase Orders.
25. Teacher contracts will be in place 10 days prior to the first day of school. Administrator in conjunction with Personnel Committee will assure this compliance. Business Manager will make sure the contracts comply with all financial and budget accounts.
26. The Business Manager will use an Accounts Payable system through the appropriate Public School accounting software.
27. There will be an end of fiscal year audit conducted by an independent educational auditor. The Business Manager will assist in this process and assure that all school financial records are available and presented in an orderly manner.

Financial and Compliance Audit

The Taos Integrated School of the Arts shall have a yearly audit performed on its financial records as required by Section 12-6-3, NMSA 1978. The school has budgeted for, and will contract with an outside auditor to provide this service. Audit fees shall be charged to the appropriate funds as required by law.

The completed audit report shall be presented to the Council for examination and discussion. The audit report shall be a public record, and copies shall be filed with the state and other appropriate authorities.

VII. GOVERNANCE/MANAGEMENT PLAN

A. GOVERNANCE STRUCTURE

B. DESCRIPTION OF THE GOVERNANCE BODY

C. PARTNERSHIPS

D. SCHOOL ORGANIZATIONAL STRUCTURE

E. EMPLOYEE RELATIONS

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

G. FACILITIES

H. TRANSPORTATION AND FOOD SERVICE

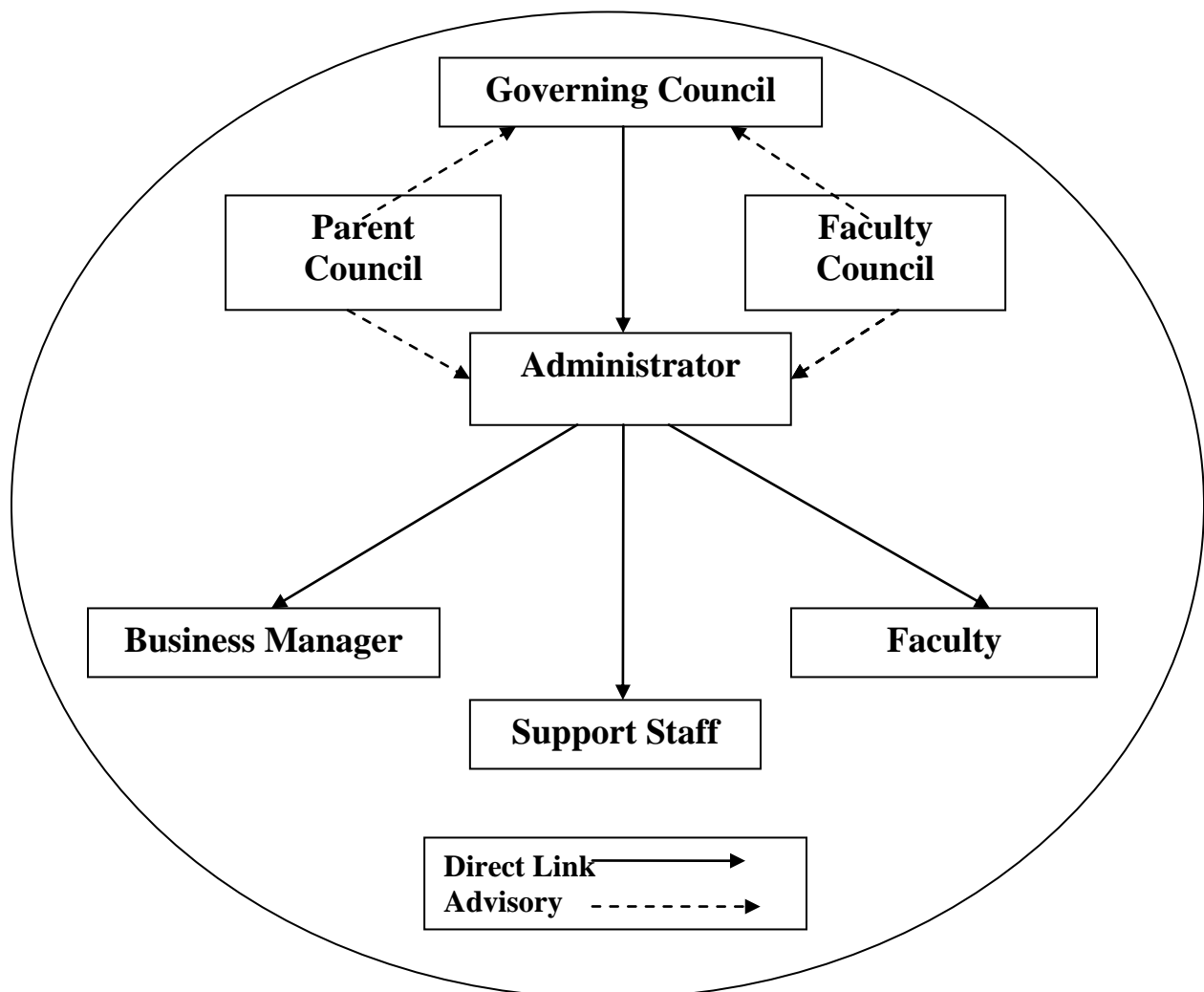
VII. Governance/Management Plan

A. Governance Structure

How the School Will Be Governed

Taos Integrated School of the Arts will be governed pursuant to the bylaws adopted by its Governing Council. (See Appendix B.) The Governing Council is the governing body of the school. The Governing Council's major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the Administrator.

The Governing Council of Taos Integrated School of the Arts shall request to be designated a Board of Finance by the State of New Mexico.



Narrative Description

As a community-based school, our intention is to build a network of strong collaborative partnerships with students, families, teachers, administration, the Governing Council and the greater community. We envision a school community that will inspire students to achieve their

full academic and creative potential; professional staff to strive for the highest standards of excellence; and a supportive parent community. The goal of our governance structure is to maximize the participation of all constituencies within the school community, while maintaining the organization's ability to make decisions and operate effectively. The primary role of membership is to elect the Governing Council (see Bylaws). This serves to provide checks and balances to the Governing Council and encourages full participation and ownership in the school.

The Governing Council is the governing body of the school. The Governing Council will delegate operational responsibilities primarily to the Administrator, and financial operations responsibilities to the Business Manager. The Business Manager will have operational responsibility for his/her own area but will carry out his/her respective duties under the general supervision of the Administrator, who will function as the Governing Council's chief operating officer. The School Administrator reports to the Governing Council. The Administrator supervises the faculty and support staff and oversees the program instruction. The Administrator is the point source of leadership for day-to-day school operations. The Administrator will attend monthly Governing Council meetings and give a report at each meeting.

As seen by the above flow chart, operational responsibilities and implementation of policy and procedure will be delegated by the Governing Council to the Administrator. The Administrator will delegate responsibilities to staff and oversee performance of staff duties. Detailed descriptions of the duties and responsibilities of the Administrator and other staff are described below.

The Administrator will be responsible for designing and implementing effective communications systems. He or she will be the contact to the NMPED and the greater community. Information will flow freely in both directions up and down the chain of accountability. Efficient and professional communication will be the foundation of healthy school operations that will lead to student success.

Responsibilities of the Governing Council:

- Hire, evaluate and supervise the Administrator
- Approve school policy manual and any updates to it
- Approve budget and major contracts
- Approve major educational and operational policies
- Renew charter
- Fundraising
- Bank account
- Fiscal oversight
- Apply to become a Board of Finance
- Apply for 501(c)3 status
- Resolve disputes
- Enter into contracts
- Amend the charter
- Accept gifts on behalf of the school

Responsibilities of the Administrator:

- Hire and supervise the staff
- Define, implement and continuously improve school instructional program (with Curriculum committee)
- Attend Council meetings, prepare monthly reports for Council, and bring major educational and operational policies to the Council for approval.
- Work closely and collaboratively with the Governing Council
- Work closely and collaboratively with staff and Business Manager

The Corporate Principals and governing body of The Taos School of Integrated Arts are one and the same. The governing body of the school is the Governing Council, which also functions as a Corporate Board.

As depicted above, the Governing Council will be the autonomous governing body of TISA. However, the Administrator will collaborate with advisory bodies. The two primary bodies advising and working with the Governing Council will be the Parent Council and Faculty Council.

Roles and Responsibilities of Parent Councils, Advisory Committees, and Community Groups:

- **Faculty Council** will consist of classroom, and specialty teachers. The Faculty Council will address pedagogical issues, provide mentoring, create multicultural, integrated arts curriculum, and ensure continuing education, research and training for teachers. The faculty chairperson will be elected each year by the faculty to lead the Faculty Council.

Faculty Council meetings will provide an opportunity for the Administrator to monitor the program of instruction and ensure the integration of State Standards and assessment into TISA pedagogy. The Faculty Council will assist the Administrator in developing and implementing an evaluation and improvement plan to ensure continuing growth and excellence in all areas of school operations. The Council's goal will be a community of successful learners, reaching goals and fulfilling dreams.

The Faculty Council supports faculty development and collaboration and the Parent Council helps to organize the parents' efforts in support of the school. Each group has responsibility for their own functions and accountability to other groups, forming an integrated system that works together to further the school's mission and overall vision.

- **The Parent Council** will consist of parent /guardian representatives from each class, and will be open to all families of children enrolled at TISA. The Parent Council will provide guidance regarding the life of the school from a parent perspective. Each class will elect a representative to serve on the Parent Council.

Policies and Procedures by which the Governing Body Will Operate

The Governing Council will operate in accordance with applicable federal and state law and the proposed school's charter with the NMPED. Ongoing operations of the Governing Council will be guided by parliamentary procedures as codified by Robert's Rules of Order Newly Revised (10th Edition), and informed by a thorough understanding of the needs of public charter school governance.

Open Meeting Law: New Mexico's Open Meeting Law (OML), governs all TISA governing Council meetings. All Council meetings will comply with OML's requirements for location, notice, agenda and minutes. Meetings will be open to the public and conducted using public meeting guidelines. Executive sessions must follow procedural requirements and qualify under the seven authorized reasons for holding an executive session. A majority of Council members constitutes a quorum. A quorum of Council members will not discuss school business whether in person, on the phone or electronically unless open meeting law procedures have been followed. The school will be structured so that there is not a quorum of Governing Council on any school councils or committees that discuss school business. A Council member may not participate on school councils or committees when doing so would create a quorum.

A Plan for Openness

In order to promote transparency and accountability, the Governing Council will:

1. Make available in advance the notices and agendas of public meetings:
 - A. At a publicly accessible area in the proposed charter school's office and/or the Administrator's Office so as to be available for review during regular business hours; and
 - B. On the proposed charter school's website not less than six calendar days prior to the public meeting, unless a waiver is granted by the chair in the case of an emergency.
2. Make available the minutes from public meetings on a timely basis:
 - A. At a publicly accessible area in the Administrative Office so as to be available for review during regular business hours; and
 - B. On the proposed charter school's Internet website.

Council Powers and Duties:

The role of the Governing Council is to provide policy, financial and legal direction, oversight and to insure the long-term financial viability of the TISA. Financial responsibilities of the Council will include approval and monitoring of the annual budget, the stewardship of the school's assets, the fostering of fund-raising through solicitation of donations and grants, and long-term planning regarding school facilities. The Council will enter into and revoke all contractual relationships, including the hiring and firing of school personnel (see Personnel). In addition, the Council will conduct a yearly performance review of the School Administrator based on their job description, the results from the

school-wide evaluation, and performance in relation to stated goals and objectives. The Council will adopt a policies and procedures manual and will continue to add to and refine this manual with input from the administration and faculty. The Council will give final approval to any proposed changes and additions to the school charter, by-laws, and policies and procedures. The Council is responsible for the school's compliance with this charter. The Council is composed of elected representatives from the parent community, the faculty and the greater community to ensure that all school stakeholders will be represented. The school Administrator will participate as a non-voting member.

Criteria and Selection Process for the School's Head Administrator

Criteria

The Administrator will have the following characteristics:

- Have a School Administrator's license, with the state of New Mexico
- A minimum of three years experience as a school administrator, preferably in a charter school
- Experience with supervising high-quality instruction using multicultural, integrated arts curriculum
- Experience with financial policy and procedures in an organizational setting
- Experience with developing and managing budgets
- Effective communication skills with a diverse community
- Effective problem-solver
- An effective collaborator among staff, parents and the larger community

Process

The Governing Council will recruit the school's head administrator through a public process, including advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms. In accordance with the Charter Schools Act, the Taos Integrated School of the Arts employees are not employees of the Taos Municipal Schools, but shall be hired directly by TISA. TISA employees will be hired in accordance with all state and federal employment rules and regulations and in compliance with the School Personnel Act.

The Governing Council will form a search committee in September to publicize the job opening, and will identify, screen and interview candidates. The job opening will be publicized during the months of September, October, and November on the school website, through the NM Charter Coalition, and through paid advertising in local and national newspapers and other media recruitment avenues. The search committee will make its final recommendation to the Governing Council in December. The full Council will make a final decision by January 31, 2010.

Budgeting and Operation of School

The Taos Integrated School of the Arts and the Business Manager will work closely together to prepare a proposed annual budget and present it to the Council. The Business Manager will work with the Council Treasurer to review the budget. The Treasurer will then present the budget to the full Council for its approval.

Decision-Making

The Taos Integrated School of the Arts will follow a traditional decision-making model. At a meeting of the Governing Council, each member shall have one vote. A majority vote of a quorum of the Governing Council carries any issue. A quorum is defined as a simple majority of the Council.

B. Description of the Governing Body

Description of the Responsibilities and Obligations of the Governing Body

The purpose of the Governing Council is to govern the operations of the Taos Integrated School of the Arts. The Governing Council holds collective authority over the school. Individual council members do not hold authority over the school. The Governing Council will work to fulfill the mission of TISA. In accordance with the Charter Schools Act, NMSA 1978, Sections 22-8B-1 et seq., the Governing Council will govern and manage Taos Integrated Arts School (TISA) in a semi-autonomous manner subject to all other applicable federal and state laws and regulations. The Governing Council (“Council”) shall report to the TISA authorizer, the New Mexico Public Education Department (PED). The Council shall be composed of not less than five, and no more than seven, members. Members of the Council are accountable to the PED.

The Council will utilize a traditional model of governance. Proposed by-laws describe how the Council will govern the school. Officer positions of the Council will include Chair, Co-Chair, Secretary and Treasurer. The Governing Council will operate in accordance with applicable federal and state law and the proposed school’s charter with the NMPED. The Council recognizes that its meetings are subject to public notice and it is the responsibility of the Council to provide notices and agendas to the public per applicable laws. The Council will take actions and deliberations in accordance with the Open Meetings Act.

The Governing Council representative will be elected by their constituency group, with the exception of the community representatives, who will be appointed by the Governing Council. The Governing Council Chair shall be chosen from among the independent non-staff representatives of the Governing Council. Election of Governing Council officers, term limits, and term rotation will conform to the proposed school’s by-laws, which are being developed with the goal of ensuring continuity of leadership. The by-laws will also provide a method for the expansion of the Governing Council if that proves desirable.

All meetings of the Governing Council and its committees will be public meetings, except where required by law to be closed. The Governing Council will conduct regular business at least once a month or at the call of the Chair, the Administrator, or majority of Governing Council members. The Governing Council also will meet periodically to implement an outcomes-based evaluation and training program. The program will be designed to develop board capacity in order to allow the Governing Council to more effectively advance the proposed school’s mission and vision. The Governing Council will, at the beginning of each year, identify a set of development goals that are linked to improvement in student achievement, and create an annual calendar of board study and training sessions designed to attain those goals.

List each of the members of the school’s governing body and a brief description of the qualifications of each member:

- **Linda Seto:** Linda received her Bachelor’s Degree from Middlebury College in Vermont. She is presently pursuing a Master’s Degree in Curriculum and Instruction with an emphasis on Integrating the Arts, from Lesley University in Cambridge, MA. Linda has 25 years of teaching experience in both the private and public domains. Her expertise includes administration, governance, curriculum design, instruction and assessment. (Chair)
- **Niomi Hava:** Niomi is a New Mexico licensed K-8 teacher with endorsements in reading, art and social studies. She also holds an MA in Curriculum and Instruction with an emphasis in Reading from New Mexico Highlands University. Niomi also holds a pre-k through 12 Special Ed license. She developed an elementary arts program for K-5th grade students in Taos. She has 25 years of teaching experience in the elementary grades. (Co-Chair)
- **Sarah Adkison:** Sarah has been an educator for over 30 years. She holds a BA in Cultural Anthropology with an emphasis in Latin American Studies and Spanish. She also holds an MA in Nonprofit Management. Sarah has many years of experience in agricultural production, working with hundreds of families in garden development, food and flower production and composting systems.(Secretary)
- **Pam Shearer:** Pam has lived in New Mexico since 1981 and has raised 4 children here. She holds a BS in Sociology and is an Enrolled Agent with the IRS. After nearly ten years with H&R Block, Pam now owns TaxReady, an accounting, tax preparation, and tax problem resolution business. (Treasurer)
- **Stella Montoya:** Stella is a retired teacher, and has been an educator for over 30 years. Stella taught in a public school setting for those years, and found the integrated arts approach useful in touching the creative aspect of the children. (Member)

Governing Body Recruitment

New Governing Council representatives will be invited to apply by standing Council members, or past members in good standing, as vacancies on the Council occur through expansion, through term limits or through resignations. New members will be recruited from the community, including parents, the arts community, the greater educational community and the geographical community where the school is located. The openings on the Council will be advertised on the school’s website, in the school newsletter, as well as in the local newspaper and on local radio stations. Council applicants will be interviewed by a committee of Council members and elected by the Council based upon their experience relevant to the current needs of the school’s Governing Council. The Council Chair shall be chosen from among the independent non-staff representatives of the Governing Council. Persons who are the spouse, parent, in-law, or offspring of a current school staff member are not eligible to serve on the Governing Council while the relative holds a position at the school. Election of Governing Council officers, term limits, and term rotation will conform to the proposed school’s by-laws. The by-laws will also provide a method for the expansion of the Governing Council if that proves desirable.

The Council Members shall hold office for a term of two years. A Council Member who chooses an additional three-year term must go through the same application process as a new applicant.

Council Members will be elected by other members according to the following criteria:

- Possess skills valuable to the Council
- Committed to TISA and the educational mission of the school
- Commit to a term of two years
- Be willing to work collaboratively with a group

Orientation Process for New Members and Ongoing Professional Development

The Chair is responsible for orienting new members to the Council. Members will be expected to be familiar with the by-laws, policy manual, and charter of TISA. The Council will be trained in the Open Meetings Act, charter law, roles and responsibilities, ethics, conflicts of interest and financial procedures. Membership in the New Mexico Charter School Coalition will give the Council access to regular professional development opportunities.

Meeting schedule and opportunities for staff, family and community involvement

Meetings of the Governing Council will be held monthly with special meetings called as needed. Meetings will be advertised in the school office and through the school newsletter and website, and will be conducted in accordance with the Open Meetings Act. Each meeting will have a portion dedicated to public comment. One of the most important goals of Taos Integrated School of the Arts is to involve parents and other community members as partners in the learning process. The school will ask for family involvement for all students. Involvement is defined very broadly, yet significantly, so that all families will be able to participate in some meaningful capacity. A Parent Handbook will be developed, prior to the opening of the school, to specify what is expected of parents of TISA students. One very meaningful way for parents to be involved is to have parents come to school and help during the day. One typical obstacle to this is teachers and administrators who are not welcoming enough to parents and not prepared to incorporate parent involvement. Therefore, an integral part of our teacher training will be to teach teachers how to involve parents at school.

We will ask for each class to have a volunteer lead parent who will be given responsibility for coordinating that class' parent involvement.

Meetings of the Governing Council will be held monthly with special meetings called as needed. Meetings will be advertised in the school office and through the school newsletter and website, and will be conducted in accordance with the Open Meetings Act. Each meeting will have time dedicated to public comment.

The TISA founders have been in communication with various community and professional organizations and have found the community responsive to TISA. We will work hard to cultivate these relationships and foster new ones.

C. Partnerships

TISA is a member of the New Mexico Charter School Coalition, and will be taking advantage of all workshops and programs offered by them as well as other resources provided by the organization.

D. School Organizational Structure

Site-Based Management

The Governing Council will delegate operational responsibilities to the Administrator, and financial operations responsibility to the Business Manager. The Business Manager be under the supervision of the Administrator, who will function as the Governing Council's chief operating officer.

The Administrator will report directly to the Council. The Administrator will supervise the school staff and will direct day-to-day educational program and school operations. The Administrator will also follow through on Council policy directives and budgetary decisions regarding the operations of the school. The Administrator will make recommendations to the Council regarding personnel and policy issues and is responsible for State reporting and compliance.

The Business Manager will report to the Administrator and will be the financial, accounting and procurement officer for the proposed school, responsible for maintaining accurate and complete records, conforming with appropriate laws and regulations, carrying out Council policies and directives, and assuring proper internal controls.

The organizational chart depicted in Section VI A shows the flow of school-site management. All staff report to the Administrator and are evaluated by the Administrator.

Job Descriptions

The Governing Council will hire an Administrator for a two-year renewable term. The Business Manager will be recommended by the Administrator and approved by the Council. The school staff will be encouraged to take a collaborative interest in the day-to-day operation and administration of the proposed school. Responsibilities of the Administrator, Business Manager, and Administrative Assistant will be as follows:

Administrator

The Administrator will be responsible for the following:

- Insuring the success of all school programs and operations.
- Overseeing daily operations of the school in the context of the school's mission and goals;
- Providing leadership and clear guidance to the school community;
- Fostering and ensuring a professional and collegial climate;
- Liaison between the school and the NMPED.
- Facilitating the development of a long-range strategic plan;
- Creating a support staff evaluation and accountability program;
- Overseeing the professional development of school staff and Governing Council and committee member;
- Evaluating instructional staff
- Supervising guidance and discipline;
- Overseeing student recruitment and admissions procedures; and
- Leading the search and interview process for hiring staff.

Requirements: New Mexico Educator's Administrator's license, 3 years experience.

Accountability: The Administrator is accountable to the Council.

The Business Manager

Under the supervision of the Administrator, the Business Manager will:

- Manage procurements and keep account of expenditures and allocations;
- Maintain accurate financial and business records in conformance with best fiscal practices;
- Coordinate all documentation for personnel matters, including the hiring of staff, leaves, payroll, certifications, etc;
- Under the direction of the Treasurer, draft fiscal and accountability reports and prepare for annual audits;
- Assist the Governing Council and Director in developing school budgets;
- Oversee health and safety requirements;
- Recommend to the Governing Council appropriate business-related school policies and procedures;
- Liaise between TISA and selected state agencies and unions;
- Implement Governing Council policies requiring internal fiscal controls; and
- Implement Governing Council policies prohibiting conflicts of interests.

Requirements: PED-certified Business Manager

Accountability: The Business Manager is accountable to the Administrator.

Support Staff

Administrative Assistant

Under the supervision of the Administrator, the Administrative Assistant will carry out tasks to assist the Administrator, and Business Manager. The Administrative Assistant will perform additional tasks such as data input and student scheduling.

The Administrator will recommend any additional staff required to ensure that TISA operates effectively, including school counselor, facilities maintenance, school nurse, nutritional consultant, etc.

Office Manager

- Answers phones
- Enters data
- Receives visitors in front office
- Organizes files

Requirements: Organizational skills, Associates degree, experience preferred.

Faculty

- Participate in ongoing collaboration and professional development
- Assess student progress on a regular basis and communicate regularly with parents.

- Write progress reports and hold parent/teacher/student conferences 2 times yearly.
- Teach a multicultural, thematic, integrated-arts curriculum.
- Embrace the school’s mission and educational goals

Requirements: New Mexico K-8 classroom certification, preferably with added endorsements.

Special Education Teacher

- Responsible for delivering instruction as specified in student Individualized Educational Plans.
- Run SAT team.
- Provide pupil-teacher ratio reduction as needed during reading and/or math block for grades K-3.

Requirement: NM Special Education license.

Kindergarten Assistant

- Assist classroom teacher in delivering educational program
- Reduce pupil-teacher ratio in classroom and assist with instruction
- Help supervise recesses and free times

Requirement: NM Educational Assistant License

Faculty

Projected Staffing Plan

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Classroom Teacher	6	7	8	9	9
Special Ed Teacher	1	1	1	1	1
Spanish Teacher	.25	.25	.25	.25	.25
Administrator	1	1	1	1	1
Business Manager	.25	.25	.5	.5	.5
Administrative Assistant	.5	.5	.5	.5	.5
Office Secretary	1	1	1	1	1
Educational Assistant	1	1	1	1	1
Nurse	.25	.25	.25	.25	.25

Year 1: Taos Integrated School of the Arts will employ 6 FTE teachers. There will be a teacher for Kindergarten, 1 teacher each for grades 1,2,3, 4 and 5. The kindergarten will also have an assistant. There will a 1:20 Teacher to Student Ratio in grades 1-5 and 1:10 in the Kindergarten. There will be an Administrator, Administrator Assistant and a Business Manager and Special Ed teacher.

Year 2: TISA will employ 7 FTE Teachers. There will be one teacher for Kindergarten, one teacher for grades 1, 2,3,4,5, and 6.This will allow for combining and utilizing faculty resources, while maintaining State mandated ratios. The same ratios as stated above will apply. The kindergarten will have one assistant. We will also have the administration team as noted above.

Year 3: TISA will employ 8 FTE teachers. There will be one teacher for Kindergarten, one teacher for grades 1, 2,3,4,5, 6 and 7. The ratios will be the same as above, 1:20.

Year 4-5: The full Faculty capacity of 9 teachers will be realized, with one Kindergarten teacher, and one teacher for each grades 1-8. The ratios will follow State requirements. We will also employ one kindergarten assistant and the administration team as noted above.

See the Employee Handbook for specific staffing information.

E. Employee Relations

Legal Requirements Related to Employees:

Taos Integrated School of the Arts will comply with all Federal and State Non-discrimination requirements, as put forth in the 1999 Charter School Act, 22-8B-4A, NMSA 1999.

The following Federal Requirements will be met:

- Equal Pay Act of 1963
- Title VII of the Civil Rights Act of 1964
- Age Discrimination in Employment Act of 1967
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975
- Americans with Disabilities Act of 1990
- Civil Rights Act of 1991
- Part B of the Individuals with Disabilities Education Act of 1997
- Equal Employment Opportunity Commission Regulations and the State Requirements:
- New Mexico Human Rights Act of 1969

Personnel Policies and Procedures That Comply with the School Personnel Act

Qualifications and Hiring

In accordance with NMAC Title 6, Chapter 61, the Taos Integrated School of the Arts will retain or employ teachers, administrators and other instructional personnel who hold appropriate New Mexico licensure in elementary education, (K-8) and or necessary endorsements as issued by the New Mexico State Department of Education Licensing Division. Teachers will teach academic classes of mathematics, language arts, science, and history/social science. Teachers will be responsible for overseeing the students' academic progress for grading, and for matriculation decisions as specified in the school's operational policies. Qualifications for TISA teachers and administrators will include, but not be limited to, years of teacher and administrator experience, familiarity with State of New Mexico content and benchmark standards, and demonstrated commitment to the philosophy and teaching methods of the Taos Integrated School of the Arts.

With the exception of Educational Assistants, who will be licensed, the Taos Integrated School of the Arts shall reserve the right to employ non-credentialed personnel to fulfill the remainder of its staffing as permitted by state and federal law regarding credentialing and licensing. Instructional support staff shall include, but not be limited to, clerical and office administrative services, equipment maintenance and janitorial services. These instructional support staff will have an appropriate mix of subject matter

expertise, professional experience, and the demonstrated ability to work successfully in an instructional support capacity.

All non-instructional staff and teachers will possess the experience and expertise required for their position within the school as outlined in the school staffing plan and the school's adopted personnel policies and in accordance with the School Personnel Act (See Employee Handbook – Appendix C). All staff shall meet New Mexico State Board of Education and any other state of New Mexico safety requirements, including background checks and fingerprinting in the method as mandated by the State.

Recruitment

The Taos Integrated School of the Arts will recruit individuals for open positions through a public process, including advertising in local and state newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms.

In accordance with the Charter Schools Act, the Taos Integrated School of the Arts employees are not employees of the Taos Municipal Schools, but shall be hired directly by TISA. TISA employees will be hired in accordance with all state and federal employment rules and regulations and in compliance with the School Personnel Act.

Equal Opportunity Employer

The Taos Integrated School of the Arts will abide by state and federal laws dealing with equal employment opportunity. Therefore, in order to provide equal employment and advancement opportunities to all individuals, employment decisions at TISA will be based on merit, qualifications, and abilities. TISA does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by law.

TISA will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship that state and federal laws recognize as just. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training (See Section 2 Employment in the Employee Handbook – Appendix C). An employee leaving his/her position with TISA will not have an employment right to a position with the Taos Municipal Schools.

Employee Benefits

Taos Integrated School of the Arts participates in the state of New Mexico Educational Retirement Act (“ERA”) administered by the Educational Retirement Board (“ERB”).

Eligible employees participate in the Retirement Plan subject to all terms and conditions of the plan.

Regular full-time and regular part-time employees will be eligible to receive benefits, including, but not limited to, paid time off (PTO), health insurance, and health benefits provided by enrollment in NMSIA(See Section 4 of Employee Benefit Programs in the Employee Handbook – Appendix C).

Employee Policies and Procedures

A complete Taos Integrated School of the Arts Employee Handbook is located in [Appendix A](#) of this charter application. This handbook is compliant with all federal and state regulatory requirements and with the School Personnel Act.

(4) Proposed Salary Schedule

Taos Integrated School of the Arts reserves the right to set its own salary schedule. Compensation shall include a combination of base salary and benefits. TISA shall comply with all applicable state and federal employment taxes. Compensation of all employees will be based on experience, qualifications, skill and technical level, and performance of the individual. All compensation decisions shall be at the discretion of the Governing Council and within approval budget constraints. "Below is a draft salary schedule.

Please refer to Appendix C for details on contracts and agreements, and wage scale and contract positions.

Draft Teacher Salary Schedule for 2010-2011 Level I

	A	B	C	D	E
Years	BA	BA+15	BA+45/MA	MA+ 15	MA+45
0	33347	33366	33380	33390	33402
1	33682	33,692	33716	33727	33738
2	34017	34029	34052	34064	34074
3	34352	34365	34388	34399	34411
4	34689	34700	34724	34735	34747
5	34700	34712	34735	34746	34758
6	34712	34723	34746	34758	34770
7	34723	34735	34758	34770	35399
8	34 735	34746	34770	34885	36266
9	34746	34758	35346	35824	37206
10	34801	35120	36340	36822	38200

Draft Teacher Salary Schedule for 2010-2011 Level II

	A	B	C	D	E
Years	BA	BA+15	BA+45/MA	MA+ 15	MA+45
0	42239	42244	43284	43354	43371
1	42666	42671	43303	43371	43416
2	43093	43107	43322	43388	43536
3	43520	43544	43565	43632	43677
4	43946	43982	44014	44081	44126
5	44373	44419	44463	44519	44575

Draft Teacher Salary Schedule for 2010-2011 Level III

	A	B	C
Years	MA	MA+15	MA+45
0	51278	51284	51288
1	51282	51286	51290
2	51286	51288	51292
3	51288	51290	51297
4	51290	51292	51302
5	51292	51302	51313

Draft Administrator Salary Schedule

Years	MA	MA+15	MA+45
0	61,600	62,100	63,600
1	62,832	63,332	64,832
2	63,470	63,970	65,470
3	64,107	64,470	65,970

Draft Administrative Assistant Schedule

Years			
0	19,000		
1	19,380		
2	19,767		
3	19,862		

Draft Secretary Salary Schedule

Years	Base	+15 Hrs	+30 Hrs	+45 Hrs	+60 Hrs
1	13,331	13,798	14,264	14,730	15,196
2	13,734	14,215	14,695	15,175	15,655
3	14,421	14,926	15,429	15,934	16,438
4	15,142	15,671	16,201	16,730	17,260
5	15,331	15,867	16,403	16,940	17,475

Draft Schedule for Business Manager

Years	MA	MA+15	MA+45
1	61,600	62,100	63,600
2	62,832	63,332	64,832
3	63,470	63,970	65,470
4	64,107	64,470	65,970

Performance Evaluation for Staff

Taos Integrated School of the Arts will evaluate its licensed teaching and licensed administrator staff in accordance with the School Personnel Act and as mandated by the state Department of Education. Additionally, instructional support and administrative staff will be formally evaluated upon their anniversary date, and all staff provided with informal, ongoing coaching as needed (See Section 3 employment Status and Records in the Employee Handbook – Appendix C, also see sample Formal Performance Interview Planning Checklist included in addendum).

TISA aims to create a working environment that is supportive, enabling, and fosters development and constructive change for its employees – which it believes will translate directly to the students under their care. Notwithstanding its commitment to this enabling environment, TISA will provide its employees with traditional performance evaluations conducted by their supervisor(s). To enhance its special environment and the development of all employees, TISA will implement a multi-source feedback system to appraise the performance of its entire staff. TISA will base this second performance evaluation process on feedback from employees’ supervisors, peers, team members, parents and students. The feedback will be used to supplement its traditional evaluation system, enabling TISA to engage its employees in developmental activities, thereby enlisting its entire staff in continuous learning based on quality feedback.

The yearly evaluation process will include one or more of the following:

- Informal observations by the Administrator
- Formal observations
- Collaborative goal setting with professional colleagues
- Evidence of service to the school—leadership positions, committee membership

Following TISA’s approved evaluation process for staff; the administrator will oversee the annual evaluation of all staff.

Teachers will complete a Professional Development Plan aligned with the requirements for completing dossiers for level 2 and level 3. They will be asked to show evidence of the three strands used in the 3-Tier process: instruction, student learning, and professional learning.

Any teacher seeking National Board Certification will be able to substitute the National Board application for his/her PDP materials.

Relationship with Teacher Labor Representatives, if Any

If the staff chooses (through the proper procedures) to establish a relationship with a labor representative, the Governing Council and the administration of TISA will willingly work with the labor representative. However, there is no relationship with labor representatives at this time.

Staff Discipline Process

Employment policies for staff and procedures that comply with the School Personnel Act as set forth in the Personnel handbook will apply. These policies will be developed in consultation with the school’s employees and with due recognition of the School Personnel Act that mandates school employee rights be safeguarded. All employees will be given an updated copy of these policies during the first staff meeting of each academic year or when revised. Please see Appendix C for the draft Personnel Policy Handbook.

In addition, TISA will be guided in its development of such policies by the following principles:

- Consultation and collaboration with all affected employees;
- Maintaining a balance of the school’s responsibilities to safeguard employee rights while maintaining the greatest commitment to the welfare of the students; and
- Adherence to the principle of progressive discipline and collaborative employee evaluation.

F. Student Enrollment Procedures and Discipline Policy

School’s Enrollment Policies and Procedures

The Taos Integrated School of the Arts will not discriminate on the basis of ethnicity, religion, gender, economic status, or disabilities, limiting conditions, etc.

The Taos Integrated School of the Arts will enroll students through an open lottery. There will be publicly advertised open application periods of 10 to 20 days, during which Taos Integrated School of the Arts will have regularly scheduled orientation meetings designed to provide

information about the school, answer questions and to distribute applications. At the conclusion of the advertised open application period, a random lottery will be held for classes that are not filled. For classes that do not meet capacity, all students who have completed and submitted an application within the open application period will be enrolled. For those in the lottery, students' names will be drawn randomly from all the students who have submitted a complete application through the conclusion of the open application period, until capacity is reached.

All remaining students not selected for enrollment through the lottery will be placed on a waiting list using the same lottery basis. As openings may occur, students will be placed according to this waiting list. Regularly throughout the year, additional names may be selected randomly from publicly advertised lottery drawings of received completed applications to add onto the waiting list.

The Taos Integrated School of the Arts will serve all children within the state of New Mexico. In order to secure a cross-section of the school-age population, the school will promote the school to the entire community. Preferential enrollment will only be given to pupils returning to the charter school from the previous year, and to siblings of pupils already enrolled in the school. To be eligible for admission, all students must provide proof of minimum age as established by regulation, and an appropriately completed application form.

Timeline:

1) Initial Outreach, Phase One. September – October 2009

- Website, phone number and U.S. mail service established for TISA
- Two community open house events to increase parent interest list

2) Early enrollment, Phase Two. November – December 2009

- Early enrollment will open in November 2009 and close at the end of December 2009. The purpose of early enrollment is to provide a pool of committed parents who can serve as volunteers to help get the school up and running.

3) Recruitment, Phase Three. December March, 2009-2010

Recruitment will follow the TISA goal of a diverse student body, and will focus on the Taos metropolitan area.

These recruitment efforts may include:

- Presentations at area preschools
- Presentations at community centers
- Presentations at churches
- Outreach at key neighborhood businesses
- Brochures at realtors offices and Taos Visitor's Center

Two more open houses will be held in February 2010.

4) Enrollment, Phase Four

Enrollment will close at the end of March. If necessary, a lottery will be held at the end of March.

If the school is not fully enrolled by the end of phase four, it will move to:

5) Late Enrollment, Phase Five. April – August 2010

Recruitment strategies will include:

- Third round of informational open houses
- Brochures by left at businesses
- Door-to-door knocking in neighborhoods in the vicinity of TISA location
- Presentations at preschools
- Presentations at community centers
- Presentations at homeschooling events

Plan on How the Charter School will Be Advertised So that There is Equal Opportunity For All Parents and Students to Learn About The School and Apply.

To assure that there is equal opportunity for all parents and students to learn about the school and apply for admission, several publicly advertised enrollment meetings will be held. These meetings and advertisements for these meetings will be publicly advertised in newspapers, fliers, etc., and a record of all such advertisements will be kept on file at the school.

Documentation That The Taos School of Integrated Studies Will Not charge Tuition or Have Admission Requirements, Except as Otherwise Provided in the Public School Code, sections 22-1-1 ET SEQ., NMSA 1978.

The Taos Integrated School of the Arts WILL NOT charge tuition or have admission requirements, except as otherwise provided in the Public School Code.

Discipline Policy for students that Addresses the State Board of Education’s Regulation on Students’ Rights and Responsibilities.

The school will enforce a discipline system built around freedom within limits. The Taos Integrated School of the Arts’ discipline policy is based on empowering the student to make appropriate decisions about behavior in an atmosphere of mutual respect and trust. There is no place for corporal punishment or emotional intimidation in the school environment. Students will work with their teachers to understand and define the boundaries of right and wrong consistent with the standards of the school community, i.e. the ground rules.

Draft Discipline Policies (To be finalized through community input)

The Taos Integrated School of the Arts is a school that provides a rich, well rounded, and appropriate learning environment that guides and stimulates thinking, embraces and nourishes feeling, strengthens the body, and encourages and accepts creativity in a nonsectarian and open environment. In order to achieve this, Taos Integrated School of the Arts has specifically designed and created an environment to allow teachers to guide and direct students to explore and learn. As a student or parent at TISA, students and parents share in the responsibility for making the school a safe, open, and pleasant place in which everyone can grow and function well.

Each student has the right to learn without damaging interference from others. The ground rules have been developed to protect that right. Additionally students will develop, with their teachers, classroom rules that define appropriate boundaries that are consistent with the standards of the school community as reflected by the ground rules. The guidelines here will be developed prior

to the opening of the school, developed, and refined by the director, staff, parents, and students of the Taos Integrated School of the Arts as the school evolves.

The community shall understand that New Mexico law expects the school to hold students accountable for behavior at any time while on the school grounds, on the way to and from school, and at school related outings and functions –not just when classes are in session.

Ground Rules

The ground rules apply to anyone participating in school-based activities or on school grounds. This includes the staff, students, family members and visitors. Students learn in large part by example, so all members of the community must work constantly, as we wish the students to do, to embody the standards established by the school community.

Guiding Behaviors:

- Be honest
- Put forth your best effort
- Show respect for and be considerate of others
- Be thoughtful and attentive when listening

Unacceptable Behaviors:

- Dishonesty
- Causing or threatening physical or emotional harm to others
- Damaging property of others
- Disruption of the Educational Process
- Skipping class
- Theft

Possession of tobacco/drugs/alcohol, fireworks, or weapons

Dress Code

Parents are asked to provide guidance to students concerning the clothing students wear to school in order to support the following code:

Members of the school community are expected to dress and groom themselves in an appropriate manner. Clothing, jewelry, and accessories should reflect the respect we have for each other and ourselves and be appropriate for the activities she will be involved in throughout the day. Clothing and accessories should not be degrading, damaging, distasteful, or threatening to the students themselves or to other students and may not present a health or safety hazard, violate municipal or state law, or be disruptive to the instructional program.

Consequences for unacceptable behavior

The staff at the Taos Integrated School of the Arts will employ creative strategies to become aware of the source of a student's negative behavior and to work as a team with the student to modify it into behavior that is more positive. Teachers are expected to consult other teachers and staff of the Taos Integrated School of the Arts, as well as parents or family of a student for other ideas and suggestions on an ongoing basis. The school will also host guest lecturers and workshop leaders such as Kim John Payne, an Australian psychologist and educator to educate the community on best discipline practices.

If a student repeatedly breaks the classroom or ground rules, and is still not responsive to teacher strategies within the classroom, he or she will be removed from the classroom. The student will have an opportunity to work out a solution with one class teacher or the director, and may return

to the classroom to try again. Parents will be involved in this process along with the teachers and director.

If the student repeatedly needs office support to deal with his or her behavior, the parent may be called to take the student home. There will be a conference with the parent before the student returns to the classroom and a behavior contract will be started.

If the situation cannot be rectified in a timely fashion, especially if the behavior presents a danger to other students or faculty members, suspension or expulsion procedures will apply.

This draft behavior policy complies with the Student rights and Responsibilities set for in the Public Education Department rules and regulations [6.11.2 NMAC]. There is a more complete and detailed Discipline Policy in the Appendix. (See the Appendix for the Draft Student Discipline Policy Handbook).

G. Facility Plan

Needs of the Facility

The Charter school site and facilities have yet to be decided. However, we would like to be located in a facility centrally located. Our first year (2010-2011) we will need six classrooms, an office space, workroom/teachers lounge, library/specialty classroom, storage and appropriate bathrooms. Ideally, we would also like a multipurpose room as well. The square footage requirements for elementary school classrooms are 600- 800nsf. Our needs for this first year are 4500-6000nsf.

The second year (2011-2012) we will need 7 classrooms, an office space, workroom/teachers lounge, library/specialty classroom, storage, and bathrooms. The nsf is about 5,000-6,500.

The third year (2012-2013) we will need eight classrooms (600-800nsf), office, workroom/teachers lounge, library/specialty classroom storage. Our needs will be approximately 6,500 – 8,000nsf.

The fourth and fifth years (2013 -2014, and 2014-2015) we will need nine classrooms, office space, workroom/teachers lounge, storage, and small multi-purpose room. Our needs will be approximately 7,000-9,000nsf. We will also be looking for a facility with ample outdoor space for outdoor classroom learning, various growing areas and sitting/networking community areas.

Plan to Identify and secure an adequate facility

As soon as the school has been chartered, a Building Committee will be formed of interested persons to provide guidance on an appropriate site. This committee will consist of the administrator, at least two faculty members, two parents and any other community members qualified and/or interested. We are working with a local realtor who has some possible sites to be considered. TISA will use the following criteria to evaluate sites and facilities:

1. Ability of the site and/or facility to help TISA achieve its goals.
2. Conformance with federal, state, and local regulations regarding building safety and accessibility issues.
3. Appropriate location for the student population and its access to compatible uses such as recreation, museums, libraries, art galleries, etc.
4. Short term and long term space requirements.

5. Expense of operation of facilities.

TISA cannot enter into any type of rental agreement with any person or agency prior to the granting of a Charter by the State of New Mexico, and will not receive any of the funds necessary to secure any lease of property until approximately April 1, 2010. Therefore, TISA cannot secure any site or facility at this time.

TISA may locate in temporary facilities until a permanent location can be secured. If the school is in operation prior to the lease or purchase of permanent facilities, a Building Committee will be formed to provide guidance and direction from the school's parents and teachers on what is the appropriate location for their school.

Proposed capital outlay needs for facility

We will be applying for \$84,000 in Capital Outlay Funds through the Federal Lease Grant.

H. Other Student Services

Transportation

At the time of this proposal, it is not the intention of the Taos Integrated School of the Arts to provide transportation to and from school. It will be the responsibility of the student and parent/guardian to transport the student to and from school. Taos Integrated School for the Arts may revisit this policy if future circumstances, including funding arrangements, offer a feasible alternative. At a later date, the school may be able to coordinate transportation services with the Taos Municipal Schools to transport students to and from the school. If this occurs, TISA will consider budgeting for a single bus route to provide before-school and after-school service between a central location in our target area and the school. A conservative estimate for providing a school year's worth of bus service would be \$25,000.

The Taos Integrated School of the Arts will provide transportation to all Special Needs students who's IEP specifically calls for transportation. This transportation will be at no cost to the parent or the student and the transportation will comply with all state and federal law.

Food Service

The Taos Integrated School of the Arts is dedicated to teaching students healthy nutritional practices. For at least the first two or three years of operation, TISA will not provide a kitchen. However, TISA is committed to making sure that students have access to adequate school meals. The Taos Integrated School of the Arts intends to contract and purchase products and nutritional snacks through a certified and local outsource lunch provider at the school site for those students who qualify for free or reduced lunch. All other students will be required to bring their own lunches or have the opportunity to purchase lunch from these outsource lunch providers. All food services will meet or exceed state and national standards for health, nutrition, safety, and food service. Students should eat breakfast before class. Breakfast services will only be provided if federal funding is received.

Counseling Services

The Taos Integrated School of the Arts will provide counseling services on an as needed basis. Students will be directed to group and one-on-one counseling as determined by the Student Assistance Team. We will contract these services with local providers. It is our intention to form a coalition of charter schools so that we can share the resource pool of licensed personnel for ancillary services.

Health Services

The Taos Integrated School of the Arts will provide health services on an as needed basis. A qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student will provide health services for students. Taos Integrated School of the Arts will comply with all immunization and blood-borne pathogen laws. We will contract these services through with local providers on a contract basis. As in the above description, we plan to work with the other charter schools in the area to form a consortium of charter schools to share the costs of these services. We have budgeted monies for a part-time nurse to be contracted.

Handicap Accessibility

The Taos Integrated School of the Arts will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be handicap accessible and all activities will be adapted to meet the need for access.

Diagnostic Services

The Taos Integrated School of the Arts will employ the part-time services of a diagnostician as necessary.

Other Services

The Taos Integrated School of the Arts will employ the part-time services of a psychologist, social worker, occupational therapist and speech therapist as specified in student IEPs.

VII. REQUIREMENTS

A. LEGAL LIABILITY

B. WAIVERS

VII. Requirements

A. Legal Liability and Insurance Coverage

Taos Integrated School of the Arts will maintain adequate insurance coverage as addressed in 6.50.1 et al NMAC and by the Public Schools Insurance Authority Act, 22 et seq. NMSA 1978.

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

As per the New Mexico Charter School Act of 1999, TMS will not be held liable for any actions of this charter school.

B. Waivers

1. The Taos Integrated School of the Arts requests the following waivers so that it may fulfill the purpose of the 1999 Charter Schools Act 22-8B-15, NMSA 1978. This law allows the Charter School to:
 1. Enroll students
 2. Be administered by a Governing body
 3. Be responsible for its own operation, including budget, contracting and personnel matters.
 4. Negotiate or contract for any service or activity.
 5. Negotiate with the State for capital outlay funds.
 6. Acquire, pledge, or dispose of property.
 7. Accept or reject any charitable gift, grant, devise or bequest. Such shall become property of the Charter School.
 8. Contract, sue, or be sued.
 9. Comply with all State and Federal health and safety requirements applicable to public schools.
2. Upon approval of the charter, the Charter School, per the 1999 Charter Schools Act shall be waived from the public school Code provisions relating to individual class load and teaching load requirements, length of school day, staffing patterns, and purchase of instructional materials.
3. Request for Waivers from the New Mexico State Board of Education.

A. School Administrator duties:

The Charter School shall hire and establish the duties of the School administrator, if required. Because TISA is its own Local Educational Agency (LEA), the principal will serve as the Superintendent of the school.

B. Evaluation of School Personnel:

The Charter School shall be responsible for evaluation of all Charter School personnel. TISA will adopt its own evaluation standards for staff.

C. Graduation Requirements:

Not applicable.

D. Staffing patterns- TISA will be a small school requiring flexible staffing patterns that may require contract employees determined by need.

E. Purchase of instructional materials-TISA is an integrated arts-based school with specific instructional materials needs. As a result, TISA will need to have the flexibility to purchase materials from a variety of sources.

TISA will make an official request for waivers upon approval of the charter. TISA will request waivers from the New Mexico PED as applicable and wishes to reserve the right to request additional waivers from New Mexico PED policy, as may be identified and/or needed and agreed to by all parties.

TISA will apply for waivers on an as-needed basis to meet goals and objectives with the mission and vision of the school. Waivers requested in the future will be requested in writing along with appropriate rationale for the waiver.

There may be a need to submit further waiver requests, from the State rules and regulations to clarify or enhance the ability of the Charter School to operate per the intent of the 1999 Charter School Act, NMSA 22-8b-1. The Charter School reserves the right to modify this application with other waiver requests.