

THE NEW MEXICO SCHOOL FOR THE ARTS

A statewide residential high school for the visual and performing arts

To begin September, 2009

Submitted to:

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Charter Schools Division
New Mexico Public Education Department
CNM Workforce Training Center
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June 30, 2008

I. APPLICATION COVER SHEET

School Information:

Name of Proposed Charter School

New Mexico School for the Arts

School Location (City/Town)

Santa Fe, New Mexico

Contact Information:

Primary Contact Person

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Partner Organizations (if applicable):

New Mexico Art Institute,

A non-profit educational organization created in support of the New Mexico School for the Arts

National Dance Institute of New Mexico

Enrollment Information:

Grade span at full enrollment 9-12 grade Total number of students at full enrollment 300 students

School Year	Grade Levels	Total Projected Student Enrollment
First Year 2009-10	9 – 11 or 9 and 11	100- 150
Second Year 2010-11	9 – 12	225
Third Year 2011-12	9 – 12	300
Fourth Year 2012-13	9 – 12	300
Fifth Year 2013-14	9 – 12	300

II. STATEMENT OF ASSURANCES

STATE OF NEW MEXICO)

)

COUNTY OF)

I, Julia Hosford Barnes, after being duly sworn, state as follows:

My name is Julia Hosford Barnes and I reside in Santa Fe, New Mexico. I am the authorized representative of the Founding Committee for the New Mexico School for the Arts the applicant group, for the New Mexico School for the Arts to be located in Santa Fe, New Mexico. 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. The CHARTER SCHOOL shall admit students based on the admission criteria established in Senate Bill 34, passed by the New Mexico Legislature in 2008 ("Senate Bill 34").
3. The CHARTER SCHOOL's admission processes shall be in compliance with the admissions criteria established in Senate Bill 34.
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 and in Senate Bill 34, 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 and guest artists 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 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.
14. 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.
15. 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.
16. 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.
17. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
18. 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.
19. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
20. 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.
21. 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.
22. 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.

[Signature]

Date

Julia Hosford Barnes, representative of the applicant group, or governing body member, of the proposed New Mexico School for the Arts 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__.

THE NEW MEXICO SCHOOL FOR THE ARTS CHARTER SCHOOL APPLICATION

FOR A HOPI SILVERSMITH

he has gathered the windstrength
from third mesa
into his hands
and cast it into silver

i have wanted to see
the motion of wind
for a long time

thank you
for showing me

Joy Harjo, New Mexico poet
From *How The School Became Human*



III. CHARTER SCHOOL OVERVIEW AND RATIONALE	
A.	Introduction
B.	Mission Statement – Who will the school serve?
C.	Vision Statement – What does the school hope to accomplish?
D.	Educational Philosophy and Approach – What are the methods and approaches that are aligned with the mission and vision statements that are proven effective? How will we know that the school is achieving its mission?
E.	Explanation of Need –How does the school serve a purpose for the students in the community that it proposes to serve?

A. INTRODUCTION

On February 22, 2008, Governor Bill Richardson signed Senate Bill 34¹ into law creating the New Mexico School for the Arts (“the School for the Arts” or “the School”). As outlined by the legislation, the purpose of the School is to create “a statewide residential state-chartered charter high school that provides New Mexico students who have demonstrated artistic abilities and potential with the educational opportunity to pursue a career in the arts.”² Under the legislation, the Public Education Commission is authorized to “charter a New Mexico School for the Arts as a statewide residential state-chartered charter school for grades nine through twelve to offer intensive pre-professional instruction in the performing and visual arts combined with a strong academic program that leads to a New Mexico diploma of excellence.”³

This charter application is presented to the Public Education Commission to complete the process for establishing this innovative school.

The School is modeled after other public arts schools in Alabama, Florida, Minnesota, North Carolina and South Carolina, California, Massachusetts and Mississippi. By taking methodologies established in these other states, the proposed charter and the enabling legislation for this school will ensure that students who have demonstrated artistic promise, aptitude and passion can learn to excel in the arts while gaining an accredited high school education. The students will be able to move on to higher education. The legislation allows the School to have admissions criteria⁴ to ensure that there are places for students with promise, aptitude and passion. No student will be denied admission solely because he or she did not have access to lessons prior to high school.

¹ Senate Bill 34 is attached as Appendix 1 of this application.

² Senate Bill 34, page 1.

³ Senate Bill 34, page 2.

⁴ This is a departure from the Charter School Act for this school only.

THE CHARTER SCHOOL APPLICANT AND GOVERNING BODY

Many, many people have supported the founding of this School. Seventy six legislators voted to establish the enabling legislation for the School, and the Governor signed the bill into law. Dozens and dozens of supporters testified before the various committees that have heard the testimony regarding this school. Hundreds of people receive regular information from the Founding Committee regarding the School. So, overall there are many people who are behind the ideas submitted in this charter application. Their thoughts and suggestions have framed the ideas behind this school.

However, for the technical purposes of this application, the Founding Committee for the School for the Arts ("Founding Committee") is the **"applicant"**. The Founding Committee will be the initial governing board of the School ("Governing Board"). In addition, the Founding Committee is the initial board of trustees ("Board of Trustees") of a non-profit educational institution, contemplated in the enabling legislation and organized for the purpose of providing supplemental instruction and educational opportunities in concert with the School, called the "New Mexico Art Institute"⁵ ("Art Institute"). The School will be responsible for every activity required to operate the School as a state charter school and to graduate the students. This includes staffing of the School with licensed teachers, determining the curriculum that meets the standards and benchmarks, developing the arts programs at the School through the "Art Chairs" who will run the art programs at the School, establishing a supervised guest artist program, managing the School budget, and marketing and promoting the School throughout the state. The Art Institute will raise funds for, and run, much of the supplemental arts instruction identified by the Art Chairs, the residential program, the Outreach Activities set out in the enabling legislation and participate in Cultural Art Events with both public and private partners.

The Founding Committee members making up the **"applicant"** are:

Julia Hosford Barnes is an attorney, facilitator and mediator. Ms. Barnes is one of the founding committee members for the School and participated extensively in the subcommittee formed by the Legislative Education Study Committee in 2006 to study the School for the Arts and testified as the expert witness for the School numerous times during the legislative process and the process before the Public Education Commission. Ms. Barnes is presently the planning year coordinator for the School.

J.D. Bullington is a registered lobbyist with Brownstein, Hyatt, Farber and Schrek law firm. Mr. Bullington is one of the founding committee members for the School and participated extensively in the subcommittee formed by the Legislative Education Study Committee in 2006 to study the School for the Arts and is the registered lobbyist for the School.

Catherine Oppenheimer is the founding artistic director of the National Dance Institute of New Mexico. Ms. Oppenheimer has taught and promoted excellence through dance in the New Mexico public schools for over a decade. Ms. Oppenheimer was a professional dancer with the New York City Ballet and Twyla Tharp Dance. She,

⁵ The Articles of Incorporation for the New Mexico Art Institute are attached as Appendix 2.

too, participated extensively on the subcommittee formed by Legislative Education Study Committee in 2006 to study the School for the Arts and the legislative process.

Sherry Thompson is the executive director of the Thaw Charitable Trust. Ms. Thompson has a background in dance and arts education. Ms. Thompson is one of the founding committee members for the School and participated extensively in the subcommittee formed by the Legislative Education Study Committee in 2006.

Garrett Thornburg is the Chairman of the Thornburg Companies, and the Chairman of the Thornburg Charitable Foundation. Mr. Thornburg is one of the founding committee members for the School and provided financial expertise to the Legislative Education Study Committee regarding the School formation.

B. MISSION STATEMENT

(Provide a clear and compelling mission statement that focuses on improving student academic achievement, and states who the school will serve.)

The mission of the New Mexico School for the Arts is to provide New Mexico students who have demonstrated artistic abilities and potential with the educational opportunity to pursue a career in the arts. The School for the Arts is a statewide, residential charter high school offering intensive pre-professional instruction in the performing and visual arts combined with a strong academic program leading to a high school diploma. The School is proposed as a four year high school for 300 students.

C. VISION STATEMENT

(Describe what the school hopes to accomplish)

The primary vision of the School is to provide students with the tools to pursue a career in the arts, either as a practicing artist or in the arts industry, and to successfully receive a high school diploma. The School envisions its graduates to be productive members of the artistic and creative workforce and/or to be successful college students.

The School will focus in three primary areas to achieve this vision - "art, heart and smart." First, the School will focus on artistic studies providing instruction up to, and including, college level instruction - "art". The School will be aligned with art college entrance requirements and teach the skills needed to prepare students to continue to the next step to becoming professional artists, if they have the drive, desire and dedication to work towards these very competitive jobs. The School will also introduce the students to the wider arts market and industries, since many art high school graduates nationwide pursue careers in the arts industry, not as practicing artists. Academically ("smart"), the School will prepare the students for college. The School will align its academic curricula to meet college admission requirements. Finally, the School will focus on personal discipline, social, emotional and physical health in the students' lives, so that the students will carry forward personal health, balance and discipline in their lives -"heart."

Core Values. In order to achieve its mission and vision, the School will operate according to several core values. These include a focus on a classic core curriculum teaching fundamentals; providing access for students; and following sound operational principles of the School's partner, the National Dance Institute of New Mexico⁶ ("NDI-NM").

1. Focus on a classic, fundamental core curriculum. There are many types of art schools preparing students for many different careers from a goal of arts integration - using arts in an integrated way to improve academics - to a goal of training elite music students to compete for the first chair in a symphonic orchestra. This school offers intensive pre-professional instruction in the performing and visual arts combined with a strong academic program. The program will have arts instruction intended to improve the artistic skills and technique of the student, not simply focus on arts integration. Providing art education itself is one of the primary goals of the School, rather than using art to achieve better academic success.

The School will teach art and academics from a "classic core" – meaning that the School will teach the basic and fundamental craft skills in each art form and the basic fundamental learning tools in academics. In both arts and academics, the School leadership will be allowed to teach in other less fundamental areas that branch out from that central focus. For example, in dance this "classic core" will translate into the School embedding its dance training in ballet. The School leadership will have the ability to teach other dance forms in addition to ballet, but all dance students will receive ballet instruction. In music, the students will learn to read music and understand music theory. The musicians may learn from a variety of classical, contemporary or popular music during their time at the School, but fundamental skills training will be the core, or center, of their education.

In academics, the courses will be grounded in fundamental academic skills. For example, at Boston Arts Academy, a public arts high school in Boston serving inter-city students and just completing its 10th year in operation, the *entire* faculty and *entire* student body participate daily in a seminar course for one hour a day. The seminar is an intensive course focusing on reading and writing skills. Each faculty member, whether that teacher is an English teacher or a visual art teacher, works in teaching teams with the students in their seminar classes to improve reading and writing skills at the appropriate level for each student. This common teaching time also allows the teachers to create common teaching tools, like commonly developed rubric templates, that are then used in other classes. However, most importantly, the entire school at Boston Arts Academy dedicates itself daily to the fundamentals of reading and writing – skills which will prepare these students well for lifelong success.

The next core values, access to opportunities, relate to the operation of the School as it relates to its students and potential students. Specifically, the School hopes to provide access to passionate art students in a variety of ways:

2. Access to an intensive arts education in New Mexico. This school has been formed to allow New Mexico students access to a public arts education here at home. This opportunity exists in thirty-one other states,

⁶ NDI- NM is a private, non-profit organization that has used dance instruction to motivate and engage public school children for the past twelve years.

and now will be available here. The School will have admission criteria based on promise, aptitude and passion so that the students who have the passion to put in the time and learn the discipline will have a chance to attend the School.

The School through its discussions with parents, teachers and community members and tracking of student applications and acceptances will constantly be looking at ways to encourage these interested students statewide to apply. In particular, the leadership at the School will strive to be in communication with the various communities to eliminate any barriers for prospective students in the application process. For example, the School needs to ensure that the audition requirements are easy to follow, are well publicized, are readily accessible on the internet and in school publications, and are well understood by the teachers in the home towns of the prospective students. If the School discovers through a review of the applications that students from a certain area of the state or students representing certain ethnic or socioeconomic groups are not submitting applications to the School, the School's leadership will work with the relevant community to understand the barriers and make appropriate changes.

The School is required by the enabling legislation to conduct outreach activities throughout the state to acquaint potential students with the programs offered by the School. This will include programs for middle school students and workshops for teachers. (Because these programs are statutorily required, we define them here as "Outreach Activities" to show our plan for compliance with the statute related to this outreach.) These Outreach Activities are to be paid for out of private funds, not public funds. Other activities of the School, such as publicizing the School, creating informational materials about the School, talking to parents and potential students, and creating a website regarding the School will be coordinated with the Outreach Activities.

In order to meet the statutory requirement for the private funding, the Art Institute, the non-profit educational institution being created in affiliation with the School,⁷ will run, and provide funding for, the Outreach Activities. The School will comply with the enabling legislation by accounting for the private funding provided to conduct the Outreach Activities. The Outreach Activities will be provided in each of the three congressional districts. Outreach Activities will be provided to each congressional district during events in that community sponsored by both the Art Institute and the School ("Community Events"). Middle school programs will be conducted as part of the Outreach Activities during the same time period that staff of the School or the Art Institute is available to talk to parents, students and teachers about the School itself. In future years, the students in the School will participate in the Community Events and show their work or their craft to the community. The School and the Art Institute may also partner with other organizations to promote New Mexico art and cultural events in that community that are outside of, and in addition to, the Outreach Activities. The New Mexico Cultural Affairs Department and the Founding Committee have discussed possible partnerships to promote culture and art. (These non-Outreach Activities are referred to here as "Cultural Art Events" to distinguish them from the required Outreach Activities in the statute.) Through a combined effort and integration of multiple purposes of the Outreach Activities and Cultural Art

⁷ See Appendix 2.

Events, the School will reach out to communities, parents, students, teachers and local artists, introduce them to the School and work with the local efforts in support of the arts.

The teacher workshops provided by Outreach Activities may be scheduled during the Community Events or at other times. Other art schools have found teacher workshops to be excellent opportunities for the schools to collaborate with the teachers from the home areas of the students and to acquaint the teachers with the School.

3. Access for those with exceptional abilities in art to move to a professional level. The public arts high schools across the nation have found that a very high percentage of students leave art high schools to attend college – some in arts programs and some in other non-arts based majors such as science, math or liberal arts. About 20% -30 % of the students goes on to work to become practicing performing or visual artists. For this 20 – 30%, the competition they face in the performing and visual art fields is extreme. While *this* school will admit students with passion, promise and aptitude without regard to previous training, the professional companies in all art fields accept only the best of the best who come in to those programs with a very high level of technique and skill.

Therefore, the smaller group of students who are interested in these difficult career paths must understand and be prepared for the effort they will need to make to be successful as a professional actor, singer, visual artist, film maker or dancer. They will need specialized assistance from the School counselors to build their resumes. The School will encourage them to attend summer intensives programs in their art form. Students will need to work with instructors to master the technical skills that their peers outside the state have often mastered years before. While this school may admit a dancer with no formal training to this school, their competition in other states often started intensive dance training eight years earlier. The School will provide a platform to give those students a chance to compete, and an understanding of what is needed, at the professional level.

4. Access for all students to study and experience traditional New Mexico arts and culture. New Mexico is unique in its rich cultural tie to the arts. The School will provide opportunities for all students at the School to explore New Mexico arts and culture. This study will allow the students to use this knowledge to inform their art and their academics. This core value will allow local New Mexico artists, historians, elders and living treasures to participate as guest artists at the School or at the Art Institute, introducing students to our culture from tribal arts to traditional mariachi music and the cultural context for art. The School hopes to partner with existing programs in the state to enrich this program. For example, the School would like to partner with Northern New Mexico College⁸ to use the El Rito campus for some of these classes because of its focus in teaching traditional New Mexico art forms such as woodworking, carving and weaving.
5. Access for all students at the School to understand and participate in the arts economy in the state. The arts economy in the state is strong. *The Career Guidebook for New Mexico* identifies Arts and

⁸ Formerly Northern New Mexico Community College.

Entertainment as one of six career clusters in New Mexico for high school students to consider. Jobs are available in many art markets both for the artists themselves and in other art-related fields in places like museums, the film industry, and in the visual art markets throughout the state. The School seeks to provide each student at the School with an understanding of the arts economy in the state, knowledge of the types of jobs that are available in the arts, and an opportunity while at the School to participate in the arts economy in the state. This will be done through the art instruction at the School and in mentorship and internships with art organizations and private enterprises.

The School for the Arts has formed a relationship with NDI-NM as one of its advisors and partners. Both organizations are founded on the knowledge that the arts have a unique power to engage and motivate children. The purpose of both the School for the Arts and NDI-NM is to help children develop discipline, a standard of excellence, and a belief in themselves that will carry over into all aspects of their lives. Through this partnership, the School hopes to emulate NDI-NM's pedagogical approach to teaching as well as many of NDI-NM's core organizational values.

6. NDI-NM Operational Principles. NDI-NM is committed to excellence in everything that it does. Excellence is reflected, promoted and fostered at NDI-NM and will be incorporated in the School. These core values include:

Belief in children - Every child has the capacity to reach their potential through rigorous learning, hard work, and tenacity.

Philosophy of teaching – Extraordinary learning happens when:

- The teacher is excellent – qualified, committed, energetic, organized, creative, and positive; and
- Students are engaged intellectually, emotionally and physically and are continually challenged.

Social responsibility – It is essential to serve and respect a diverse world of students and strive to have a student body and faculty that reflects the demographics of New Mexico. Several organizations have achieved the diversity that the School seeks and are models for the School. The demographic information on students served by NDI-NM in 2006 is as follows:

NDI- NM – public school outreach program	
Percentage of program	
78%	Below poverty line
67%	Hispanic
16%	Anglo
15%	American Indian
1%	Asian
1%	African American

The Santa Fe Opera has reached over 5,000 local New Mexico students in the southern part of the state in a unique partnership with the National Park Service to introduce students unfamiliar with the opera to the theatre. This is another successful model for the School to study.

The Alabama School of Fine Arts not only focuses on, and achieves, diversity in the student population but in their faculty as well. The students are taught by teachers who have backgrounds similar to those of the students. It is inspirational to see and is a model to follow.

Sustainability and Financial Integrity — It is essential to be responsible to the needs of the students, families, and communities. The monetary and human resources available will dictate our growth. The School and Art Institute will be responsible fiscal agents of both the public and private funds entrusted to them and not spend more than is available.

Organizational Sophistication – The School and Art Institute, students, boards and staff will be excellent. Organizational sophistication will include long range planning that involves everyone⁹ at the School and the Art Institute, creating a shared vision for the future and a structure for implementing the goals and objectives in the near and long term. The School and the Art Institute will strive to continually work hand-in-hand to promote the ultimate goals of the School, and foster a sound private/public partnership for the financial stability of the School. Both the School and the Art Institute will enlist the parents and communities of the students served as strong and central partners in celebrating and supporting the students artistically, emotionally, intellectually and financially. The students at the School are a reflection of their parents and their communities, and their art and lifelong success will enrich their home communities. This connection to home will be encouraged and honored.

Excellent and expert teaching methodology –Teacher development will include expert on-going education of the staff through professional development plans, in depth oversight of all programs, and hands-on coordination within each department, with the Art Institute, and through all communities served.

Constant Evaluation – Through evaluation, the School and Art Institute will maintain quality.

D. EDUCATIONAL PHILOSOPHY AND APPROACH

(Methods and approaches that are aligned with the mission and vision statements, which are proven effective for the target population and applicable to varied teaching and learning styles. A statement of how the school will know that it is achieving its mission.)

The School will know it is achieving its mission when the graduates prove themselves to be productive members of the artistic and creative workforce and/or are successful college students. Internally, the School and the Art

⁹ Students, parents, management, staff, and board members of both the School and the Art Institute.

Institute will know they are achieving the joint purposes of the public/ private partnership when evaluations of the School show that the core values of the School are in place and well functioning.

Specifically, the School will know it is achieving its mission when:

- the School is a model of artistic and academic excellence as shown in the art and academic achievements of the students;
- students from this school compete with students from the other thirty-one states with public art schools for national arts awards, and are prepared for college, art schools or professional career entry after graduation;
- the Outreach Activities and Cultural Art Events help promote arts across New Mexico public schools;
- diverse students statewide apply for the School;
- the School enrolls an ethnically diverse student body representative of all parts of New Mexico and all economic backgrounds because the School has been able to work with students to overcome the economic and practical challenges that students may face in attending a residential school;
- the art curriculum of the School coordinates with and complements the content of the academic classes;
- the School, in partnership with the Art Institute, offers in-depth course offerings and has a high-quality guest artist program in each art form within the budget available;
- the students' abilities are developed so that they are able to express their ideas clearly and specifically in their academic courses and their chosen art form both verbally and in writing; and
- the School and the Art Institute participate in a network of connected arts education programs around the State including higher education institutions, the New Mexico Department of Cultural Affairs, other schools, art professionals and arts organizations.

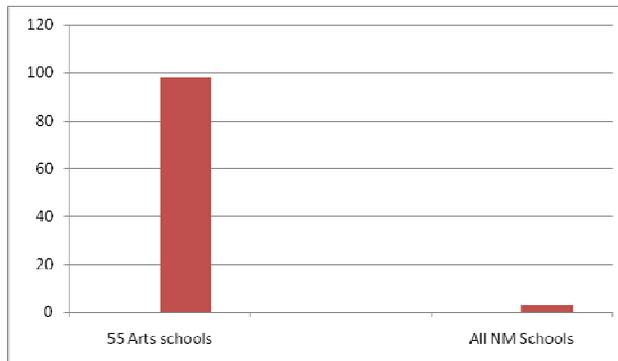
The School follows 31 states with over 100 public arts mastery schools and provides a place for students with a passion for the arts with the opportunity to move into an art career whether that be in film, music, painting, or other art related fields. It will serve those students that have a gift in the arts. Its students will include the girl with a voice of an angel who needs access to a professional voice coach or the boy whose drawings of New Mexico landscapes far surpasses the drawings of others in his class. Teachers and parents report that these students with their outstanding artistic gifts are not being served in our traditional school setting. The School for the Arts will provide New Mexico students with exceptional artistic aptitude with a place to go and encourage them to pursue their passion with excellence.

The specifics of our methods and approaches that support our educational philosophy are outlined further in Section IV below. However, it is well documented nationwide that schools of this type provide strong artistic and academic educations for their graduates. The students who attend public arts schools such as the New Mexico School for the Arts are able to connect their passion to their education, and the results nationwide are encouraging. Most educators know that connecting students with their passion results in strong academic results. The combination of arts and academics for passionate arts students has been proven to be effective, allows varied teaching and works well for many different learning styles. The School anticipates that our mission will lead to many successes for the students at the School, as shown by the successes of our sister schools as set forth below.

ARTS SCHOOLS BY THE NUMBERS

The following is a summary of the statistics related to public arts high schools nationwide that support our education philosophy of combining arts and academic learning in one institution.

<u>ARTS SCHOOLS</u>	
31 states/ over 100 public schools	Number of states with publicly funded arts mastery schools – the first school was established in 1983 All of the states surrounding New Mexico have arts mastery schools, including Arizona, Oklahoma, Colorado, and Texas
7 states	Number of states with state-wide arts mastery schools
5 of 7 states	Number of states with residential state-wide arts mastery schools
<u>TEST SCORES</u>	
<u>READING</u>	
76.5%	Average percentage of students proficient in reading at public arts schools reporting data
53.6%	Average percentage of students proficient in reading at public schools in art schools' district
22.9% points higher/ 30% better	Amount that art schools exceed the scores of their local district
<u>MATH</u>	
73.1%	Average percentage of students proficient in math at public arts schools reporting data
53.6%	Average percentage of students proficient in math in public schools in the art schools' district
19.5% points higher/ 27% better	Amount that art schools exceed the scores of their local district
<u>EDUCATION AWARDS</u>	
6	Number of arts schools receiving the U.S. Department of Education Blue Ribbon Award in 2004, 2005 and 2006
0	Number of NM public schools receiving the U.S. Department of Education Blue Ribbon Award in 2004, 2005 and 2006
<u>ARTS AWARDS</u>	
1.80 per school	55 mastery schools in other states have students who received over 98 national art awards in the past two years
0.03 per school	100 high schools in New Mexico , with 3 national award winning students during 2006 and 2007



One art school alone, the Dallas School for the Arts surpassed the entire state of New Mexico by 400% in Presidential Art Scholars Awards received. The Dallas School for the Arts ranks within the top 5% of the country to be awarded the Presidential Art Scholars Award. The school has received thirteen Presidential art scholarships. In addition to strong academic and artistic achievement in high school, a review of other public arts high schools show that students are successful in obtaining scholarships to attend colleges and universities.

College scholarships for art school students

- South Carolina School for the Arts students received **\$43,000,000** in college scholarships for **497** students.
- Alabama School of Fine Arts reports that **71** seniors in the 2006 graduating class received **\$8 million** in college scholarships, and were accepted to 105 colleges and universities.
- The Dallas School for the Arts students receives **\$2.5 million** in scholarships annually.

Through our educational philosophy and approach, the School will succeed. The academic curriculum of this school will meet all New Mexico graduation requirements, benchmarks and standards. The students will receive intensive artistic training in the art form of their choice. The artistic teaching will be taught by faculty at the School and supplemented through a guest artist program operated by the Art Institute, primarily targeting practicing artists and arts who have worked professionally. Through a team of partners such as NDI-NM and others, the students will have internship opportunities to work with younger students and learn to teach under working professional art teachers. The students will be trained to be strong in the arts and academically; to become familiar with all of the art disciplines offered at the School; and to understand what it takes to become masters in their selected art form. The School envisions its graduates to be productive members of the artistic and creative workforce and/or to be successful college students.

A final, important component part of our educational philosophy and approach will be to participate in **national and state networks**. The Founding Committee will encourage the School leadership to join, and use the resources of, the Network of International Schools for the Advancement of Arts Education (Network) and the Coalition of Essential Schools. The Network and the Coalition of Essential Schools both hold annual conferences and provide extensive information and mentoring to schools. All of the statewide art schools referenced in this charter are members of the Network and have provided, and will continue to provide, us with extensive information and expertise. The School also will work closely with the New Mexico Coalition for Charter Schools to integrate with the other charter schools in New Mexico. Finally, the Founding Committee will encourage the School's leadership to participate in New Mexico Activities Association events related to the art forms provided at the School, where appropriate.

E. EXPLANATION OF NEED

1. BEST INTEREST OF THE STUDENTS AND THE COMMUNITY

(Describe how the proposed charter school is in the best interest of the students and community that it proposes to serve.)

Best interest of the students. The School will provide instruction for those students who have a passion for the arts. For the most part, New Mexico's public schools do not have the art staff to provide extensive specialized arts

education for students now. For these students to obtain a pre-professional arts education now, they have to leave the state. Additionally, the Art Institute will provide Outreach Activities to middle school students and teachers annually. Through Cultural Art Events, the School and the Art Institute may also partner with other organizations to promote New Mexico art and cultural events in that community that are outside of, and in addition to, the Outreach Activities.

Art schools allow students with a passion for the arts to develop mastery in academics and their chosen art field, while moving towards a New Mexico high school diploma. This School will enable the student to incorporate art into their other classes and study the context in which their art fits into the community as a whole. In some cases, these students have been underperforming at regular public schools. Because of their strong interest in an art form, students often perform well in that area and not as well in traditional academic classes. The point of the School is to give these students a realistic opportunity to pursue their art at a post-secondary or professional level while providing them with sound academic training. This results in their education becoming much more relevant to them. Nationally, students of arts high school, selected for their *artistic abilities*, consistently outperform their peers in *academic testing* by 29 -33%¹⁰. As most educators know, when students become engaged with their passion, their ability to succeed in many areas improves dramatically. In this case, students with a passion for an art form excel.

Finally, art schools are natural integration platforms. In fact the term “magnet school” was first used in a magazine article to describe the phenomenon that occurred at the Houston art school in that it acted as a “magnet” for students of all ethnic backgrounds at a time when the educational system in Houston was otherwise ethnically divided. The magazine article term “magnet” later resulted in the federal term, “magnet school” being identified as a solution to segregated school districts. Passion for the arts transcends all other factors that frequently divide communities.

Our educational and arts communities integrate well with the goals of the School and support the School. Governor Bill Richardson has recently issued a *Career Guidebook for New Mexico* identifying Arts and Entertainment as one of six career clusters in New Mexico. The *Guidebook* describes the **blossoming New Mexico arts industry** as follows:

“Arts and Entertainment industries, especially those tied to the state's diverse cultural and ethnic traditions have been at the heart of New Mexico's economy for hundreds of years. New Mexico's flourishing film industry has exploded over the last four years. Film-related investments have increased.. [dramatically] jumping from \$8 million to \$100 million... The New Mexico Department of Cultural Affairs reports that cultural organizations employed more than 32,000 New Mexicans in 2003 and estimates that cultural industries have a \$2.5 billion impact on the state's economy.¹¹”

¹⁰ See the section entitled “Arts by the Numbers” in Section III. D, Educational Philosophy and Approach.

¹¹ *Career Guidebook for New Mexico*, <http://www.workinnewmexico.gov/>, page 18.

By the 2009-2010 school year, New Mexico schools will be required to provide their students with Career Cluster classes. This school, not only will provide classes in the Arts and Entertainment Career Cluster, but will fully immerse the students in the arts.

Educators, parents and students support the School. By the passage of Senate Bill 34¹², both the Governor and the Legislature have clearly indicated their support of a school of this type. As the bill’s sponsor, Senator Cynthia Nava, said at the bill signing, “This is an opportunity for our state to fund what we do well. While we frequently are asked to provide funds to improve our deficiencies, this school will promote the arts in New Mexico and provide a mechanism for our students to participate in our arts market and our rich arts culture. This school will make a difference in children’s lives.” The legislation passed the Senate by a margin of 32-6 and passed the House by a margin of 44-0. The legislation determines many key issues related to the School and provides guidance in other areas that will be determined ultimately by the Public Education Commission, the Public Education Department and the School, as described further in this application.

As further evidence of the support, in fall 2006, the Founding Committee conducted a survey sent¹³ to the superintendents of all schools, the public school teachers, arts educators, parents and students. The following is a summary of the survey results.

SUMMARY OF EDUCATIONAL AND ARTS COMMUNITY SURVEY

440 people responded to a survey	
43 cities in NM were represented	
Teacher/Educator	180
School Administrator	42
Practicing Artist	170
Arts Administrator	90
High School Student	29
Parent	123
Other	107

The following is a summary of the responses to the survey:

	BENEFITS OF THE SCHOOL:
83%	Believe that the school could be an opportunity for students to pursue the arts seriously without leaving New Mexico
83%	Believe that the school could be an opportunity for economically and geographically challenged students to pursue arts study
78%	Believe that the school could align arts education goals at secondary level
74%	Believe that the school could create alignment with creative workforce needs in the state's arts and culture economy
81%	Believe that this school could model educational excellence in arts and academics
78%	Believe that this school could raise value of arts education at all levels
76%	Believe that this school could provide teacher training and enrichment statewide

¹² See Appendix 1.

¹³ The survey was done on-line through “Survey Monkey” and the link to the survey was emailed to the arts educators’ list, the superintendents, teachers, and parents. The Founding Committee is unable to determine how many people received the email.

70%	Would support a plan to fund a statewide arts high school with ongoing legislative funding supplemented by private funding
	ADEQUACY OF ARTS EDUCATION NOW
68%	Believe that existing arts education provided by local public high schools for students seriously interested in the arts is poor or fair
	119 people knew of 10 or more high school students who are underserved in their arts education and would be interested in the opportunity for more advanced training
	DETAILS REGARDING THE SCHOOL STRUCTURE
64%	Believe it is important to have audition/portfolio submission assessing potential and interest as well as talent.
89%	Believe it is important for the school to have students coming from all statewide regions
87%	Believe it is important for the school to have proactive recruitment and admissions policies which identify students who have lacked access to arts training
	OUTREACH
87%	Believe it is important to have summer arts mastery intensives/camps
84%	Believe it is important to have local intensive discipline-specific workshops
78%	Believe it is important to have talent development workshops for middle school students
75%	Believe it is important to have development of local satellite/feeder schools
87%	Believe it is important to have teacher training workshops
82%	Believe it is important to have teacher creative process workshops
84%	Believe it is important to have teacher arts integration workshops
87%	Believe it is important to have teacher curriculum development
81%	Believe it is important to have touring performances/ exhibitions
	IMPACT OF A LOCAL SCHOOL LOSING A TALENTED STUDENT TO A STATEWIDE SCHOOL
17%	Indicated that it has positive impact as incentive for all students.
20%	Indicated that it does not matter, is best thing for student
33%	Indicated that the positive impact balances out the negatives of losing the student
17%	Indicated that it has a negative impact on local program
	OTHER CONSIDERATIONS
85%	It is important not to disrupt local arts funding
72%	Believe that the residential component will be a challenge
43%	Have an interest in local schools with arts theme

2. DEMOGRAPHIC INFORMATION

(Include a demographic description of the location, grades, class size, growth plan and total projected student enrollment of the proposed school; as well as a statement of the length of the school day and school year.)

The School is ready to be launched. Over the past two years, many key questions regarding the School have been answered regarding how to best structure the School.

- Former attorney general Patricia Madrid and current attorney general Gary King, have both issued opinions stating this Legislative School is fully constitutional.¹⁴ The opinions state that the Legislature can create a

¹⁴ The attorney general opinions are attached here in the Appendix 3.

school with admissions criteria and that the School can charge residential fees to students whose parents have an ability to pay. The School will support students in the residential program when their parents do not have an ability to pay.

- The effort is a public/ private partnership. The public sector will provide funding through the State Equalization Guarantee (“SEG”) under the formula for all students in public schools for the operations of the School. Through the Art Institute, the private sector, including foundations, parents, and community members throughout the state, will underwrite expenses for arts, Outreach Activities, and residential costs for those students without an ability to pay. In addition, through Cultural Art Events with other governmental and private sector partners, the School and the Art Institute will participate and encourage arts enrichment for students at the School and though out New Mexico generally.
- The School will be tuition-free, because it is a public school. Students will be admitted no matter where they live in New Mexico; and no matter how much their parents can afford to pay for residential costs. All students with demonstrated promise, aptitude and passion will have an opportunity to be admitted to the New Mexico School for the Arts.
- The enabling legislation¹⁵ provides goals for the School regarding enrollment and places reporting requirements on the School as follows. “The board shall ensure, to the greatest extent possible and without jeopardizing admissions standards, that an equal number of students is admitted to the school from each of the state's congressional districts...”

The board shall submit an annual report to the charter schools division and the commission that includes demographic information about both applicants and students admitted to the school, including the counties and the congressional districts represented by the students enrolled and the makeup of the student body in terms of socioeconomic status, gender and ethnicity.

- When fully operational, the School will serve grades 9 – 12 through a location in Santa Fe for a total of 300 students, coming from all over the state. The Founding Committee anticipates that the School will follow the model of the Alabama School for the Arts in which the School generally accepts the best applicants for the School that come forward that year, and then makes adjustments to balance needs at the School. This means that if the visual arts program is the strongest at the School and many strong applicants apply, that program can grow in size. If more 11th graders apply, that class can be larger. (Many schools find that 11th grade students are the best fit for schools of this type, since the students are old enough to know if they are committed to art. Many schools have an “upside down” pyramid with 11th and 12th grades being larger than 9th and 10th grade.) The School then fits the curriculum to the students (i.e. if 5 guitar players are accepted at the School, the School will find musical pieces for guitar or outside opportunities for guitar students, rather than turn down guitar students who meet the admissions criteria to be at the School).

¹⁵ See Appendix 1.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2009-10	9 – 11 or 9 and 11	100- 150
Second Year	2010-11	9 – 12	225
Third Year	2011-12	9 – 12	300
Fourth Year	2012-13	9 – 12	300
Fifth Year	2013-14	9 – 12	300

- The leadership of the School will determine the manner in which the start up will occur. This can be done either through beginning with certain grade levels and adding additional grade levels or starting with certain art forms and adding additional art forms. Due to the high expense for running a complete instrumental music program, this program may be started at a later time. However, the School may choose to start with a limited music program with, for example, vocal, guitar and piano students.
- As discussed above in Section III. C., Vision Statement, Outreach Activities will be conducted for middle school students to acquaint potential students with the programs offered by the School. The Outreach Activities will include programs for middle school students and workshops for teachers. There will be no admissions criteria established for participation in Outreach Activities. In addition, through Cultural Art Events, the School and the Art Institute hope to participate with governmental and private partners, such as the New Mexico Department of Cultural Affairs, in other cultural efforts. These efforts will supplement, in a modest way, the arts education of interested students that now exists through the Fine Arts Education Act.
- This School is proposed as a true statewide charter school. There will be a safe, carefully chaperoned residential facility to allow students from every location in New Mexico to benefit from the offerings of the School for the Arts.
- The School does not anticipate constructing a building to house the School at this time. The School has entered into a letter of intent with the Santa Fe Indian School to lease academic buildings for the School in its first year¹⁶.
- The target opening date for the School is September 2009.
- As described further in Section VI, Governance and Management Plan, the School and the Art Institute will jointly provide all of the instruction and support for the students admitted to the School. The School will be responsible for all of the responsibilities traditionally associated with a charter school, such as providing all classes required for graduation of its students, operation of its budget under the state equalization guarantee and other state and federal resources, and meeting the requirements of a public school in New Mexico. The Art Institute is non-profit educational institution. It will raise funds for, and run, much of the supplemental art instruction requested by the School leadership, the residential program, the Outreach

¹⁶ A copy of the letter agreement with the Santa Fe Indian School is attached in Appendix 4.

Activities and, through Cultural Art Events, partner with other organizations to promote New Mexico art and cultural events that are outside of, and in addition to, the Outreach Activities.

- The School will operate on a school year schedule similar to that of the Santa Fe Public Schools. The School will meet the required class hours for students to graduate. The School has asked for a waiver of the traditional school day and may operate through an extended school day, as needed. Supplemental art classes provided by the Art Institute may be woven in with the School hours as determined by the Art Chairs and the School leadership. Students at the School will be involved in School or Art Institute events for longer than a traditional school day.

For example, at Interlochen, a music conservatory for high school students in Michigan, the students go to academic and art classes during the day, then participate in study halls or other academic support services two nights a week and participate in art mastery classes or rehearsals the following two nights a week. In the case of this school, the School will be responsible for the academic and arts required by the School to graduate. The Art Institute will provide the supplemental opportunities.

	IV. EDUCATIONAL PLAN
A	Philosophy and Approach to Instruction
B	Curriculum Framework
C	Goals, Objectives, and Student Performance Expectations
D	Plan for Evaluating Student Performance
E	Special Populations

A. PHILOSOPHY AND APPROACH TO INSTRUCTION

- o *A compelling rationale with a clear foundation in research-based educational practices, teaching methods and/or high standards for student learning.*
- o *Do the philosophy and approach align with the mission and vision?*
- o *Persuasive explanation of why the philosophy and approach are appropriate for and likely to result in improved educational performance for the target population, including any available performance data from use of the same educational philosophy and approach to instruction with similar populations.*

The School will focus in three primary areas to achieve the vision of the School - "art, heart and smart." First, the School will focus on artistic studies providing instruction up to, and including, college level instruction. The School will be aligned with art college entrance requirements and teach the skills needed to prepare students to continue to the next step to becoming professional artists, if they have the drive, desire and dedication to work towards these very competitive jobs. The School will also introduce the students to the wider arts market and industries, since many art high school graduates nationwide pursue careers in the arts industry, not as practicing artists. Academically, the School will prepare the students for college, and the School will align its academic curricula to meet college admission requirements. Finally, the School will focus on personal discipline, social, emotional and physical health in the students' lives, so that the students will carry forward personal health, balance and discipline in their lives – the "heart" component of the three prong approach.

Rationale. Often, these students learn in non-traditional ways that have drawn them to their artistic interest. Because of their strong interest in an art form, some students perform well in that area and not in traditional academic classes. At times, some students have been underperforming at regular public schools. The School allows the students to pursue their art and their academics simultaneously. This results in their core academic education becoming more relevant to them.

The San Francisco School of the Arts recruits students with the slogan "Finally, a place where you can fit in." When this alignment happens between arts and education for passionate art students, the students excel. Art schools are natural integration schools. In fact the term "magnet school" was first used to describe the phenomenon that occurred at the Houston art school in that it acted as a "magnet" for students of all ethnic backgrounds at a time

when the educational system in Houston was otherwise ethnically divided. Passion for the arts transcends all other factors that frequently divide communities.

Mission Alignment. The mission of the New Mexico School for the Arts is to provide New Mexico students who have demonstrated artistic abilities and potential with the educational opportunity to pursue a career in the arts. The School for the Arts is a statewide, residential charter high school offering intensive pre-professional instruction in the performing and visual arts combined with a strong academic program leading to a high school diploma, which will allow the mission to be accomplished. The philosophy and approach to focus on “art, heart and smart” will allow the School to achieve its mission.

Population Alignment. In comparing public art schools to their sister communities, the art students show increased skills not only in **art**, but in **math** and **reading** as well. A comparison of over 30 arts schools to their local districts shows the following:

TEST SCORES	
76.5%	Average percentage of students proficient in reading at public arts schools reporting data
<u>53.6%</u>	Average percentage of students proficient in reading at public schools in art schools' districts
22.9% points higher/ 30% better	Amount that art schools exceed the scores of their local district
73.1%	Average percentage of students proficient in math at public arts schools reporting data
<u>53.6%</u>	Average percentage of students proficient in math in public schools in the art schools' districts
19.5% points higher/ 27% better	Amount that art schools exceed the scores of their local district

The following public art high schools have been awarded the Department of Education Blue Ribbon Awards for Academic Excellence:

2004 Blue Ribbon School

John S. Davidson Fine Arts Magnet School

2005 Blue Ribbon School

Arizona School for the Arts
High School for the Performing and Visual Arts
Vancouver School for the Arts

2006 Blue Ribbon Schools

Orange County School for the Arts
Savannah Arts Academy

The awards and successes of the public arts mastery schools speak for themselves to show the impact that these schools can have on a community and on the lives of the graduates. For example, San Francisco School of the

Arts has been awarded the California Distinguished School Award. In Miami, the New World School of the Arts is a Florida Center of Excellence in the Visual and Performing Arts. Hundreds of the LaGuardia Arts graduates in New York City have become successes in their art form including twenty five renowned composers, twelve conductors, seventeen directors and writers, thirteen producers, fifty five classical musicians and classical singers, and sixty actors and entertainers, sixty jazz musicians, thirty six visual artists and sixty seven dancers and choreographers. The Baltimore School for the Arts, the Orange County High School for the Arts and the Perpich Center for Arts Education report graduation rates of 95% to 100%.

In addition, the School's core values related to access, as set forth in Section III, C. Vision, above, will ensure that the School meets its goals to reach its desired population – students from across New Mexico from a variety of ethnic and socio-economic backgrounds.

B. CURRICULUM FRAMEWORK

- **Plan:** *Is there a sound curriculum development plan?
A specific plan for development including the documentation, research, or rationale that supports why this curriculum was chosen, as well as clear description of the framework and research, experience and/or sound reasoning that demonstrates alignment with the school's mission and student needs. A description of how the curriculum will be aligned to the Department's educational content standards, benchmarks and performance standards;*
- **Schedule:** *Is there a well-defined, realistic schedule?
A realistic, time-specific curriculum development schedule, including specific timelines for alignment to the Department's content standards, benchmarks and performance standards; and*
- **Responsibilities:** *Are the development responsibilities clear and manageable?
Necessary resources are identified.*

Plan.

(Description of the Curriculum.)

The Specific Curricular Approach of the School. The School will focus in three primary areas to achieve the vision of the School - "art, heart and smart." First, the School will focus on artistic studies providing instruction up to, and including, college level instruction. The School will be aligned with art college entrance requirements and teach the skills needed to prepare students to continue to the next step to becoming professional artists, if they have the drive, desire and dedication to work towards these very competitive jobs. The School also will introduce the students to the wider arts market and industries, since many art high school graduates nationwide pursue careers in the arts industry, not as practicing artists. Academically, the School will prepare the students for college, and the School will align its academic curricula to meet college admission requirements. Finally, the School will focus on personal discipline, social, emotional and physical health in the students' lives, so that the students will carry forward personal health, balance and discipline in their lives. Each student will be required to take courses on traditional art forms in New Mexico and their importance to the New Mexico culture.

The students will receive intensive artistic training in the art form in which they were accepted at the School. The artistic teaching will be completed by faculty at the School and through a guest artist program funded and operated by the Art Institute. The guest artists will be from a wide-range of artistic disciplines. Through partners such as

NDI-NM and others, the students will have internship opportunities to work with younger students and learn to teach under working professional art teachers. The students will be trained, both artistically and academically, to become well versed in the arts and high school academics, to understand what is required to become masters in their selected art form, and to leave the School prepared to pursue their art form either in the professional world or continue onto higher education.

All of the curricula adopted and implemented at the New Mexico School for the Arts will be researched-based. Many high school reform practices have been developed around the country by national scholars and organizations as responses to the Carnegie Report "Breaking Ranks." Implementation of these practices will be possible due to the smaller size and more personal attention offered at the School. Some included practices are:

- Personal student mentors. (This will work in two ways. First, in the second year and beyond, upper classmen will mentor incoming students. Second, the students will have opportunities to work with NDI-NM, Pro-Musica and other professionals in the art community.)
- Flexible hours. (Since this is a residential school, the schedule can be created to best serve the needs of the students rather than outside needs such as bus schedules, and after-school lessons/practices.)
- Small classes. (The classes will be no larger than 23:1 pupil to teacher ratio and may be smaller if the budget allows.)
- Small student population. (The School will be no larger than 300 students.)

The practices set forth above may incorporate the learning processes outlined by Mortimer Adler, *The Paideia Program*, Grant Wiggins and Jay McTighe, *Understanding by Design*, Art Costa (2007), *The School is Home for the Mind*, Robert Marzano (2003), *Classroom Instruction That Works: Research-Based strategies for Increasing Student Achievement* and *A Different Kind of Classroom: Teaching with Dimensions of Learning*, Zemmelman/Hyde/Daniels, *Best Practices: Today's Standards for Teaching and Learning in America's Schools*, and Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*.

*(Alignment with Mission, student needs, state standard and benchmarks
and state accreditation expectations.)*

Curricula for Academics. The mission of the New Mexico School for the Arts is to provide New Mexico students who have demonstrated artistic abilities and potential with the educational opportunity to pursue a career in the arts. The School for the Arts is a statewide, residential charter high school offering intensive pre-professional instruction in the performing and visual arts combined with a strong academic program leading to a high school diploma. The School for the Arts' standards-based curriculum will focus on this mission - attainment of excellence in the arts and in academics. Because the focus of the School is arts, the School will incorporate arts efficiently into the School day; the arts will not be after hours/extra curricular in nature but rather part of the extended school day or provided by the Art Institute as directed by the School. To aid students in achieving excellence in both the core academics and in the arts, the curriculum will be integrated as much as possible and will be thematically based. This integration will allow opportunities for students to demonstrate/perform their knowledge and understanding of the New Mexico Standards and Benchmarks using their strength areas as defined by Howard Gardner's Multiple

Intelligences. The Founding Committee believes that the School's graduates will be productive members of the artistic and creative workforce or will be successful college students.

The School will provide all courses needed to graduate. Students who enroll in the 2009-2010 year will graduate with the following credits:

- 4 English
- 4 Math
- 3 Science
- 3 1/2 Social Studies
- 1 PE
- 1 Foreign Language or Career Cluster ("Arts and Entertainment" is one of the 6 Career Clusters)
- 1/2 New Mexico History
- 7 1/2 Electives

Supplemental art and academic activities provided, in addition to the School courses, will be run out of the Art Institute.

The following scope and sequence for the core curriculum is proposed; however, the scope and sequencing may be modified depending on the teaching staff's ultimate decisions concerning curriculum implementation.

Communication skills are part of every humanities class. Scientific reasoning is a part of each science class.

9	Humanities (English 9, World History, and Communication Skills) Math (Algebra/Functions/Graphs) Science (Earth and Space, Environmental, Scientific Reasoning)
10	Humanities (English 10, New Mexico History, Government, Communication Skills) Math (Geometry and Trigonometry) Science (Life, Scientific Reasoning)
11	Humanities (English 11, US History, Communication Skills) Math (Data Analysis and Probability) Science (Chemistry, Scientific Reasoning)
12	Humanities (English 12, Economics, Communication Skills) Math (Pre-Calculus or Calculus) Science (Physics, Scientific Reasoning)

New Mexico graduation requirements will be fulfilled by the School. In addition to the state requirements, all students will be required to take a class on art that is specific to New Mexico. It will either be a companion class to New Mexico History or incorporated within it.

Research shows that students remember things that are connected with big ideas (themes); therefore, most of the teaching and learning will be done in relevant thematic units. Since artists “see” through specific lenses, one of the introductory themes for the ninth grade year might be *perspective*. Each of the core and elective classes would look at the theme in its own way and through its own content. The standards and benchmarks might be addressed within the theme of *perspective*. The culminating assessments are designed to allow students to demonstrate understanding. The assessments target deep and rich understandings as well as foundational skills and knowledge.

Students will utilize art in their academic learning. The academics and arts disciplines will compliment and build off of each other. The students will have a flexible schedule that meets the hourly requirements as mandated by the public school code.

Curricula for Art Disciplines. The School will closely follow the standards set in the other public arts high school and model the successes of these schools. The seven arts high schools and several other award winning regional arts schools all have similar missions to this school. They provide students with a school structure that allows for several hours per day of advanced arts training in their area of focus that includes technical, creative, and historical instruction.

These schools place a strong commitment in providing a sound, supporting curriculum of academic studies to ensure the broader education of the student. The academic curriculum focuses on those areas of the humanities and social and natural sciences which contribute to the general cultural and intellectual development of the student. Many of the academic classes incorporate art into the learning in the classroom.

The School will ultimately serve 300 students from grades 9 -12. The School may have more students in the upper level classes (11 and 12th grade) as many art students are ready in these upper grades to take on the discipline required at the School.

The curriculum presented is aligned with the New Mexico Standards and Benchmarks. All of the curriculum will be aligned both vertically and horizontally prior to that grade being opened for students. The development of curriculum will be led by the Head of School and the Dean of Curriculum. Teachers will continually revise and refresh the curriculum. This will be a dynamic rather than a static document.

Many different strategies are used by teachers and students in both the learning and the performance phases. Teachers may utilize Bloom’s Taxonomy to make sure that students go beyond the lower levels of knowledge and comprehension up to higher level thinking. Because the School will host a very diversely talented population, the teachers may also utilize Multiple Intelligences regularly in creating the presentation of their lessons and also the assessment sections. Rubrics will target specifics of the “daily learning activities.” Teachers should be able to develop their own lesson plans keeping, of course, the end (mastery of the standards) in mind. Students will see the three distinct parts of the learning process described by Mortimer Adler: didactic, coaching, and seminar. Teachers may use a planning template reminiscent of Wiggins and McTighe that embraces the Adlerian philosophy. It could include:

- Content area
- Concept (big idea)
- Understandings
- Essential Question(s)
- Standards
- Benchmarks
- Skills and Knowledge
- Culminating Assessment (includes performance standards)
- Daily Activities (includes some performance standards and formative assessment)
- Resources

The School intends to work with the New Mexico North Central Accreditation Commission and seek guidance regarding curriculum, meeting standards and accreditation. Art schools require extensive individual plans for each art student to excel in an art form and academically. There will be a strong counseling component in the School to ensure each student is succeeding.

Scheduling

The School for the Arts anticipates following the Santa Fe Public School calendar in order to take advantage of transportation and food services. The school day may extend beyond the traditional hours as a result of supplemental opportunities provided through the Art Institute which may be woven into the students' day and extend after traditional school days.

The School will ultimately serve 300 students from grades 9-12. There will be approximately 75 students per grade, however, the School's total enrollment rather than class size will govern admission of new students. Several schools accept more students in 11th and 12th grade because these students have made the necessary commitment to the discipline required. The plan for the first four years is as follows:

FY 08-09	Planning for the School
FY 09-10	First 100 - 150 students admitted to, and attend, the School. The Governing Board will consider whether there will be a phased approach to the art forms, and, if there is a phasing of art forms, which art forms will be in the first phase of art forms offered.
FY 10-11	An additional 75 students will be admitted to the School. More art forms may be added.
FY 11-12	An additional 75 students will be admitted to the School. More art forms may be added.

New Mexico School for the Arts students will score at or above the Annual Measurable Objective on the New Mexico Standards Based Assessment. Students will also pass the New Mexico High School Competency Exam.

At least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course. Many art schools offer advanced placement courses in art fields such as the advanced placement music theory course, or have honors programs which focus on skills needed in the art industries. For example, at Boston Arts Academy, the School is interested in exposing the students to grant writing and grant management. The students can take an honors class in which the students submit a grant for an art project having a social focus. A certain number of the grants are then funded by the School. These can include students creating a film on domestic violence or a play for engaging young children. The students receive honors credit if they submit a grant; it is selected for funding; and they complete the grant project under the terms and conditions of the grant.

Responsibilities

In each academic class, the teacher is responsible for creating a curriculum that meets the New Mexico Standards and Benchmarks. Because all teachers creating curriculum at the School will be licensed New Mexico teachers, each teacher will have the experience and training needed to create the curriculum for the class that that teacher will teach. The practicing and professional artists working through the Art Institute may be able to provide input into the art curriculum to ensure its alignment with art colleges and university programs and professional company requirements. Both the Dean of Curriculum and the Head of School must approve the curriculum. The teachers must identify for the Dean of Curriculum and the Head of School which fundamental learning tools will be taught in that course.

In the arts, the Head of School will hire an Art Chair that is the head of that artistic art form, who will also teach at the School. (For example, there may be a Chair of Dance and a Chair of Visual Arts or, the Head of School may decide to combine the responsibility for two art forms under one Chair.) The Art Chairs will all be supervised by the Dean of Curriculum. Each Art Chair will be responsible for developing the artistic curriculum for his or her areas of responsibility, ensuring that the art form is based on a classic core. This means that Art Chairs will ensure that the students are taught the basic and fundamental craft skills in that art form. The Art Chairs will then be allowed to branch out to other less fundamental areas from that central focus. For example, in dance this "classic core" will translate into the School embedding its dance training in ballet. The Chair responsible for dance will have the ability to teach other dance forms in addition to ballet, but all dance students will receive ballet instruction. In music, the students will learn to read music and understand music theory. The Chair responsible for music may teach from a variety of classical, contemporary or popular music, but fundamental skills training will be the core, or center, of the student's education. Each Art Chair, the Dean of Curriculum and the Head of School will jointly outline the classic and fundamental skills that will be taught in each offered art form and clearly identify and articulate those skills and the associated knowledge that each student should know.

All teachers must identify for the Dean of Curriculum and the Head of School how the curriculum meets the New Mexico Standards and Benchmarks and aligns with the standard curriculum in post secondary institutions¹⁷.

¹⁷ Counselors at the School also will work with individual students who seek post-secondary education at specific art institutions to ensure that the student has complied with the requirements for admission to a particular post-secondary institution.

Therefore, the academic teachers must show how their courses will ultimately meet state standards and prepare the students to attend an academic post secondary institution, and the Art Chairs must show alignment with artistic requirements in post secondary art schools.

All curriculum approvals must be in place prior to the beginning of the school year.

C. GOALS, OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS

- **Alignment:** *Do the student performance expectations align with the school's mission and vision, and with the Department's standards?*
- **Measurement:** *Are the goals clear, specific, measurable, and time bound?*
- **Performance Level:** *Have the applicants demonstrated that the target performance levels are both ambitious and attainable?*

(Alignment with Mission and Vision.)

The School will achieve its mission and its three primary goals “art, heart and smart” through the following objectives, to be measured for adequate progress before the first renewal of the school charter:

Goal 1: Provide a school for mastery of the art for students with promise, aptitude and passion leading to a New Mexico high school diploma.

Objectives and Measures to Achieve Goal 1:

- Students will excel academically and artistically and graduate with a strong academic and arts education
 - Achievement of this Goal will be shown when 80% of students receive a cumulative Grade Point Average (GPA) of at least 3.0. The School has an aspirational goal of 95% of students achieving this GPA. 100% of classes will meet the State Standards and Benchmarks.
- Students will receive an education aligned with the requirements of entrance into higher educational institutions and professional arts programs.
 - Achievement of this Goal will be shown through the curriculum proposals (submitted by teachers) and approval of these proposals (by the Dean of Curriculum and the Head of School) demonstrating alignment with higher educational institution and professional arts programs.
- Students will receive instruction up to, and including, college level instruction in the arts
 - Achievement of this Goal will be shown through the curriculum of the highest level arts classes. They will teach the same or similar curriculum as taught at a college level.
- Students will develop discipline, a standard of excellence, and a belief in themselves.
- Students will be competent in the fundamental skills of their art form and understand the classic core of their art form
 - Both of the last two objectives will be measured through a senior project, performance or final exam in that student's art form which shall demonstrate the student's discipline, excellence, self confidence, competence and understanding of that student's art form. The student shall also demonstrate a strong ability to express him/ herself in both verbally and in writing as part of the exercise.

Goal 2: To prepare the students for careers in the arts, that will result, among other benefits, in creating a “creative work force” in New Mexico.

Objectives and Measures to Achieve Goal 2:

- Students will be trained to understand mastery in their selected art form, and how to work towards that ultimate goal.
- Students will participate in internships or other means to expose students to the work force.
 - Both of the first two goals will be measured by a report showing the list of internships or other opportunities attended by students at the School and in the student’s Next Step Plan, there will be a description of, and notation of completion of, the internship placed or other opportunities achieved.
- Students will be exposed to with a wide-range of disciplines.
 - Achievement of this Goal will be shown through the curriculum proposals (submitted by teachers) and approval of these proposals (by the Dean of Curriculum and the Head of School) which will demonstrate exposure to a wide-range of disciplines. Achievement of this Goal will also be shown through the curriculum approved for the New Mexico Arts and Culture class.

Goal 3: Develop a network of connected arts education programs around the State connecting higher education institutions, other schools, art professionals and arts organizations.

Objectives and Measures to Achieve Goal 3:

- Students will participate with a variety of art partners and learn under a variety of guest artists.
- Students will have opportunities to work with art partners and participate in a wide-variety of programs, including co – enrollment opportunities at New Mexico colleges and universities.
 - Achievement of this Goal will be shown when each graduating student has worked with at least two art partners and has taken workshops or classes with at least six guest artists. This will be shown in the Next Step plan for each graduating senior. It will also be measured by the list of co-enrollment opportunities as described in the School’s educational offerings.
- Many students will be accepted into institutions of higher education, into summer intensives, and into art colleges.
 - Achievement of this Goal will be shown by a report describing graduating students which will identify the summer intensives that students have attended and the students’ plans following graduation.
- Arts education in New Mexico will be developed and improved through a network of public and private partners.
 - Achievement of this Goal will be shown because the School will have partnerships with at least six public and private partners who are working on arts education or cultural opportunities in New Mexico.

The School for the Arts intends to meet all requirements for instructional delivery, assessment and teacher qualifications required by No Child Left Behind (NCLB). By hiring Highly Qualified Teachers (as outlined in NCLB),

Performance Standards, as described in the State Standards and Benchmarks, will be the cornerstone of the curriculum for each academic subject

The goals of the School for the Arts will ensure student success. Each of the objectives is student-centered and measurable. The School for the Arts is on the arts and academics. The School understands the need for a complementary, rigorous academic program. Therefore, the core academics, as set forth in state guidelines, will be strictly adhered to in order that the graduating students will be able to compete with graduates from any school in the state or in the nation in academics or art.

Accreditation. The School for the Arts will be accredited by the New Mexico Public Education Department upon final approval of its charter. The School intends to work with the New Mexico North Central Accreditation Commission and seek guidance regarding curriculum, meeting standards and accreditation. The School for the Arts is committed to maintaining high academic standards in tandem with the arts curriculum, therefore the School will align its curriculum and programs to meet all applicable accreditation standards required of New Mexico public mid-schools and high schools. The first step in this process will be the School's annual review of the Educational Plan for Student Success (EPSS) to ensure consistent high expectations and standards for all facets of the School. Art schools require extensive individual plans for each art student to excel in an art form and academically, such as the Next Step Plans. There will be a strong counseling component in the School to ensure each student is succeeding.

Measure. The Founding Committee recognizes that the Assessment and Accountability Act, NMSA 1978 §§22-2C-1, et seq. (2007), is intended to ensure that New Mexico public schools are in compliance with the federal mandates of No Child Left Behind. The accountability measures are a means whereby all stakeholders, students, faculty, parents and the community, can assess student progress through both the academic and arts curricula. By following NCLB, NM State Standards and Benchmarks, Guidelines for the New Mexico Annual Teacher Performance Evaluation, and the School for the Arts EPSS, accountability and compliance will be foundational in the School's design.

The School goals, objectives, and student performance standards will comply with the state content standards and benchmarks. They will be measurable and student-centered in accordance with the requirements of the statewide assessment and accountability system that is aligned with the state academic content and performance standards.

Because the School's curriculum will be grounded in the State Standards and Benchmarks, and because the School expects to achieve Annual Yearly Progress within the time frame required for new charter schools, the students will need to perform well on the New Mexico Standards Based Assessment (NMSBA). By remaining in alignment with NM State Standards and Benchmarks, the School will do all that is necessary to promote high academic standards across all content areas. In addition the School for the Arts will consistently strive to meet the requirements for the School report card.

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

- ***Assessments:*** Does the school have valid and reliable measures of student progress?

- *Identification of the expected range of formative and summative assessments including but not limited to state-mandated assessments;*
- *Evidence that assessments will be valid and reliable measures of student progress toward achieving the identified Student Performance Expectations.*
- **Instruction Improvement:** *Does the school have a sound plan for using assessments to inform instruction?*
 - *A coherent strategy for using student assessment and performance data to evaluate and inform instruction on an ongoing basis.*
 - *A coherent strategy for taking corrective action.*
- **Reporting:** *Is the school committed to reporting and disseminating performance information?*
 - *A plan for sharing performance information, including standardized test results, with students, families and public agencies, as required.*

Assessment. Various types of formative assessment will be used continually in each class. Therefore, determining that a student is not achieving standards will be noted immediately. The student will not be removed from the classroom but will be placed in an additional tutoring situation until the deficit is corrected. If necessary, a student may have to repeat a class or part of a class. This information will be documented as part of the student's Next Step Plan.

Many different strategies are used by teachers and students in both the learning and the performance phases which provide immediate assessment information. Teachers may utilize Bloom's Taxonomy to make sure that students go beyond the lower levels of knowledge and comprehension up to higher level thinking. Because the School will host a very diversely talented population, the teachers may also utilize Multiple Intelligences regularly in creating the presentation of their lessons and also the assessment sections. Rubrics will target specifics of the "daily learning activities." Teachers should be able to develop their own lesson plans keeping, of course, the end (mastery of the standards) in mind. Students will see the three distinct parts of the learning process described by Mortimer Adler: didactic, coaching, and seminar. Teachers may use a planning template reminiscent of Wiggins and McTighe that embraces the Adlerian philosophy.

In addition to the short term immediate student assessments, the New Mexico School for the Arts will fulfill all data and other accountability requirements for student performance pursuant to NMSA 1978 §§22-2C-1 *et seq.* The New Mexico School for the Arts' classroom curriculum and instruction are based on the New Mexico Standards and Benchmarks. Under no circumstances are students held accountable for goals they have not had an adequate opportunity to reach. All state and federally-mandated testing (NMSBA, NMHSCE) will be administered. In addition, students will be assessed by:

- The Northwest Evaluation Association (NWEA)
- ACT Explore, for 9th graders
- PLAN, for 10th graders
- ACT for 11th and 12th graders

The ACT PLAN will provide teachers, students and parents with a diagnostic report that will help the team focus on skills needed to improve the student's academic college readiness. If a student requires improvement in reading, for example, the language arts teacher can provide alternative or additional work and support for the student to

build those skills. Grade level teams will work with the Dean of Curriculum to support students who begin struggling with the classroom as shown by progress reports, quarter grades and short cycle assessments and those students who score low on the ACT PLAN.

The School's comprehensive assessment system will include but not be limited to:

- Anecdotal information
- Short-cycle assessment
- Standardized testing
- Portfolios and exhibitions
- Observations
- Chapter/Unit tests
- Checklists
- Rubrics
- Performances
- Self-evaluations

Student performance will be graded on an *A, B, C* and *I* (incomplete) basis using a 4.0 scale. AP classes will be weighted. This structure requires students to master the standards and benchmarks in each content area. In order to receive a 70% (C) or better for a final grade, students must meet a pre-established set of performance criteria that demonstrates critical thinking capabilities, subject matter expertise and mastery of basic skills associated with the course requirements.

Instructional Improvement and Reporting. The School will use many of the assessments listed above because of the depth of information that they provide for the School. The Head of School and Dean of Curriculum will review the assessment data and assure that it is distributed to the faculty at the School. These assessments will be part of the basis for modification of the curriculum discussed in Section IV. B. above.

In order to ensure student success, the School will use several tools for early intervention for students who may be struggling, as described in more detail in the sections that follow. The School Next Step Plan will allow the School to better monitor any student's success and, if the need arises, assist in documenting the Student Assistance Team process as outlined in the NMPED Student Assistance Team ("SAT") manual. The SAT process will be utilized to identify students who may be in need of English Language Learners ("ELL"), 504, or special education services. The counseling staff can also identify social and emotional issues through early intervention and strong communication between the Head of School, the Dean of Curriculum and the Dean of Students and the residential staff.

The Head of School and Dean of Curriculum will also look at the early intervention strategies to see if a common pattern is occurring in the instruction at the School which might lead to school-wide changes. For example, at Amy Biehl High School in Albuquerque, the leadership noted that many students were not succeeding in math classes. The leadership took action to supplement math teaching and the social and emotional supports necessary to help the students succeed. The leadership of that school was able to better address the issue as a school-wide issue in need of improvement rather than a student-by-student issue.

Students at New Mexico School for the Arts will meet or exceed the state's Annual Measurable Objectives (AMO).

Both progress reports and quarter grades will be sent to parents. Copies of each will be kept at the School in the individual student's file with the student's Next Step Plan. The School will comply with all reporting requirements for academic achievement at the School, and will post its progress in the School's annual report and on the website for the School.

E. SPECIAL POPULATIONS

- *Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.*
 - *Demonstrated understanding of state and special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;*
 - *A sound plan for identifying and meeting the needs of students identified with disabilities, including suggested modifications to the Educational Plan;*
 - *Alignment of the special education plan with the core educational program; and*
 - *Evidence of high expectations for students with special needs.*
- *Describe the school's proposed approach to identifying and meeting the needs of English language learners*
- *Demonstrated understanding of the likely English language learner population;*
 - *A sound approach to identifying and meeting the needs of English language learners tailored to the anticipated population, including suggested modifications to the Educational Plan;*
 - *A sound approach to helping English language learners fulfill expectations of the core educational program, including a lead contact and intervention process; and*
 - *Evidence of high expectations for English language learners.*
- *Describe how the school will provide access to other services including, but not limited to counseling and health.*

The School will offer a broad range of opportunities for students with disabilities and giftedness who meet eligibility criteria established by state and federal laws. The School is adopting many of the processes for working with students with disabilities and giftedness as established at Amy Biehl High School. There are many models throughout the United States and elsewhere which demonstrate the ability of students with disabilities and giftedness to excel in many art forms, as these art forms allow these students to fully express themselves and their passion. The plan set forth below will support these students both academically and artistically.

The School's Next Step Plan described in this section will allow the School to better monitor any student's success. If the need arises, the Next Step Plans will document the Student Assistance Team process as outlined in the NMPED SAT manual. The SAT process will be utilized to identify students who may be in need of English Language Learners, 504, or special education services. For students who are found to be gifted, the Next Step Plan will work together with the Individualized Education Program (IEP) to provide the appropriate educational experiences within the curriculum for these students. For students who are found to be eligible due to another eligibility defined by federal and state regulations, the IEP will take the place of the Next Step Plan as the IEP will meet the Next Step Plan requirements while ensuring appropriate educational experiences within the curriculum for these students including transition through-out and from high school to post secondary experiences. For students who require a 504 plan, the Next Step Plan will work with the 504 plan to support the student's needs in all appropriate areas.

Those involved in developing these plans will be committed to meeting the needs of all students with a continuous and systematic effort. This process will help identify any student struggling whether academically, socially,

emotionally or in related ways. Staff and parents will work collaboratively to help determine if any form of intervention is needed. Those involved in developing a student's next step plan will identify, locate and screen students in need of special education services pursuant to IDEA, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as any student who appears to be struggling for whatever reason.

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

- Learning self-appraisal;
- Determination of educational program;
- Determination of artistic goals and long term plans, focusing on post secondary targets;
- Schedule for periodic review of ongoing achievement and success;
- Ways to address stumbling blocks in meeting individual student goals;
- Evaluations to ensure that goals are being met;
- Ways to establish parental involvement, if appropriate; and
- Providing intervention or alternative support services, if needed.

The School will comply with the requirements of IDEA and its implementing regulations. The School, during its planning year, will initiate contracts with special education consultants who have particularized knowledge of the needs of special education and at risk students who may be admitted to the School. It is the School's hope that students with special needs in particular will benefit from having the opportunity to focus on and learn academic and artistic skills through their talents rather than what others have seen as their "disability" or disadvantage in a traditional regular public school setting.

Special Education Students. The School understands that it has a duty under federal and state law to provide a free appropriate public education to students with disabilities that disabilities require special education and related services.

Child Find: The School will identify, locate and screen students in need of special education pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), as amended and the IDEA implementing regulations, found at 34 CFR Part 300 (August 14, 2006).

The School plans to use the Student Assistance Team process as outlined in the NMPED Student Assistance Team manual and NMPED Response to Intervention guidance document. Response to Intervention is often described as a model addressing the needs of all students through a continuum of services which provide:

- (1) high-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need;
- (2) frequent monitoring of student progress to make results-based academic or behavioral decisions;
- (3) data-based school improvement; and

(4) the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

This process includes documenting a student's response to interventions tried and monitored by general education staff to address academic and other needs that are impacting the student's ability to appropriately access the general education curriculum and the art curriculum. The School will set up systems and methodologies to address student needs that include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and targeted interventions as well as assessment both short cycle and progress monitoring data.

IEP and Placement: Individualized Education Plans (IEPs) will be developed by the multidisciplinary team for those students who qualify for special education. The School will comply with the IEP process established by IDEA and state law and regulations¹⁸ to ensure that all students, once identified are properly placed, that the placement meets LRE and is reviewed at least annually. These IEPs will comply with the requirements of 34 CFR 300.320 and be designed to assure that the child receives and appropriate education including any related services required by the child and stated in the student's IEP. The School will develop a continuum of services that reflects the practice of including all students in the classroom learning together. The model will be similar to other New Mexico charter schools which provide continuums that include monitoring, collaboration and co-planning between regular and special educators and ancillary staff, co-teaching, and direct instruction.

Students previously identified as qualifying for special education and related services will receive the special education and related services outlined in their current IEP or the multidisciplinary team will review the IEP and update it to reflect appropriate services within the new setting.

This process will assure:

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

The School will ensure that every student with a disability who is eligible for special education and related services receives the necessary services outline in their IEP, in the least restrictive environment and with his/her non-disabled peers to the maximum extent appropriate. These students will be expected to master the academic and artistic curriculum to the maximum extent possible with the used of supplementary aides and other services as outline in their IEP. Diverse learning opportunities, alternative coursework, and flexible instructional arrangements unique to the student's capabilities will be provided for students who are eligible for special education and related services under Gifted and will be outlined in their IEP.

¹⁸ The School will comply with the NMPED regulations governing special education at NMAC 6.31.2.

Modified Academic Programs when needed and applicable. Some examples of ways the School will modify the academic program to meet individual student needs are:

Modify the learning environment.

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

Modify instructional strategies.

1. Allow students to audiotape lectures.
2. Break assignment into smaller tasks.
3. Adjust the reading level of the classroom material.
4. Teach the concrete before the abstract.
5. Relate the new learning to students' experiences.
6. Reduce the number of concepts presented at one time.
7. Give an overview of the lesson before beginning.
8. Check the student's comprehension of the language used for instruction.
9. Monitor the rate at which material is presented.
10. Require verbal responses from the student to check for comprehension.
11. Provide clear and concise directions for homework assignments.
12. Allow typewritten or word processed assignments.
13. Consider the oral administration of tests and open book tests.
14. Provide practice test questions for study.
15. Allow use of dictionary or calculator during test.
16. Provide extra time to finish a written test.

Modify the curriculum materials.

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

Spoken language difficulties.

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

Written language difficulties.

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

Organizational problems.

1. Establish clear rules and consistently enforce them.
2. Provide an established daily routine.
3. Consider making contracts with students and use rewards when the contract is completed.
4. Ensure that due dates are clearly understood.
5. Provide a specific place for turning in assignments.

Reluctant-to-start students.

1. Give a personal cue to begin work.
2. Check progress often, especially after the first few minutes of work.
3. Provide immediate feedback and reinforcers.
4. Divide work into smaller units.
5. Suggest time periods for each task.
6. Ensure that the student understands the instructions.
7. Present the assignment in sequential steps.
8. Provide a checklist for multitask assignments.

Maintain attention.

1. Seat the students close to the teacher.
2. Provide praise for correct answers.
3. Relate new learning to students' experiences.
4. Give an advance warning when a transition is going to occur.
5. Use physical proximity and appropriate touch to help student refocus.

Group instruction and peers.

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

Adjust time demands.

1. Increase time allowed for the completion of tests or assignments.
2. Reduce the amount of work or length of tests.
3. Introduce short breaks or change of tasks.
4. Follow a specific routine and be consistent.
5. Alternate active and quiet tasks.
6. Help students prioritize the steps needed to complete an assignment.
7. Set time limits for completing specific tasks.

Inappropriate behavior.

1. Provide clear and concise classroom expectations and consequences.
2. Enforce rule consistently.
3. Avoid confrontational techniques; they often escalate the situation.
4. Provide the student with alternatives.
5. Designate a cooling-off location in the classroom.
6. Ignore attention getting behavior for a short time (extinction).
7. Assign activities which require some movement.
8. Deal with the behavior and avoid criticizing the student.
9. Speak privately to the student about the inappropriate behavior.
10. Check for levels of tolerance and be aware of signs of frustration.

Homework assignments.

1. Give frequent reminders about due dates.
2. Give short assignments.
3. Allow for extra credit assignments.
4. Develop an award system for in-school work and homework completed.

Communicate with parents/guardians.

1. Develop a daily and weekly journal and share it with parents/guardians.
2. Schedule periodic parent-teacher meetings.
3. Provide parents and students with duplicate set of texts that can be used at home during the school year.
4. Provide weekly progress reports to parents.
5. Mail the parents a schedule of class and homework assignments.¹⁹

English Language Learners. The School will comply with Federal requirements under the Office of Civil Rights and No Child Left Behind regarding English language learners. The overall goal is to ensure that all ELLS develop English proficiency and meet the same academic content and academic achievement standards that all New Mexico students are expected to meet. English Language Learners are students who have not yet scored "Advanced" (proficient) on the New Mexico English Language Proficiency Assessment. (NMELPA) (NMPED, 2007)

Using the SAT process as outlined in the NMPED student assistance team manual, the School will begin the process of identifying the ELL population including but not limited to Spanish speakers and Native American students. Students may be identified at several stages during the school process such as at acceptance and registration, upon transfer to the school or during an SAT assessment. The School will use many of the Modified Academic Programs outlined immediately above for ELL populations, as appropriate.

The team's responsibilities will be:

- ❖ Developing a procedure for identifying ELL students using the State approved assessments;
- ❖ Developing and reviewing Student Language Surveys to determine if a student is PHLOTE.(Primary home language other than English);
- ❖ Reviewing teacher referrals in order to identify ELLS;
- ❖ Reviewing pre-NMELPA and NMELPA results determine the English language proficiency of a student;
- ❖ Planning and recommending an appropriate researched based instructional model;

¹⁹ David A. Sousa. (2001). *How the special needs brain learns*. Thousand Oaks, CA: Corwin Press.

- ❖ Reclassifying ELLS as they become proficient;
- ❖ Documenting all meetings and decisions;
- ❖ Collaborating with the SAT in the cross referral process;
- ❖ Participating in IEP meetings for ELL members; and
- ❖ Communicating results and program options to parents.

The School will incorporate the Center for Research on Education, Diversity and Excellence (CREDE) Five standards for Effective Teaching and Learning express the Principles of effective teaching/learning for all students. For the fluent English speaker the standards describe the ideal; for ELL students the Standards are vital (Dalton, 1998).

1. Teachers and Students Producing together (Joint productive activity, modeling language);
2. Developing Language across the curriculum (Language development, Academic Language Development);
3. Making Meaning : Connecting Schools to Student's lives (Contextualization);
4. Teaching Complex Thinking (Cognitive Challenge); and
5. Teaching through Interactive Discussions (Instructional Conversation, Project based learning).

The School will incorporate the New Mexico English Language Development Standards when developing lessons for students. Performance standards are provided for each category and applied to the three-strand framework of the New Mexico Language Arts Content Standards, Benchmarks and Performance Standards. These strands are:

- Writing and Speaking for Expression;
- Reading and Listening for Comprehension; and
- Literature and Media to develop an understanding of people, societies and the self.

The New Mexico ELD Instructional Strategies differentiate five general levels of English language proficiency, ranging from Beginning to Advanced for reading, writing, listening and speaking will also be incorporated when planning for and assessing student level of English Language proficiency. Assessment of comprehension will be derived through the analysis of reading and listening assessments (NMPED, 2006).

The School will hire the appropriately licensed bilingual or ELL resource teacher who understands the language needs of students and can explicitly help the content area teachers plan to meet those needs,. These teachers will model instruction for content area teacher and can help teachers assess student comprehension and adjust the student's instructional plan as the student's English language skills increase.

The School will adopt a scientifically based research based model such as The Sheltered Instruction Observation Protocol (SIOP) to guide planning and language instruction for ELL students. The SIOP is an instrument that promotes reflective teaching for English language learners at all levels. For teachers of fluent English speakers (FEP), the SIOP facilitates reflection and self-evaluation about teaching. Some areas in which SIOP can be used in all populations is the development of language and content objectives, grouping of students, vocabulary development, and comprehension strategies and pacing. For ELL teachers, peer analysis, collaboration, and support greatly enhance the implementation of SIOP indicators. For reading teachers and specialists who are expected to work on Language and English Language development with ELLS, the SIOP model is an effective tool for lesson planning, self-evaluation and coaching other teachers (Echevarria, CSULB and Short, CAL, 2001).

The SIOP Lesson plan can be used as a tool by all teachers to effectively plan for all students at all levels of proficiency. It would give the ELL teacher and the regular classroom teacher a common language when planning for students. Its features include best practices in teaching across the content areas.

The School will consult with a SIOP trainer to instruct all teachers in this methodology. The trainer will help teachers blend SIOP strategies with project based learning and lesson planning.

Both approaches utilize methods that transcend language barriers such as making maps, models, charts and graphs, in addition to completing more complex projects and developing complex thinking skills. Teachers will provide visuals and demonstrations to help communicate content and develop language skills with ELL students.

The School is well suited to work with students of limited English proficiency because the teaching of many art forms includes teaching methodologies that do not rely on verbal teaching methods. For example, a student does not need to speak English to read music, and art techniques can be shown through visuals rather than relying on the written text.

To assist students to grasp abstract concepts, construct complex arguments, and work with subject-specific vocabulary, the School will adopt instructional strategies to meet students' individual instructional needs. These instructional strategies include modeling and guided practice, independent practice and application, graphic organizers, models, analogies, using manipulatives, cloze activities, word walls, Cornell note-taking, and use of cognates. Reading and writing strategies include reciprocal teaching, pre-reading, adaptation, accessing prior knowledge, jigsaw activities, character maps, open mind/brainstorming, story maps, dialogue journals, writer's workshop, and inquiry.

Teachers can make content more comprehensible for ELL students by:

- o Using graphics;
- o Using outlines and Cornell note-taking;
- o Using total body response when teaching;
- o Modeling language and using small and large group instruction and discussion groups;
- o Providing hands on demonstrations; and
- o Providing supplementary books and materials in the student's home language.

The ELL teacher collaborate with all teacher in assessing the language proficiency and will work with the teachers in assuring that the student is understanding concepts in the home language. The ELL teacher will collaborate with all teachers to modify and differentiate instruction based on the level of language proficiency of the ELL student. The School will consult with a specialist when it is determined that a student requires additional instruction in their home language in order to help the student transition to English.

Other Services including Counseling and Health Care. The School will provide access to other services as required by the IEP, such as counseling and health related services, based on the individual student's needs. The services may include the following types of supports and services:

Counseling and Career Counseling services: The School will have an executive leadership team which meets frequently to discuss and determine how best to assist all of the students. This team will be made up of the Head of

School, the Dean of Curriculum and the Dean of Students. In addition, the residential and student life staff will meet regularly with the Dean of Students to identify social and emotional needs of individual students.

Because the School will have a strong residential and student life component, a substantial counseling component is contemplated to address student issues from personal and emotional to career guidance and information. The School will work closely with students to find the opportunities during the summer to promote their artistic interests and to create portfolios and performance pieces needed apply to art colleges for those students who intend to continue in higher arts education. In addition, for those students wishing to continue on an educational path outside of an art career, or in an art related field, the School will assist with this plan as well. Career counseling services will provide additional support in the development and monitoring of the Next Step Plans and Individualized Education Plans.

Personal and emotional support will most likely be necessary to help students transition to a residential school setting and to support student's meeting the rigorous expectations both academically and in the arts as outlined in the Educational Plan, the Sections IV. A, B, C, and D. These service providers could be counselor(s) or social worker(s) experienced with providing these types of supports for young people.

Student Health needs: The School will contract with qualified health care providers who will be responsible for maintain Cumulative Student Health Records for each student. Nurses and other medical care providers will be contracted with to provide services as the School determines is needed.

Related services: The School will contact Santa Fe Public Schools ("SFPS") and attempt to negotiate services to meet all related services identified through a student's IEP or 504 plans. If SFPS is not willing or does not have the services available, the School will contract with professional providers who meet NMPED requirements to provide related services to students.

In addition, several existing schools have offered to provide guidance and assistance to this school. The continuum of special education services will be similar to that offered at Amy Biehl High School. The School will put into place supports and structures to ensure the full implementation of Individualized Education Plans following the ABHS special education model of full inclusion. It is anticipated that this School will have similar at risk students to those at the Public Academy for the Performing Arts (PAPA) and at AIMS@UNM. The School will be reviewing the plan of these schools for working with at-risk youth, the needs of those with limited English proficiency, and those with behavioral concerns. The proposed budget for special education funding is based on a similar student population to that of PAPA.

	V. FINANCIAL PLAN
A	Budget
B	Fiscal Management

A. BUDGET

- *A balanced five-year budget on attached spreadsheet.*
- *A revenue projection form 910B5*
- *An understanding of the major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and*
- *Spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.*

The School will be responsible for, and will budget and spend, the funds received from the state and federal sources (that are provided to all other schools in New Mexico). The School income and School expense budgets attached outline the School's understanding of the first year's costs. The School budget will provide all required staff, equipment and services to operate a fully functional charter school which will provide a high school education to its students. No part of the required staff, equipment or services for the charter school will rely on private income sources.

In addition, the School will be proposing a budget for start up expenses for the School to the Public Education Department. We understand that there are funds in start up funds available for the School in the Charter School stimulus fund.

The Art Institute will raise funds and/or charge for, Outreach Activities, residential services and student supplies, and manage the budget for the private sector contributions. The private funds will be used in the following order of priority in order to reach the statutory requirements prior to spending funds on items and services not required by statute.

- Outreach Activities (required by statute to be privately funded);
- Residential expenses (required by statute to be privately funded, both collected from the students as allowed by the enabling legislation and raised by the Art Institute for scholarships);
- Scholarship funds to assist students with financial need to purchase student school supplies needed for academic and artistic classes; and
- Hiring guest artists through the Art Institute who are identified by Art Chairs at the School to supplement the artistic instruction at the School and participating in Cultural Art Events with partners. The extent of this program will be determined by the funds the Art Institute is able to raise through private sector donations, including the parents and communities of the students, public and private partner contributions and grants made available.

As established in the enabling legislation, the School, through the Art Institute, may charge residential students a fee to cover the costs of room and board. A sliding-fee scale based on the student's ability to pay will be developed during the planning year and presented to the Public Education Commission. As is done in other public schools, the School will ask the parents of students to pay for the student's own school supplies for both academic and art classes. A scholarship fund will be available for supplies for students with financial need. The School intends to comply with the regulations of the Public Education Department relating to the School when they are finalized.

As discussed in Section VI. G. regarding facilities, the School continues to work on options for housing for the first year of the School. Depending on the costs of housing ultimately determined, the School will propose to the Public Education Commission a sliding fee scale based on the total cost of housing. The hope is to have this information to the Commission by the end of 2008 for approval.

The following budgets or documents are submitted²⁰ for consideration:

- A. School income budget. A school budget showing SEG income to the School under the existing funding formula in each of the first five years until full enrollment is reached (state dollars);
- B. School expense budget. A school budget showing the expenses of the School for operational cost funded with the SEG funds for each of the first five years (expenditure of state dollars);
- C. Art Institute income documentation. Two grant agreement documents from Thaw Charitable Trust and the Thornburg Charitable Foundation showing initial funding for the School and the Art Institute; and
- D. Residential Expense Budget. A sample budget of residential costs from residential schools in New Mexico which show the type of costs associated with a residential facility. (Residential costs are provided through a combination of funds from parents and a private scholarship fund run through the Art Institute.)

B. FISCAL MANAGEMENT

- *A sound plan for financial management systems;*
- *An adequate plan, including budget allocations, for audit obligations;*
- *Budgeting to meet minimum insurance requirements; and*
- *Quality internal controls procedures that the 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.*

Plan for financial management systems. The Governing Board for the School will be responsible for ultimate fiscal oversight of the operation of the School. The Board of Trustees of the Art Institute, whose members also make up the Governing Board of the School, will be responsible for the ultimate fiscal oversight of the operation of the Art Institute. One of the core values of both organizations is:

²⁰See Budgets in Appendix 5.

Sustainability and Financial Integrity — It is essential to be responsible to the needs of the students, families, and communities. The monetary and human resources available will dictate our growth. The School and Art Institute will be responsible fiscal agents of both the public and private funds entrusted to them and not spend more than is available.

The Head of School, who is also the Executive Director of the Art Institute, will be responsible for the daily operation of the School and the Art Institute.²¹ Thus, the daily fiscal operations will be the responsibility of the Head of School who will directly supervise the School's business manager ("Business Manager"), whether this position is filled by an employee or an independent contractor. The Head of School will be responsible for insuring that the staff in the business office, including the Business Manager, is properly trained, implements sound accounting practices and procedures in accordance with the Public School Code, rules of the General Accounting Standards Board, the New Mexico Public School Finance Act, the New Mexico Procurement Code, the Public School Accounting and Budgeting Manual, and other applicable rules and regulations. In addition, the Head of School, as the Executive Director of the Art Institute, will ensure that adequate funds are raised to meet the requirements of the enabling legislation, SB 34, for private sector expenses. In addition, the Head of School and the Business Manager will ensure that all grant monies received are spent in accordance with the relevant grant requirements and assurances and to that end will be familiar with the granting entities' requirements.

Plan, including budget allocations, for audit obligations. The Governing Board's role will be that of general fiscal oversight for the School's finances. The Governing Board will be responsible for developing and adopting financial policies to be implemented through procedures developed by the business office. The Governing Board will be responsible for obtaining the necessary training to understand public school finances. Governing Board members will be expected to understand school budgets and applicable laws and rules so as to ascertain whether the School is appropriately complying with its obligations when using public funds. As part of its oversight responsibilities, the Governing Board will require the Business Manager or his/her designee to attend regular Governing Board meetings to report out on the status of the schools financial affairs. The Business Manager will be required to prepare regular monthly reports and to review those reports at the regular meetings. Example of the types of reports to be provided may include; Financial Statements which are comprised of a Balance Sheet and Statement of Revenue and Expenditures; Statement of Revenue and Expenditures comparing current period and year-to-date activity against budget as adjusted (approved budget plus BARS) with a variance column showing available budget. At least one member of the Governing Board will be designated to have direct contact with the Business Manager in order to clarify any information the Governing Board may require from time to time. The Governing Board will also require the Head of School to be familiar with the status of the School's budget and financial status at all times.

The Head of School will supervise and evaluate the business office staff; however, the Governing Board will have an opportunity for input on the evaluation and selection process of the Business Manager. It is anticipated that a consultant will be hired prior to opening to prepare the School's business office for operations. The Business

²¹ The Head of School will be employed and paid by the charter school for only those duties and responsibilities associated with the public school functions of the School. The Art Institute will pay for those duties and responsibilities that are mandated by SB 34 to be paid for by the private foundation and such other responsibilities that the board of the Art Institute deems appropriate. The School will ensure that there will be sufficient delineation of financial responsibilities for the Head of School position between the School and the Art Institute to avoid an anti-donation consequence.

Manager will be required to attend regular training for school business managers including the budget workshops held by the Public Education Department and the New Mexico Association of School Business Officials.

The Governing Board will have direct responsibility for the following:

- Ensure the effective use of school resources through proper oversight of the School's budget;
- Require and evaluate the reports of the Head of School and the Business Manager to ensure financial responsibility and adherence to generally accepted standards of fiscal management are followed;
- Consider in a timely manner all requests for budget adjustment requests by the Business Manager;
- Encourage the public confidence in the School's financial standing by regularly reporting on the School's financial affairs;
- Review and approve the School's budget;
- Participate in the annual exit interview of the School's audit and to ensure that any findings or audit concerns are promptly addressed.

The Head of School and the Business Manager will be expected to report immediately to the Governing Board any notices from the authorizer or the Public Education Department about the School's failure to follow reporting requirements or violations of any procedure or rules that may potentially affect the School's good standing.

Although the School believes it is premature to finalize all of its internal policies and procedures for its business office, by way of example, the School intends to adopt the policies and procedures in the New Mexico Public School Manual of Procedures as well as NMAC 6.20.2.2, *et seq.*, and will develop its own internal policies.

The School will contract for an annual audit of financial and administrative operations. The plans for securing and conducting an annual, external independent audit must comply with the State's Audit Act and with regulations of the State Auditor's Office.

The Governing Board of the School will be advised about the requirements for the proper fiscal management of the School including that there is no level of materiality in governmental auditing and that all violations must be disclosed because public monies are involved. Therefore, it is imperative that good accounting practices be developed and implemented by the School. In addition, special consideration should be given to Article IX, Section 14 of the State of New Mexico Constitution (the anti-donation clause), which places restrictions on donations of State monies to any person, association or public or private corporation.

Budgeting to meet minimum requirements. The School will comply with financial requirements set forth in the assurances document in Section II. The Business Manager will have the responsibility for establishing quality internal control procedures to safeguard assets, segregate its payroll and other check disbursement duties. The Business Manager will 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. This

will include the designation or establishment of its central purchasing office with adoption of state rules or self-developed rules pursuant to State Procurement Code. The School will always budget to meet minimum insurance requirements.

It will be the responsibility of the Business Manager to seek out and promote operational efficiencies. Preliminary steps towards promoting operational efficiencies have been taken. For example, through the partnership with NDI-NM, the School will use existing spaces for teaching the art forms. The Santa Fe Public School District has expressed interest in contracting with the School to provide food and transportation services, which will maximize existing resources for both public entities.

Excellent arts instruction. One of the exciting aspects to this School is its commitment to preparing students to pursue careers in the arts. In studying our sister public art schools in other states, there is a huge difference in the arts budgets for these schools. Denver School for the Arts spends approximately \$400 extra per student in arts education, while Boston Arts Academy spends \$4000 extra per student, and South Carolina spends thousands more per student. There is no limit to how much money can be spent and how many opportunities can be brought into the School and into the communities throughout New Mexico. The Founding Committee is often asked how the School will operate the arts instruction component of the School if limited private sector funds are raised. The Founding Committee outlines the plan here.

Through its core values, this School and the Art Institute are committed to not spending more than these organizations have. Therefore, in order to always achieve the goals of the School, the School and the Art Institute will take the following actions, and think as creatively as possible, to provide excellent art instruction at the School within the funds available at all times:

- 1) The School will hire a Head of School with a strong commitment to the arts who will be the champion of the School;
- 2) Great art instruction does not rely on substantial funding, rather committed, dedicated and talented staff. The School staff will be challenged by the Head of School to make the most of their allocated art budgets. In other states, some public art schools operate without expensive costumes or sets. Others put on productions like the Nutcracker, which provide revenue to the art departments at the schools. Of course, there are many models of excellent art teaching in New Mexico public schools on limited SEG budgets. Santa Fe High School has an award winning theatre program operated by one award-winning teacher, Joey Chavez, on a minimal budget.
- 3) Virtually all of the electives, and SEG financed budgets made available to fund these electives, will focus on providing high quality arts instruction.
- 4) The Founding Committee has been, and the Governing Board and the Head of School will seek out partners who can provide value to the School in its arts instruction. For example, the Santa Fe Indian School and the National Dance Institute of New Mexico are both partners of the School, in

part, because they have art facilities available which can be provided to the School at a low cost. Many of the professional art organizations who are interested in working with the School can provide opportunities for the students at low cost.

- 5) The School is committed to creating a community in support of the School made up of parents, families, home communities, foundations and grant organizations that can help develop opportunities for the School and achieve its goals. These people and organizations can help in every way within their means and abilities, from volunteering, to fund raising, to seeking out low cost methods for bringing in exciting opportunities. The Department of Cultural Affairs is interested in a joint purpose partnership with the School to promote the art and culture connections in the state.

While the School has plans for success even assuming that limited funds are raised (as discussed immediately above), the Founding Committee has worked diligently to set up a structure which will attract adequate funding for opportunities for the students. The structure of the School and the Art Institute is created in such a way so that the Board of Trustees and the friends of the Art Institute will be invested in both providing funds for the School and in developing opportunities for the School. The Art Institute is not merely a fund-raising organization. It is a vibrant and integral partner who will excite its members to push for opportunities for the School. The Art Institute will be able to use the resources and connections of its supporters to make things happen. The School, through the Head of School, the Dean of Curriculum and the Art Chairs, will be a close working partner with Art Institute staff and supporters coordinating the efforts of all partners.

VI. GOVERNANCE/ MANAGEMENT PLAN	
A	Governance Structure
B	Description of the Governing Body
C	Partnerships
D	School Organizational Structure
E	Employee Relations
F	Student Enrollment Procedures and Discipline Policy
G	Facilities
H	Transportation and Food Service

A. GOVERNANCE STRUCTURE

- o *Does the school have adequate and appropriate governance structure?*
- o An organizational chart for the school and a narrative description of the chart that clearly delineates roles and responsibilities and describes the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader(s) and administration.
- o Policies and procedures by which the governing body will operate, including board powers and duties; budgeting and operation of the school; and how decisions will be made, including an understanding of compliance with open meetings requirements.
- o Policies & procedures for governing body operation (e.g., director selection & removal, decision-making, powers and duties, expansion and transition plans)
- o Appropriate leadership structure, organization chart, and roles and responsibilities clearly defined for key school leadership positions.
- o A clear delineation of roles and responsibilities of parent councils, advisory committees and/or community groups in relation to the governing body.
- o An adequate plan for developing the criteria and the process that will be used to select and evaluate the school's leader.
- o A plan for conducting the annual audit of the administrative operations of the charter school.

Describe how the School will be Governed. The Governing Board will govern the affairs of the School, ensure that the charter's mission and goals are carried out by overseeing the administration of the School and ensure that the Board complies with the requirements for boards of finance as required by the Charter Schools Act. The primary function of the Governing Board will be to provide financial oversight, strategic planning and development and adoption of policies for the School. In addition, the Governing Board will ensure that the Head of School manages the School's operations in compliance with the Charter Schools Act and all state and federal laws and regulations. The Governing Board will not be involved in the daily management of the School, but will have the responsibility to hire, evaluate, and discharge / terminate the Head of School.

The School is subject to particular statutory requirement established in the enabling legislation for the School. The enabling legislation sets out the following provisions in Section 8 of the act:

The school shall, either through a foundation or other private funding sources, obtain gifts, grants and donations to ensure that the school has adequate revenue to pay for all expenses associated with outreach activities provided for in Section 6 of the New Mexico School for the Arts Act and for room and board costs for those students who are not able to pay the full cost of room and board as provided in Section 7 of that act. The school shall separately account for the costs of outreach activities and room and board and for the revenue received from private sources to pay those costs. The school shall not use money received from the state for these purposes. Failure of the school to secure adequate funding for these purposes shall be grounds for denial or revocation of a charter.

In order to create the appropriate public / private partnership to operate the numerous activities of the School²² (the residential program, the Outreach Activities, the Cultural Art Events and the fund raising necessary), the Founding Committee extensively studied other schools and other models. The Founding Committee has determined that the most successful governing model is one in which both organizations function seamlessly to operate the various parts of the School's mission and vision and comply with the enabling legislation. The leadership of the School and the leadership of the Art Institute must understand each component part of the School and the Art Institute. The budget of the School (SEG and other public school funding) must coordinate with the budget of the Art Institute (private sector funding and partnership funding). Inadequate fund raising or inappropriate prioritization of spending at the Art Institute can lead, by the terms of the enabling legislation, to the denial or revocation of the charter. Successful and seamless cooperation of the two entities is essential and will result in vibrant and strong organizations. For this reason, the Founding Committee has determined that it is best if the Governing Board of the School be members of, and be selected by, the Board of Trustees of the Art Institute.

The Governing Board of the School will have a minimum of five (5) members; however, it will not have more than nine (9). When the proposed application is approved, the Founding Committee will become the initial members of the Governing Board of the School²³. In the future, members of the Governing Board will be selected by, and be members of, the Board of Trustees of the Art Institute. The nominating and selection process will be described in the School's bylaws to ensure representation on the Board of the diverse constituencies of the School. Ideal Governing Board members of the School will be chosen by the Art Institute Board of Trustees based on background qualifications such as: experience and interest in the arts, education, public school and private finance, law, fund raising, real estate and facilities, community development and such other qualifications that will enhance the leadership and effectiveness of the Governing Board as the School evolves.

All Governing Board members must be committed to: ensuring sound fiscal management of the School's SEG and other public funding, ensuring that the academic standards of the School are being met, ensuring compliance with

²² The enabling legislation for the School applies to this charter school only and not to any other charter school in the state.

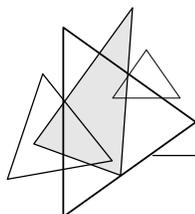
²³ The Founding Committee is also the original board of Art Institute.

all reporting requirements of the state, and working with the Head of School on any personnel or discipline problems with the students that are brought to the Governing Board through appropriate protocol. Because the Governing Board members and the Board of Trustees of the Art Institute share common members and the Head of School is also the Executive Director of the Art Institute, the Governing Board, the Board of Trustees and the Head of School will always have a global picture of the entire operations of partnership.

The Governing Board will develop and make decisions regarding the artistic disciplines at the School in consultation with input from its partners. However, in the final instance, the Governing Board in consultation with the School's leadership will have the power to make all decisions regarding the School.

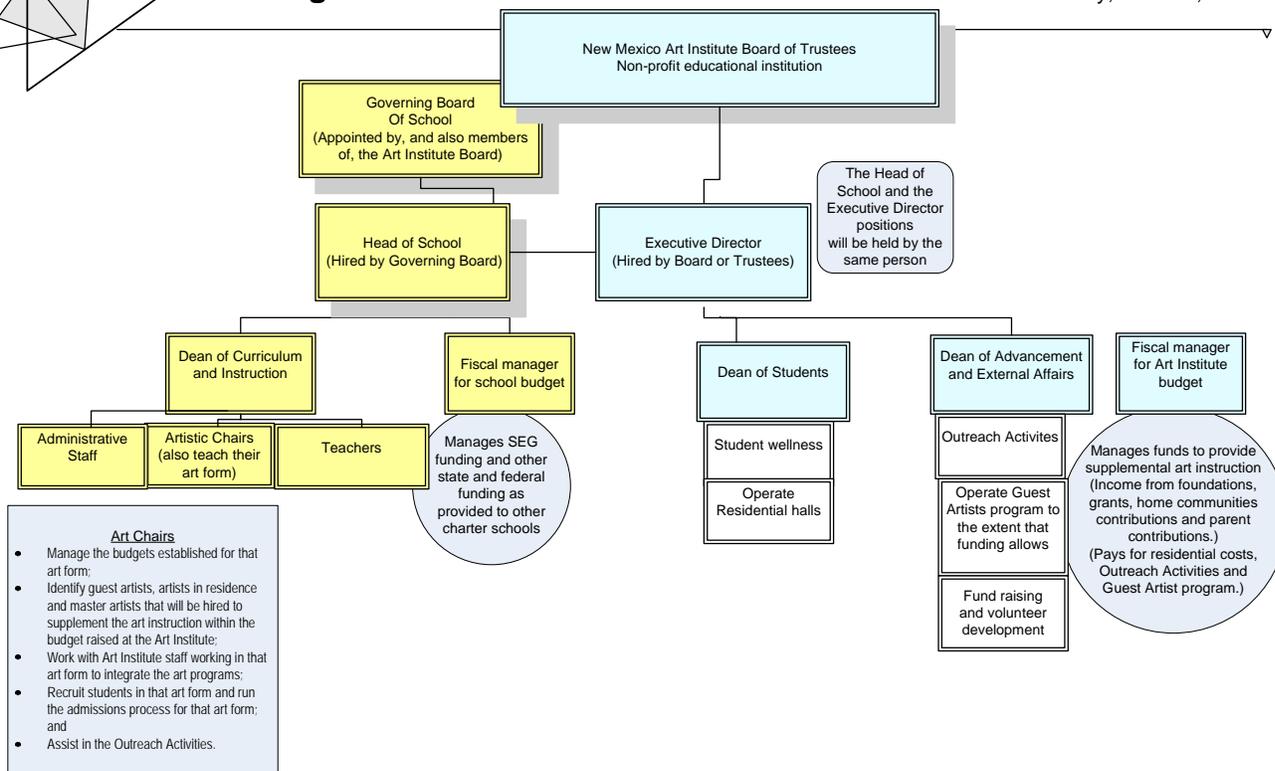
Within 30 days of the approval of the School charter, the Art Institute Board of Trustees shall meet and select additional members of the Board of Trustees for the Art Institute. The bylaws of the Art Institute will establish that, after the approval of the School charter, the Board of Trustees of the Art Institute must always be larger than the Governing Board of the School. The people serving on the Governing Board of the School will serve the Art Institute primarily as liaisons between the School and the Art Institute. Other Trustees will work on other Art Institute issues and committees. In addition, in the event that arm-length transactions are required between the School and the Art Institute, the Governing Board members of the School will not vote as Art Institute Trustees.

Community Involvement in Board Selection. In the future, since the Governing Board of the School is selected from members of the Art Institute Board, the community involved in the School and the Arts Institute will be made aware of the opportunity to sit on the Art Institute Board of Trustees. The search will be advertised through the School's website and other methods that the School routinely uses for circulation about the School and the Art Institute. Sufficient time to submit letters or applications of interest will be provided prior to the selection by the Board of Trustees for its new members. Then the Art Institute Board of Trustees will create a process, likely a nominating committee, to select the Governing Board members for the School from Board of Trustee members.



New Mexico School for the Arts Organizational Chart

Tuesday, June 24, 2008



page 1

Description of School's Organization.

Head of School. The day-to-day operations of the School will be the responsibility of the Head of School, who will be hired by and report directly to the Governing Board. All personnel decisions, including, but not limited to, the hiring, firing, promotion, demotion and other discipline of all employees will be made by the Head of School, in accordance with applicable law and the personnel policies and procedures of the School.²⁴ The Head of School will evaluate the Dean of Curriculum and the Business Manager (if employed).

Business Manager. This position will report directly to the Head of School who will either employ a qualified person or enter into a contract with a qualified New Mexico certified business manager. The Business Manager will ensure that all financial matters of the School are handled appropriately and in accordance with state and federal laws. In addition, the Business Manager will ensure that all required financial reports are filed with the state and federal authorities and regularly report to the Governing Board about the School's financial status. The Business Manager

²⁴ Personnel policies for employee termination and discharge will comply with the New Mexico School Personnel Act.

will also be responsible for ensuring that an annual audit of the financial and administrative operations of the School is completed and any deficiencies identified are corrected.

Dean of Curriculum²⁵. The second person in command on the academic side at the School is the Dean of Curriculum. This person is tasked with ensuring the excellence of teaching instruction at the School. This person reports directly to the Head of School and supervises each of the Art Chairs (i.e. Chair of Dance, Chair of Visual Arts; however the Head of School may determine that one Chair is responsible for several art forms) and the academic teachers. This person will ensure that the School is operating properly from an academic, artistic, budgetary and reporting perspective. The Dean of Curriculum will address discipline issues that relate to the students during school hours and in classes operated by the School. If Guest Artists participate in classes at the School, the Dean of Curriculum will ensure appropriate supervision of these Guest Artists. This person or the designated school employee with a Level IIIB license will evaluate all licensed staff.

Dean of Students. The Dean of Students is an employee of the Art Institute, and responsible for the personal discipline, social, emotional and physical health of the students. This Dean will oversee the residential facilities for the residential students. The Dean of Students will address discipline issues that relate to the students in the residential setting and in supplemental art and academic opportunities operated by the Art Institute. This Dean will be hired by the Art Institute and report to the Head of School in his/her capacity as Executive Director of the Art Institute. The Dean of Curriculum and the Dean of Students will work closely on student issues at the School and in Art Institute programs.²⁶

Dean of Advancement and External Affairs. The Dean of Advancement and External Affairs is an employee of the Art Institute and will operate the fund-raising arm of the Art Institute, coordinate Outreach Activities, and operate the Guest Artist program and other art and academic opportunities provided by the Art Institute, including the Cultural Art Events. The Chairs at the School will identify the supplemental artistic opportunities that that Chair desires for the School. To the extent that funding allows, the Dean of Advancement will provide these opportunities for the students.

Teachers. The teachers at the School will all be licensed, highly qualified teachers in New Mexico or guest artists instructors working under a supervised guest artist program. (The School anticipates that the vast majority of teaching at the School will be provided by licensed New Mexico teachers and that the Guest Artist program will primarily operate out of the Art Institute, rather than the School.) Teachers will provide instruction for the students in all areas required for graduation. The Art Chairs will teach in their area of expertise and will also

- Manage the budgets established for that art form;
- Identify guest artists, artists in residence and master artists that will be hired to supplement the art instruction within the budget raised at the Art Institute;

²⁵ The titles of the various deans may be modified by the leadership of the School.

²⁶ The School and the Art Institute will develop appropriate policies and procedures for coordinating and addressing all student issues, whether during the School day or during activities run by the Art Institute.

- Work with Art Institute staff working in that art form to integrate the art programs;
- Recruit students in that art form and run the admissions process for that art form; and
- Assist in the Outreach Activities.

Teachers will also be responsible for communicating with the Dean of Curriculum and the Dean of Students regarding student social, emotional or health issues, whether individually or of a student body.²⁷

Policies and procedures for governance. The process for the Governing Board appointments by the Art Institute and term schedules will be determined by the Governing Board's bylaws, which will be completed and voted on, by no later than the second regular meeting of the first Governing Board. Terms of the various seats will be staggered so as to maintain the institutional history and cohesiveness of the body.

The Head of School will be an *ex officio member* non-voting of the Governing Board and an *ex officio* nonvoting member of Art Institute's Board of Trustees. This will provide integration of members, coordination and common purpose and vision between the School and the Art Institute. The Dean of Curriculum and the Business Manager will be required to attend the meetings of the Governing Board when necessary, but will not be members of the Governing Board. No Governing Board member will receive compensation from the School, except for reimbursement of allowable expenses in accordance with the New Mexico Per Diem and Mileage Act. No member of the Governing Board will serve on the governing body of another charter school while serving on the Governing Board of the School.

The bylaws will specifically define how the school is governed and will include a description of the following: powers and authority, how members and officers will be selected, roles and duties of the board officers and members, board committees, anti-nepotism, avoidance of conflicts of interest, and such other rules describing the procedures for governance. In general, the following powers and authorities of the Governing Board will include:

- those as described in the Governing Board's bylaws,
- authority granted by the Charter Schools Act,
- power to develop governance, educational and operational policies for the school,
- authority to make employment decisions regarding the Head of School,
- responsibility to review, approve and monitor implementation of the annual budget,
- right to approve amendments to the charter to be presented to the Public Education Commission,
- power to apply for capital outlay funds, and
- such other duties and responsibilities as determined to be consistent with the School's charter, the Public School Code, and other state and federal laws and regulations.

The Governing Body will adopt policies and procedures for budgeting and operations as described in Section V. of the Charter Application. The Governing Body will participate in development of the annual budget, review reports and information presented to it regularly by the School's Business Manager, make decisions regarding the annual

²⁷ The School will ensure that the appropriate releases to facilitate sharing of confidential student information are obtained at enrollment to facility the communications between those with a need to know about the students.

budget and from time to time, regarding budget adjustment requests by the administration. The Governing Body understands that it must be designated as a board of finance and meet the requirements as set forth in the Public School Finance Act.²⁸ To ensure compliance with the requirements of a board of finance, the Board will participate in regular training to ensure that the members are sufficiently informed about New Mexico public school finance issues.

Selection criteria and process for Head of School/Evaluation for Head of School. The Founding Committee is in the process of identifying candidates for the Head of School position and is working with Carney Sandoe, a national recruiting firm specializing in finding educators for schools, to find the best candidates available. The search will take place through extensive advertising in New Mexico. All supporters of the School have been notified of the position. Efforts have been initiated to inform all New Mexico district superintendents and members of the Coalition for Charter Schools that a search for candidates is underway. The job will be posted in prominent newspapers in each of the congressional districts in New Mexico. Nationally, the job description will be circulated among a large network developed by Carney Sandoe, through the Network of Arts Educators, the Coalition of Essential Schools, and on the internet on Craigslist.

In August and early September, the Founding Committee will interview the top candidates for the position, and then ask a broader group of supporters of the School to also meet the top candidates. The Founding Committee will ensure that all candidates have the necessary qualifications²⁹ and commitment and that all potential conflicts of interest are avoided. The Founding Committee also will ensure that the particular qualifications of any candidate will not interfere with the board of finance status required to operate the School. Once the School is approved and the Governing Board created, the Governing Board will consider the candidates identified through the search and, when an appropriate candidate has been identified, hire that person as soon as possible to continue the planning for the School.

The job description created for the Head of School, along with an assessment instrument that will be created to measure compliance and implementation of this Charter Application, will provide the framework for evaluation of the Head of School. Successful implementation of the mission, vision, academic program and core values of the School is the most important component of the job of Head of School. Additionally, the Head of School will be evaluated on the success of the School and the Art Institute in meeting the financial obligations of the School with regard to Outreach Activities and residential scholarships. The Head of School will be evaluated at least once per year by the Governing Board prior to and as a condition of subsequent contracting.³⁰

Annual Audit and Administrative Operations. The School's annual audit will be conducted pursuant to the instructions of the PEC-Charter Schools Division. Currently, it is anticipated that the school will be audited as a component unit of the Public Education Department. The School will be responsible for paying its proportionate

²⁸ NMSA 1978 §22-8-38 (2007)

²⁹ The Head of School and/or the Dean of Curriculum will have a Level IIIB and be responsible for evaluating teachers in accordance with the New Mexico School Personnel Act.

³⁰ The Governing Board will take into consideration the competencies of a public school administrator as well as the competencies for a head of school when developing an evaluation instrument that will be used to assess the Head of School's performance. See, NMAC 6.69.3.

share of the audit and making all of the requested information available to the auditor at a time and place designated by the PEC/PED auditor upon reasonable advanced notice.

B. DESCRIPTION OF THE GOVERNING BODY

- *Does the Board demonstrate the capacity needed to govern effectively?*
- *Evidence that proposed members of the governing body possess and will contribute the wide range of knowledge and skills needed to oversee a successful charter school;*
- *Description of recruitment, selection, and development of the governing body members, including professional development plans to develop board capacity.*
- *Description of the nature and extent of staff, parents, families, and the community involvement and how they will be notified.*

Governing Board responsibilities and obligations; individual members/officers. The School and the Governing Board are accountable to the Commission, to ensure that the School is complying with applicable federal and state law, including, but not necessarily limited to, those laws, regulations and rules referenced NMSA 1978 §22-8B-5D. (“[a] charter school shall be . . . accountable to the chartering authority for purposes of ensuring compliance with applicable laws, rules and charter provisions.”)³¹ Duties responsibilities and obligations of the Governing Board are primarily enumerated in Section 22-8B-4 of the Charter Schools Act and are otherwise described above in Section VI. A. In addition, because the School will be a state-chartered charter school, its Governing Board must qualify as a board of finance.

All members of the Governing Board serve in the public interest and have an obligation to conduct affairs of the School in a manner consistent with this role and all applicable state and federal laws and rules. Decisions of the Governing Board must be made on the basis of a desire to promote the best interests of the School. Business of the School shall be conducted only when formally convened as a Governing Board in a public meeting held in accordance with the OMA. The Governing Board shall not be bound in any way by any statement or action on the part of any individual Governing Board member unless such authority has been given by the Board pursuant to a public vote.

The Governing Board will have traditional officers such as a president, vice-president, secretary and treasurer. The roles of these offices will be defined by the bylaws, but will be substantially similar and conform to the traditional roles of these officers for public bodies.

Employee grievances policies and appropriate avenues to the Governing Board to voice personnel, programmatic or operational concerns will be provided for through a written employee policy. A draft policy that will be revised after the Head of School has been employed is attached at Appendix 6. The document will also be reviewed by counsel prior to implementation to comply with all laws.

Open Meetings Act. Meetings of the Governing Board are subject to the New Mexico Open Meetings Act (“OMA”). Governing Board members will be training on the requirements of OMA either through a private training, the New

³¹ These laws include but is not limited to: the New Mexico Constitution, the Public School Code, the New Mexico Procurement Code, all rules of NMPED including those pertaining to teacher licensing, students, employees, financial management (segregation of duties, nepotism, conflicts of interest), Open Meetings Act, Inspection of Public Records Act; and federal laws such as No Child Left Behind, IDEA, FERPA.

Mexico Coalition for Charter Schools workshops or through the New Mexico Attorney General's office trainings to ensure that the members are aware of the importance of compliance with the OMA.

Once constituted, the first Governing Board will determine, pursuant to the OMA, what constitutes an appropriate meeting schedule and pass a resolution defining notice requirements for all meetings whether regular, special or emergency. Thereafter, the Governing Board will consider at its annual meetings what constitutes reasonable notice to the public of its open meetings, including regular, special and emergency meetings and adopt an appropriate resolution.

In accordance with the OMA the Governing Board will keep written minutes of all its meetings. The minutes will include, at a minimum, the date, time and place of the meeting, the names of members in attendance and absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. Draft minutes will be prepared within ten working days after the meeting and will be approved, amended or disapproved at the next meeting where a quorum is present. Minutes will not become official until approved by the governing board. All minutes will be made available for public inspection.

All meeting notices and agenda's will be available on the School's website. Notices will be posted in accordance with the requirements of the School and as set forth in the Governing Board's annual resolution in compliance with the OMA.

Anticipated members of the first Governing Board. The following list is a list of individuals who have agreed to serve as the initial Governing Board members and their respective qualifications:

Julia Hosford Barnes is an attorney, facilitator and mediator. Ms. Barnes is one of the founding committee members for the School and participated extensively in the subcommittee formed by the Legislative Education Study Committee in 2006 to study the School for the Arts and testified as the expert witness for the School numerous times during the legislative process and the process before the Public Education Commission. Ms. Barnes is presently the planning year coordinator for the School.

J.D. Bullington is a registered lobbyist with Brownstein, Hyatt, Farber and Schrek law firm. Mr. Bullington is one of the founding committee members for the School and participated extensively in the subcommittee formed by the Legislative Education Study Committee in 2006 to study the School for the Arts and is the registered lobbyist for the School.

Catherine Oppenheimer is the founding artistic director of the National Dance Institute of New Mexico. Ms. Oppenheimer has taught and promoted excellence through dance in the New Mexico public schools for over a decade. Ms. Oppenheimer was a professional dancer with the New York City Ballet and Twyla Tharp Dance. She, too, participated extensively on the subcommittee formed by Legislative Education Study Committee in 2006 to study the School for the Arts and the legislative process.

Sherry Thompson is the executive director of the Thaw Charitable Trust. Ms. Thompson has a background in dance and arts education. Ms. Thompson is one of the founding committee members for the School and participated extensively in the subcommittee formed by the Legislative Education Study Committee in 2006.

Garrett Thornburg is the Chairman of the Thornburg Companies, and the Chairman of the Thornburg Charitable Foundation. Mr. Thornburg is one of the founding committee members for the School and provided financial expertise to the Legislative Education Study Committee regarding the School formation.

In the future the ideal Governing Board members of the School will be chosen by the Art Institute Board of Trustees based on the following preferred background qualifications such as: experience and interest in the arts, education, public school and private finance, law, fund raising, real estate and facilities, community development and such other qualifications that will enhance the leadership and effectiveness of the Governing Board as the School evolves.

Community involvement in Board Selection. The anticipated Governing Board membership is as listed above. In the future, since the Governing Board of the School is selected from members of the Art Institute Board, the community involved in the School and the Arts Institute will be made aware of the opportunity to sit on the Art Institute Board of Trustees. Board of Trustee members will be selected based on commitment to the mission and vision of the School and the Art Institute. The search will be advertised through the School's website and other methods that the School routinely uses for circulation about the School and the Art Institute. Sufficient time to submit letters or applications of interest will be provided prior to the selection by the Board of Trustees for its new members. Then the Art Institute Board of Trustees will create a process, likely a nominating committee, to select the Governing Board members for the School from Board of Trustee members.

All Governing Board members will be provided orientation to the Board. The School anticipates that members will be provided copies of the charter, the Governing Board bylaws, and relevant documents about the School. In addition, the new members will be provided opportunities to participate in "board" training either through contracted consultants at the School, workshops provided by the Charter School Coalition, New Mexico School Board Association trainings, Public Education Department trainings or other professional development opportunities. The Board will be provided with adequate training to meet the duties required of the Board. The Founding Committee has joined the Charter School Coalition and has attended the trainings provided for proposed charter schools. The Board members will be encouraged to attend Charter School Coalition Board trainings and be provided with board training at least once a year. Topics for training may include the following topics: school governance; educational development and planning; Open Meetings Act/ Inspection of Public Records; Procurement Code; School Budgeting and Financial Management; School Personnel Act and related employee issues; school and student assessment; and such other topics that are pertinent to the School's success. Mandatory training will be paid for by the School.

Staff, parent, family and community involvement in the School and Art Institute. It is essential to the success of the School to create a statewide community in support of the School that is a vibrant and integral part of the School. To do that we must involve the staff, parents, families and community in the life of the School. The parents and home

communities of these students will be invited to become a part of the School as volunteers, home community ambassadors, audience members for artistic events, fund raisers, and financial contributors.

Specifically, in order to ensure that communities throughout New Mexico are knowledgeable about what the School is doing, the Governing Board will ensure that the community will have the opportunity to raise issues through public comment at regular meetings. The School will provide the opportunity for written comments and suggestions to be submitted to the School at any time. The School will incorporate into its bylaws, the employee manual, and the student and parent handbook a description of mediation, problem solving and facilitation mechanisms to address complaints of students, parents and the community. Teachers and instructors will have access to the School's website for information about the governing board meetings.

At least one Governing Board meeting per year will be held especially for all parents and the public to attend and receive an annual report about the School's performance, and provide input on the School's progress.

C. PARTNERSHIPS

- *If the school proposes to work with a partner organization, the following information is presented:*
- *Name of the partner organization.*
- *Name of the contact person at the partner organization and that person's full contact information.*
- *A description of the nature and purpose of the school's partnership with the organization.*
- *An explanation of how the partner organization will be involved in the governance of the school, if at all.*
- *Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.*

Art Institute.

New Mexico Art Institute
Julia Hosford Barnes, Registered Agent
200 West De Vargas, Suite 2
Santa Fe, NM 87501
(505) 982-3993
jhb1@nm.net

(Ms. Barnes is also the planning year coordinator for the School and a member of the Founding Committee)

The partnership between the School and the Art Institute is reflected in the bylaws of the Art Institute and in the letter attached in Appendix 4. The Art Institute is to "provide educational opportunities to students who have demonstrated artistic abilities and potential, including the management, guidance, direction and promotion of a charter secondary school that provides quality education in New Mexico to such students."³² In addition, we have provided a letter of support from the Art Institute.³³

³² See Appendix 2.

³³ See Appendix 4.

The School will be a public/private partnership, and, in order to make a clear organizational structure, a close partnership is proposed between the School and the New Mexico Art Institute. As mentioned previously, the Art Institute is a newly created non-profit educational institution created to affiliate with the School to provide supplemental arts instruction and manage the private sector responsibilities and resources associated with the School and the Art Institute. The School and the Art Institute will jointly provide all of the instruction and support for the students admitted to the School. The School will be responsible for all of the duties traditionally associated with a charter school, such as providing all classes required for graduation of its students, operation of its budget under the state equalization guarantee and other state and federal resources, and meeting all of the reporting requirements of a public school in New Mexico. The Art Institute will raise funds for, and run, the residential program, the Outreach Activities, the supplemental arts instruction to the extent that funding allows, and participate through Cultural Art Events with both governmental and private partners in addition to the Outreach Activities.

As established in the enabling legislation, the School, through the Art Institute, may charge residential students a fee to cover the costs of room and board. A sliding-fee scale will be established during the planning year based on the student's ability to pay. It will be presented to the Public Education Commission. The School intends to comply with the regulations of the Public Education Department relating to the School when they are finalized.

The School is required by the enabling legislation to conduct Outreach Activities throughout the state to acquaint potential students with the programs offered by the School. This will include programs for middle school students and workshops for teachers. These Outreach Activities are to be paid for out of private funds, not public funds. Other activities of the School, such as publicizing the School, creating informational materials about the School, talking to parents and potential students, and creating a website regarding the School will be coordinated with the Outreach Activities.

Outreach Activities will be provided to each congressional district through Community Events. Middle school programs will be conducted as part of the Outreach Activities during the same time period that staff of the School or the Art Institute is available to talk to parents, students and teachers about the School itself. In future years, the students in the School will participate in the Community Events and show their work or their craft to the community. The School and the Art Institute may also partner with other organizations to promote New Mexico art and cultural events in that community that are outside of, and in addition to, the Outreach Activities. The New Mexico Cultural Affairs Department and the Founding Committee have discussed possible partnerships to promote culture and art. Through a combined effort and integration of multiple purposes of the Outreach Activities and Cultural Art Events, the School will reach out to communities, parents, students, teachers and local artists, introduce them to the School and work with the local efforts in support of the arts.

The teacher workshops provided by Outreach Activities may be scheduled during the Community Events or at other times. Other art schools have found teacher workshops to be excellent opportunities for the schools to collaborate with the teachers from the home areas of the students and to acquaint the teachers with the School.

Organizationally, the School and its Governing Board and the Art Institute and its Board of Trustees will work hand-in-hand. Both boards will hire the same person to run their organizations³⁴. The Governing Board of the School will hire the Head of School. The Art Institute will hire the Head of School as its Executive Director. The Governing Board of the School will be members of, and be selected by, the Board of Trustees of the Art Institute. Through this organizational structure, the top leadership of the School and the Art Institute will understand, and coordinate the different roles of the two organizations according to the mission, vision and core values of the School. In short, neither organization will control the other; but both organizations will be controlled and run by the same people to ensure that the School succeeds.

NDI – NM.

Russell Baker
Executive Director
National Dance Institute of New Mexico
1140 Alto Street
Santa Fe, NM 87501
(505) 983-7646
Russell@ndi-nm.org

See attached letter of support attached as Appendix 4.

Through its partnership with NDI-NM, the School and NDI-NM will work together in four main arenas:

1. The School will integrate the core teaching philosophies of NDI-NM into the teaching at the School. However, the partnership with NDI-NM will not dictate teaching methodologies at the School. It is the overarching philosophies of NDI-NM that will be adopted by the School as described above. Each art and academic discipline at the School will be developed in the manner that best allows mastery to be achieved in that discipline. NDI-NM has no plans to provide instructors for the School's arts program or for the Outreach Activities.
2. The School and NDI-NM will seek out opportunities for students in both programs to work together. While the two programs serve students at different grade levels³⁵, the high school students at the School for the Arts could act as interns in NDI-NM performances and in class; and mentor the younger NDI-NM students.
3. The two organizations³⁶, will share non-financial resources, such as shared dance space, and office space and opportunities when appropriate and where agreed upon by the parties. Both organizations will look at minimizing costs by maximizing resources. In addition, the two organizations will look at sharing

³⁴ See, n. 21.

³⁵ NDI- NM primarily works with public school students from 3rd to 8th grade, and the School will be for high school students.

³⁶ The organizations intent to enter into a Memorandum of Understanding that outlines their relationship and collaborations. Neither organization proposes to utilize the financial resources of the other. The school for the Arts is cognizant of the implications of the "anti-donations" prohibition, and will comply with them.

opportunities. For example, when a guest artist is approached to work at the School, NDI-NM may also work with that guest artist so that the guest artist will work with the students in both organizations. For example, a guest writer might go into the NDI – NM class in the public School and have them set a dance to a poem, or a film guest artist might use NDI – NM dancers to teach the School's film students how to film dance.

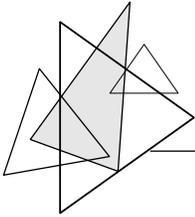
4. Finally, the two organizations will actively seek out ways to collaborate on joint projects. This is consistent with the School's commitment to work to develop an arts network in all of the art disciplines with many art partners in the State, including the public school arena. The School has had discussions with other art partners including the University of New Mexico, Santa Fe High School, Pro Musica, Santa Fe New Music, the Santa Fe Opera, Northern New Mexico College, College of Santa Fe and others. The potential for adding other collaborative partners from across the state, in addition to NDI-NM is very promising.

It is important to note that this partnership is *not* an exclusive partnership for either the School or NDI-NM. The School will have other art disciplines outside of dance, and the programs required to master these art forms is different from those required to master dance. The Art Chairs will be free to develop these art disciplines within the general context of excellence established by the philosophies, but created specifically for the art discipline in question. The New Mexico School for the Arts has already sought out partnerships with other schools, universities and professional art organizations that will provided much needed input to the School in other disciplines.

D. SCHOOL ORGANIZATIONAL STRUCTURE

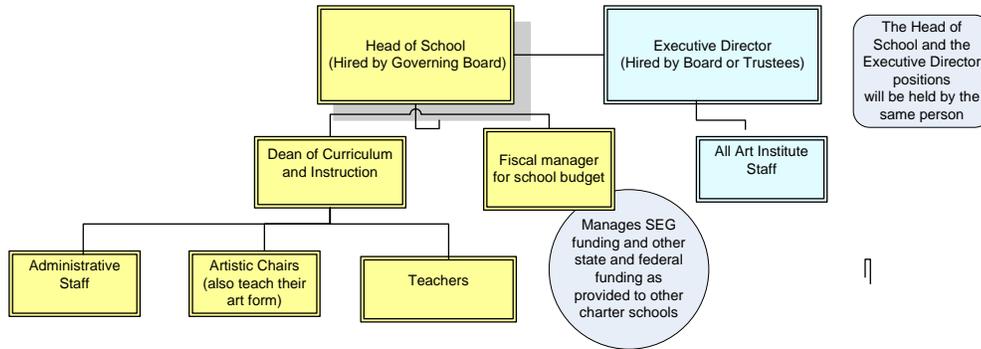
- *How effective is the school organizational structure likely to be?*
- A description of the site-based management structure at the school, including an organizational chart and job descriptions that identify key roles, responsibilities and accountability for each position.
- A staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio.
- A description of the school's discipline process for staff that provides for due process.
- A description of the manner in which the annual audit of the administrative operations of the charter school is to be conducted.

The following organizational structure will be used to coordinate the various aspects of School operations and the Art Institute.



New Mexico School for the Arts School Structure

Tuesday, June 24, 2008



- Art Chairs**
- Manage the budgets established for that art form;
 - Identify guest artists, artists in residence and master artists that will be hired to supplement the art instruction within the budget raised at the Art Institute;
 - Work with Art Institute staff working in that art form to integrate the art programs;
 - Recruit students in that art form and run the admissions process for that art form; and
 - Assist in the Outreach Activities.

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The School and the Art Institute will jointly provide all of the instruction and support for the students admitted to the School. The School will be responsible for all of the duties traditionally associated with a charter school, such as providing all classes required for graduation of its students, operation of its budget under the state equalization guarantee and other state and federal resources, and meeting all of the reporting requirements of a public school in New Mexico. The Art Institute is non-profit, educational institution. It will raise funds for, and run, the residential program, the required Outreach Activities, the supplemental arts instruction to the extent that funding allows, and participate in Cultural Art Events with both governmental and private partners in addition to the Outreach Activities.

Academically and artistically, the School will implement the current best practices in instructional delivery for secondary content area classes found in the academic world and the artistic world. It is the intent of the School to hire as many Level 3 Master Teachers as practical. Through the supplemental arts program at the Art Institute, the School will develop a guest artist program of art masters, insuring the School's commitment to a rigorous academic and artistic program. The School will place a strong emphasis on hiring teachers who understand art students and

who believe in the mission, vision and core values of the School. The School, and particularly the Art Institute, will place emphasis on hiring teachers and Guest Artists who are practicing artists in their own right.

Staff plan for the first 5 years of the charter; proposed student teacher ratio. The proposed pupil-teacher ratio is no greater than 1:23 except as explained in Section VII, B. "Waivers." The attached budget for the School anticipates that eight teachers will be hired the first year³⁷. In addition, during the first years of the School, the Dean of Curriculum may provide some instruction.

Description of Key Leadership Positions in the Partnership. The School's leadership staff will have the following general areas of responsibility:

Head of School. The Head of School is employed by the School and reports directly to the Governing Board³⁸ of the School. The Head of School is responsible for all aspects of the School's success. The Head of School will ensure the artistic and academic excellence of the School, and the financial accountability of the School. The Head of School will hire all staff at the School, including the Chairs of the various art departments. The Head of School will ensure that the admissions criteria are well developed, and understandable. The Head of School will promote the School to interested students and families.

In addition, the Head of School will serve as the Executive Director of the Art Institute, hired by the Board of Trustees for the Art Institute³⁹. Through the role of Executive Director of the Art Institute, the Head of School will oversee the residential programming and the Outreach Activities; encourage volunteers, including parents, to support the School; raise funds from the private sector, including parents, communities, and foundations, and coordinate and implement the guest artist programming and Cultural Art Events. Funding priorities for the Art Institute are to first ensure that the residential program and Outreach Activities are funded, and then provide supplemental artistic and educational opportunities for the students to the extent is financially possible.

The Founding Committee is in the process of developing a list of candidates for the Governing Board to consider for the Head of School position.

The Head of School will hire three Deans who will oversee the operations of the School and the Art Institute, and will be peers. The team of the Head of School and the Deans will work as an executive team to closely coordinate all aspects of the School. For example, discipline issues related to a student will be coordinated between the Dean of Curriculum, primarily responsible for the school day and the Dean of Students, primarily responsible for the students in Art Institute supplemental opportunities and the residential program.

Business Manager. The Business Manager will ensure that all financial matters of the School are handled appropriately and are spent in accordance with state and federal laws. In addition, the Business Manager will ensure that all required financial reports are filed with the state and federal authorities.

³⁷ See Appendix 5.

³⁸ The Governing Board will be appointed by, and made up of members of, the Trustees of the Art Institute to ensure consistent leadership between the two organizations.

³⁹ See n. 21.

Dean of Curriculum⁴⁰. The second person in command on the academic side at the School is the Dean of Curriculum. The Dean of Curriculum is an employee of the School and would ideally hold a principal's license and evaluate all school employees. This person is tasked with ensuring the excellence of teaching instruction at the School. This person reports directly to the Head of School and supervises each of the Art Chairs and the academic teachers. This person will ensure that the School is operating properly from an academic, artistic, budgetary and reporting perspective. The Dean of Curriculum will address discipline issues that relate to the students during school hours and in classes operated by the School. If Guest Artists participate in classes at the School, the Dean of Curriculum will ensure appropriate supervision of these Guest Artists.

Dean of Students. The Dean of Students is an employee of the Art Institute, and responsible for the personal discipline, social, emotional and physical health of the students. This Dean will oversee the residential facilities for the residential students. The Dean of Students will address discipline issues that relate to the students in the residential setting and in supplemental art and academic opportunities operated by the Art Institute This Dean will be hired by the Art Institute and report to the Head of School in his/her capacity as Executive Director of the Art Institute. The Dean of Curriculum and the Dean of Students will work closely on student issues at the School and in Art Institute programs.

Dean of Advancement and External Affairs. The Dean of Advancement and External Affairs is an employee of the Art Institute and will operate the fund-raising arm of the Art Institute, coordinate Outreach Activities, and operate the supplemental arts and academic opportunities provided by the Art Institute, including the Cultural Art Events. The Chairs at the School will identify the supplemental artistic opportunities desired by Chair for the School. To the extent that funding allows, the Dean of Advancement will provide these opportunities, as identified by the Chairs, for the students.

Teachers. The teachers at the School will all be licensed, highly qualified teachers in New Mexico or guest artists instructors working under a supervised guest artist program. They will provide instruction for the students in all areas required for graduation. The Art Chairs will teach in their area of expertise and will also

- Manage the budgets established for that art form;
- Identify guest artists, artists in residence and master artists that will be hired to supplement the art instruction within the budget raised at the Art Institute;
- Work with Art Institute staff working in that art form to integrate the art programs;
- Recruit students in that art form and run the admissions process for that art form; and
- Assist in the Outreach Activities.

Teachers will also be responsible for communicating with the Dean of Curriculum and the Dean of Students regarding any social, emotional or health issues related to any student that they observe.

⁴⁰ The titles of the various deans may be modified by the leadership of the School.

As further described in Section VI, E. below, the disciplinary process for staff will provide for due process. The School will follow the guidance and requirements of the Public Education Commission in conducting an annual audit of the administrative operations of the charter school to ensure that an adequate audit is conducted.

E. EMPLOYEE RELATIONS

- *Is there clear and appropriate definition of the relationship that exists between the school and its employees?*
- *An explanation of the relationship that will exist between the school and its employees, including evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any.*
- *A description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, and the School Personnel Act.*
- *A proposed salary schedule for all employees that complies with the minimum salary requirements as identified in the School Personnel Act.*
- *A description of the evaluation process for staff which will include evaluation of teachers by a licensed school administrator.*

The School is an Equal Opportunity Employer and, thus, will not discriminate on the basis of age, gender, race, ethnicity, national origin, disability, sexual orientation, sexual preference or any other protected category. The School's employees have the right to collectivize and bargain for an agreement pursuant to the National Labor Relations Act, if they so choose. Administration will support the staff's desire, whether that is to demand a collective bargaining agreement or to remain independent professionals. Employees will be selected for their passion for the arts and for their support of excellence in education. The goal of the School is to successfully provide an alternative to the standard education program offered in public schools and to hire educators who are skillful in motivating students to recognize their own powers through their individual talents. It is the School's intent to find superior teachers. The School's goal is to foster a working environment that benefits students and the School's administration and Governing Board will support its faculty to achieve this end.

The School's personnel policies and procedures will comply with all applicable federal and state statutes and regulations including the New Mexico School Personnel Act. It is important to note, the Founding Committee believes it is premature to "adopt" employment policies prior to the formation of the Governing Board because the Governing Board must adopt such policies at a public meeting. Input from administration and staff concerning the working environment will be incorporated into any employment policies that are adopted. The disciplinary process for staff will provide for due process. Copies of the School's proposed personnel policies are attached as Appendix 6. The School fully expects and hopes that the leadership to be hired will have input into these documents. Therefore, these documents are "living documents" which will change from time to time given the input of the leadership and the needs of the School.

Evaluation of teachers. The Public Education Department criteria and minimum highly objective uniform statewide standards of evaluation for licensed school employees will be applicable to the School. The Head of School will follow the state-issued New Mexico's 3-Tiered Licensure Performance Handbook, Third Ed. 2005, and as amended, to ensure that evaluations are conducted in accordance with the statute. In general the evaluation process of licensed school employees will include the following elements:

- the designated qualified individual will observe each teacher's classroom practice to determine the teacher's ability to demonstrate state-adopted competencies;
- at the beginning of each school year, teachers and school principals will devise professional development plans in accordance with the "Guidelines for the New Mexico Annual Teacher Performance Evaluation," 3d Ed. May 2005, for the upcoming school year. The instructor's performance evaluation will be based on how well he/she meet the goals of the professional development plan;
- if a level II or level IIIA teacher's performance evaluation indicates less than satisfactory performance and competency, the evaluator may require the teacher to undergo peer intervention, including mentoring, for a period the evaluator deems appropriate. If the teacher is unable to demonstrate satisfactory performance and competency by the end of the period, the peer interveners may recommend termination of the teacher.

In addition, at least every two years, the individual designated with the responsibility for evaluating the instructional staff will attend a training program approved by the NMPED to improve their evaluation and the School's leadership team will attend a training program to improve evaluation skills.

The School will pay its licensed school staff in accordance with the School Personnel Act and legislative mandated minimum salaries. For the school year 2009-2010, the School will implement the pay scale that is legislatively mandated for that school year. The School has considered the minimum pay required by the 3-tier licensure system and has incorporated those numbers into its budget provided in Section 5. The School will comply with the procedures outlined in the School Personnel Act for termination and discharge of school employees.

Records management related to Personnel. Personnel information for both the School and the Art Institute will be kept in accordance with the law to ensure private records, e.g. medical information and evaluations, is kept separately from information that is subject to IPRA. Employees' personnel files for both the School and the Art Institute may contain the following information:

- a) Complete application for employment along with verification of qualifications for the position as outlined in the job description;
- b) Professional license for school personnel;
- c) Official transcript for school personnel;
- d) Employee's contract;
- e) Signed job description and guest artist supervision plan, if the employee or contractor will be a Guest Artist in a class at the school;
- f) Background checks;
- g) Pre-employment references;
- h) Signed acknowledgment that the employee has received the Employee Policies Handbook, which includes separate acknowledgements that employee has received and understands policies on child abuse and neglect, confidentiality, equal employment opportunity; drug free workplace, conflicts of interest, employee

complaints and problem solving, termination and discharge, employee discipline, email and computer usage, the employee code of conduct and confidentiality.

- i) Evaluations;
- j) Documented attendance at educational and training programs, including in-service courses and orientation for appropriate employees, including teaching staff at the School;
- k) Any complaints, allegations, inquiries or findings of student abuse or neglect; warnings or disciplinary actions;
- l) INS (Immigration and Naturalization) I-9 Form;
- m) Documentation of equipment issued to employee: keys, pagers, cell phones, etc.

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

- o *Does the application present reasonable enrollment procedures and discipline policies that comply with applicable law?*
- o A description of the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process in accordance with applicable law.
- o A proposed student discipline policy that complies with the Public Education Department's Student Rights and Responsibilities [6.11.2 NMAC].

Enrollment Procedures. The enabling legislation for the School exempted the School for the lottery provisions of the Charter School Act and replaced it with the following admission criteria:

- A. The admission criteria shall be designed to admit students who show exceptional promise or aptitude in the arts and a strong desire to pursue a career in the arts. The admissions process shall be conducted in a way that provides equal opportunity for admission for each prospective student regardless of that student's exposure to previous artistic training and without regard to the student's ability to pay residential costs.
- B. The board shall ensure, to the greatest extent possible and without jeopardizing admissions standards, that an equal number of students is admitted to the school from each of the state's congressional districts.
- C. The board shall submit an annual report to the charter schools division and the commission that includes demographic information about both applicants and students admitted to the school, including the counties and the congressional districts represented by the students enrolled and the makeup of the student body in terms of socioeconomic status, gender and ethnicity.

One of the first tasks of the Head of School will be to identify the exact admission procedures which comply with the statutory requirements. The Founding Committee has researched admissions processes at other public art high schools and provides an example, in Appendix 7, of one school that has focused on promise as a model for admission.

The admissions criteria outlined in the enabling legislations allows the School to locate the students that will be the best match for the mission, vision and core values of the School. For the hundreds of students attending public art high schools nationwide, their days are full. Academic classes often begin early in the morning in a block scheduling format, followed by artistic training in the afternoon. Immediately following the formal teaching in the School, the students often begin their extended school day and begin rehearsals for their performing art classes or go to the studio to work on visual art pieces. At Interlochen, Monday and Tuesday evenings are dedicated to additional academic tutoring and study halls, Wednesday and Thursday evenings are set aside for rehearsals or guest artist classes and lectures. Fridays are typically open classes and performance days so that parents can come to the School to see their child perform or demonstrate artistic proficiency in visual arts. This also allows the students the ability to be able to spend part of the weekend with their families either on campus or at home.

Each of the schools visited by the Founding Committee works diligently with the team of teachers, residential staff and guest artist coordinators to ensure that the schedule for the students provides a sufficient balance. The conversation often revolves around how to create a balance in each aspect of the student's life between "art, heart and smart."

The School will require that students understand and be well matched for the rigorous nature of the School. In order to ultimately achieve mastery in the arts, students must be disciplined and work consistently to achieve a high standard. This means that they will attend class on extended hours and work an additional *ten to twenty hours a week* on their area of focus, *in addition* to their academic schedule. They will have limited time for other extracurricular activities or hobbies. They will not participate in organized sports at the School. The work to master a topic can be tedious, difficult and require a strong commitment to the path chosen. They will sing scales and work on exact diction, edit film, work on the technical details of flamingo or work at the ballet barre for hours and during the extended school day. The motto for a recent theatre event in New Mexico rings true at this school. It was "I can't, I've got rehearsal."

While the School sounds exciting, challenging and full of promise; it also will require hard work from its students. If a student or a parent is unaware of the commitment needed, the match with the student to the School will not be good. The students must want to be there and must want to do the work. This is not a school for students who want to leave home or leave their existing school. It is a school for students who are driven to immerse themselves in the competitive art world and who are willing to commit the time to make that happen. It is a school for students to learn under teachers dedicated to teaching them the discipline and techniques to become a master. The students must be willing to work through the artistic criticism and the constant critique. Professional artists, like professional athletes, become successful because of sacrifice, dedication and work with others at their level.

The Art Chairs will be responsible for the audition processes in the areas for which they are responsible. The Art Chairs will choose selection panels from all of the various backgrounds that the School seeks to recruit, in line with the core values of the School. Using diverse selection panels allows for the selection panels to have a true understanding of the students that are coming before them. Members of the selection panel will be trained to identify promise and passion for each art form. Both studies and the experience of other art schools have shown

that it is possible to screen for promise as well as talent. For example, in establishing the admission application process, portfolios may be required; however portfolios look more polished when created by those students with training or support at home. So, many art schools also give equal weight to that part of the application that occurs *during* the interview process through a class or activity where those students with promise can shine.

Finally, it is essential that the admission's process is well publicized to parents, teachers of elementary school and middle school students and to potential students. When the **admission's process is clearly defined**, the public school teachers and parents can ensure that the students come prepared for the application process. Other states have found that the quality of the applicant increases as the teachers strive to prepare their students for admission and begin to teach to this high standard. Virtually all art schools with admission criteria now post the admissions process on the website for the School to make it easy for students and parents to access the applications and understand the admission's process. One of the first tasks for the School for the Arts during the planning will be to decide on the admissions process and create a web site that outlines the process. The School will seek public input on the admission process from art educators and prospective parents and students.

The School's web-site will offer the School's community an opportunity to know about the School and its ongoing activities. The web-site will be used to advertise performances, recitals, and other activities at the School. The School will use other available media to promote the School and its programs. This is particularly important to explain and make available the information on the School's admission criteria.

The Art Chairs will also be responsible for constantly looking at the type of applicants and their geographic locations to identify areas where prospective students may be facing barriers that are limiting the number of applicants in that area or that art form. For example, the Art Chair may discover that the Hispanic students in one area of the state would benefit from an audition workshop conducted in Spanish. The Art Chair can then work with the Head of School and the Dean of Curriculum to develop this workshop.

Outreach Activities. In order to meet the statutory requirement for the private funding, the Art Institute will run, and provide funding for, the Outreach Activities. The School will comply with the enabling legislation by accounting for the private funding which is provided to conduct the Outreach Activities. The Outreach Activities will be provided in each of the three congressional districts. Outreach Activities will be provided to each congressional district through Community Events. Middle school programs will be conducted as part of the Outreach Activities during the same time period that staff of the School or the Art Institute is available to talk to parents, students and teachers about the School itself. In future years, the students in the School will participate in the Community Events and show their work or their craft to the community. The School and the Art Institute may also partner with other organizations to promote New Mexico art and cultural events in that community that are outside of, and in addition to, the Outreach Activities. The New Mexico Cultural Affairs Department and the Founding Committee have discussed possible partnerships to promote culture and art. Through a combined effort and integration of multiple purposes of the Outreach Activities and Cultural Art Events, the School will reach out to communities, parents, students, teachers and local artists, introduce them to the School and work with the local efforts in support of the arts.

The teacher workshops provided by Outreach Activities may be scheduled during the Community Events or at other times. Other art schools have found teacher workshops to be excellent opportunities for the schools to collaborate with the teachers from the home areas of the students and to acquaint the teachers with the School.

Parent input at the School and outreach to parents. In order to ensure that communities throughout New Mexico are knowledgeable about what the School is doing, the Governing Board will ensure that the community will have the opportunity to raise issues through public comment at regular meetings. The School will provide the opportunity for written comments and suggestions to be submitted to the School at any time. The School will incorporate into its bylaws, the employee manual, and the student and parent handbook a description of mediation, problem solving and facilitation mechanisms to address complaints of students, parents and the community. Teachers and instructors will have access to the School's website for information about the governing board meetings.

In addition, to make sure that parents who are not proficient in English have the opportunity to understand the information provided to other parents, the School recognizes that information may need to be provided in a language other than English. For example, if materials are made available to parents, the School will make every effort to accommodate a language barrier. If public informational meetings with parents or community groups are held, the School will make sure that limited-English proficient parents who can be reasonably expected to attend have a meaningful opportunity to understand what is being presented.

The School will also make sure that a parent with a disability has a meaningful opportunity to understand the information given about the charter school as effectively as other parents. Appropriate auxiliary aids and services must be made available whenever they are necessary to ensure effective communication with disabled parents. For example, if information on the School is available to parents, the School will make sure that parents with disabilities have appropriate access to the content of the materials. If requested, the School may provide the materials using alternative formats, such as Braille, large print, or audio cassette. If the School conducts public informational meetings with parents or community groups, those meetings will be made physically accessible to individuals with disabilities, upon request. Qualified interpreters or another effective means of communication will be provided if requested.

It is important to structure the admissions process so that it allows the abilities of all students to be identified. The open meetings required by the charter school act will be conducted in such a manner to seek input on the admissions criteria.

The School will also look to the guidance from the Federal Government in the document entitled "Applying Federal Civil Rights Laws to Public Charter Schools." The relevant portions relating to accessing the appropriate community are as follows:

"Do I have any responsibility regarding the recruitment of students in order to be in compliance with federal civil rights laws?"

Yes. When announcing your charter school or conducting outreach, you may not discriminate against students of a particular race, color, or national origin, or against students with disabilities. If your charter school is co-educational,

then you may not discriminate in recruitment on the basis of sex. If your charter school recruits students, you should recruit them from all segments of the community served by the school, including students with disabilities and students of all races, colors, and national origins. Also, you may target additional recruitment efforts toward groups that you believe might otherwise have limited opportunities to participate in your program.”

It is essential that the admission’s process is well publicized to parents, teachers of elementary school, middle school and high school students and potential students. When the admission’s process is clearly defined, the public school teachers and parents can ensure that the students come prepared for the application process. Other states have found that the quality of the applicant increases as the teachers strive to prepare their students for admission and begin to teach to this high standard.

Virtually all art schools with admission criteria now post the admissions process on the website for the School to make it easy for students and parents to access the applications and understand the admission’s process.

Student Discipline and Continued Enrollment at the School. It is imperative that the School operate in a manner that provides for the safety and the security of the students at all times, especially because of the residential component at the School. Parents must know and understand that the School is a safe place for their children to come to School. The leadership of the School and the Art Institute will work closely not only to provide consistent policies, but to ensure daily and weekly that the students are safe. Finally, because many of the students will be away from home, the School must monitor the social, emotional and physical health of the students.

In order to establish a School culture based on the safety and health of the students, a School’s discipline policy⁴¹ is proposed. Prior to opening, the School will incorporate these policies into a Parent and Student Handbook that will be provided as part of the School’s application process.

The School will develop a student code of conduct for its residential dormitory that will incorporate the discipline policies of the School and that are consistent with NMSA 6.11.2, “Student Rights and Responsibilities.” These policies and procedures will also incorporate restrictions and rules that may be imposed by the contract between the School and the entity with which it ultimately contracts for the dormitory facilities. The School will be cognizant of the Students Rights and Responsibilities when contracting for dormitory facilities.

Next, the Head of School, the Dean of Curriculum and the Dean of Students will formulate protocols at the School to ensure that the staff is constantly monitoring the students. Teachers have a responsibility to keep the Dean of Curriculum and the Dean of Students informed of social, emotional and health issues related to any student. Many schools address social, emotional and health issues by having a “core student team” that meets weekly, with class attendance records in hand, to monitor any safety or health concerns. Many of the schools have found that attendance records are the first indicator of a problem with a student. This team then ensures that all appropriate staff is made aware of a concern or an issue with a student.

⁴¹ A sample discipline policy that complies with NMAC 6.11.2 is attached as Appendix 6.

Finally, the disciplinary policies and codes of conduct must be enforced. If a student is not acting appropriately at the School, the School must take action, up to, and including expulsion from the School. The parents must be informed and involved at an early stage on an issue of safety, discipline or social, emotional or physical health.

The School policies will also provide a continued enrollment policy addressing a limited, but recurring issue at many art high schools. Based on the experience of other art schools, it is anticipated that approximately 1% - 5% of the students attending the School will be identified as having lost his or her *desire* to be there - one of the requirements for admission to this School. (The enabling legislation for the School identifies "a strong desire to pursue a career in the arts" as one of the criteria for admission.)

Others schools report to us that a common pattern reoccurs in these small number of cases. The student stops attending class, stops taking advantage of the supplemental resources, or shows no desire or discipline in class. In one instance at one school, an extremely gifted violin player simply stopped attending any academic classes at the school in violation of the school's attendance policies. Despite the superior artistic skill of the child, the student was put on probation for a semester, the students parents were consulted, and the students was later not invited to return to the school. The leadership at that school found it to be unacceptable to have a student show no desire to be at the school. They knew that that student was not taking advantage of the full opportunities at the school, and was taking up a spot that could be given to a student who had the passion and desire to be at the school. The student was not expelled, but rather not invited back to the school.

In order to address this issue, the School will outline a policy for continued enrollment at the School which is targeted to address the admission criteria requiring that a student show "a strong desire to pursue a career in the arts." This policy is not intended to, and will not, target students who are struggling academically, but who are fully participating in class or who are struggling as special education students. It is intended to target those students who stop trying, and therefore stop benefiting from the School.

The issue will be addressed in steps. First, part of the students' grade at the School will be based on attendance and participation, and will be able to monitor the students' desire through these grades. Next, the School will require that a student comply with the minimum grade point average, which includes the attendance and participation grades. The minimum grade point average will be the same as set by the public schools for participation in sports and other school sponsored activities. The student will first be limited in his or her participation in the arts performances and shows. Finally, if no improvement is made, the student will not continue to be enrolled in the School, rather than expelled. The policy will outline a process for placing a student on probation for at least a semester in the event that effort and "lack of desire" become an issue and involving the parents, student and staff in establishing a plan for improvement through a SAT.

Student Records. The School will maintain student records (transcripts, health information, special education information, student attendance and drop-out data) in secure (locked), fire-proof cabinets. The School for the Arts understands that it has obligations pursuant to the Family Education Rights and Privacy Act of 1974 (FERPA), Individuals with Disabilities (IDEA) in Education Act and the Health Insurance, Portability and Accountability Act

(HIPPA), Inspection of Public Records Act (IPRA) (exceptions) as well as common law to protect the privacy of both student and employee private information.

The School will adopt a policy to address student records policies and procedures. Information concerning students will be provided only to those School personnel and Art Institute staff with a need to know and in accordance with FERPA and IDEA. A process for recording who has had access to these records will be developed to ensure that a student's educational records are kept confidential to the full extent of the law.⁴² Because of the important need to address social, emotional and health issues with the students at the School, parent permission will be obtained to have appropriate staff monitoring the students closely.

G. FACILITIES

- A. *Has the applicant considered all of the responsibilities and resources involved in securing a school site, and maintaining it for the future of the school?*
- *The facilities plan should demonstrate that the applicant group understands the school's facilities needs and its options for meeting those needs.*

Has the applicant group selected or secured a facility? **Yes** **No**

If "Yes" the applicant will provide:

- *An explanation of the school's facility needs, including desired location, size, and layout of space and how the facility will support the implementation of the school's educational program.*
- *An explanation of the strategy and schedule that will be employed to secure an adequate facility.*
- *A description of the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies (including health and safety codes) and will be ready for the school's opening.*
- *An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.*
- *Assurances that:*
 - *The facility it seeks to use is safe and suitable for use as a school.*
 - *A plan will be developed and maintained addressing code, accessibility requirements and any other health and safety requirements, if necessary;*
 - *A plan will be developed and maintained for operation, maintenance, and repair of the facility;*
 - *A certificate of occupancy for the facility will be maintained; and*
 - *Prior to opening, the facility to be used meets all applicable federal and state health, safety, and code requirements.*

If "No" the applicant will provide:

- *An explanation of the school's facility needs, including desired location, size, and layout of space and how the facility will support the implementation of the school's educational program.*
- *An explanation of the strategy and schedule that will be employed to secure an adequate facility.*
- *A description of the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies (including health and safety codes) and will be ready for the school's opening.*
- *An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.*
- *Assurances that:*
 - *The facility it seeks to use is safe and suitable for use as a school.*
 - *A plan will be developed and maintained addressing code, accessibility requirements and any other health and safety requirements, if necessary;*
 - *A plan will be developed and maintained for operation, maintenance, and repair of the facility;*
 - *A certificate of occupancy for the facility will be maintained; and*

⁴² A student records retention policy that complies with NMAC 1.20.2 *et seq.* will be adopted.

- *Prior to opening, the facility to be used meets all applicable federal and state health, safety, and code requirements.*

School Facilities. The School is working diligently to find a location for the School. The Founding Committee will continue to investigate all options until an appropriate location for the School is identified.

One promising option is to enter into a partnership with the Santa Fe Indian School. The Founding Committee may have finalized this option prior to the public input meeting in front of the PEC. The Santa Fe Indian School facility is an educational facility that the Founding Committee understands meets the applicable building code requirements for a public school. If an agreement is reached, the School will ensure that the space is safe and suitable for use as a school. As soon as practical, the School will inspect the space and then provide the Commission with the required assurance regarding the safety and suitability of the space; outlining the plan for addressing code, accessibility and safety requirements; the plan for operation, maintenance and repair of the facility; an assurance that a certificate of occupancy will be maintained and an assurance that the facility will meet all applicable federal and state health, safety and code requirements.

The School is aware of the requirement that upon renewal of its charter that it must meet the phase-in requirements as outline NMSA 1978 §22-8B-4.2 (2005) and to that end will attempt to determine if the space at the Indian School meets education adequacy standards, avoiding a potential move or costly upgrade. To the extent that the space does not meet the adequacy standards required by state law for school building, prior to the deadlines imposed by NMSA 1978 §22-8B-4.2, it will either seek appropriate waivers from the Public School Capital Outlay Council or seek to modify its facility so as to bring it into compliance with the law. It is not possible to make a capital projection for associated capital costs at this time.

The School is not contemplating construction at this time.

The School will look very closely at the option of a lease with an option to purchase a facility, if and when an appropriate long term facility is identified. The School will follow the requirements of recently passed SB 843 and HB 634 when considering a lease with option to purchase arrangement and comply with all statutory provisions therein.

The School will apply to the Public School Capital Outlay Council within the appropriate time frame for lease reimbursement funds, unless the facility it secures is provided free of charge. Because it anticipates opening with two grades of 75 students each, the initial application for lease reimbursement will most likely be based a total enrollment of approximately 150 students for the first year. However, the School does not anticipate opening until fall 2009 so its first request for capital outlay will not be until the deadline required for the 2009-2010 cycle.

The Founding Committee has entered into conversations with the NDI-NM regarding use of the dance facilities and performance space and also with the College of Santa Fe regarding use of their arts facilities as well.

Residential Facilities. The School is continuing to look at options for initial residential housing. The School is looking at a range of options from potentially upgrading existing residential space at the Santa Fe Indian School, to leasing space from the College of Santa Fe, to renting individual homes in the area for small groups of students and housing small groups of students with adults. Finally, the School is looking at the option of placing some students with families within the area using the foreign exchange student model. When the final plan is determined, the School will submit the facilities plan, along with the residential costs and proposed sliding-fee scale to the Commission for approval. Attached is information collected regarding housing costs at the various state institutions as general guidelines relating to residential costs.

H. TRANSPORTATION AND FOOD SERVICE

- *Is there an adequate and appropriate plan for meeting the transportation and food service needs of the school's students?*
- A description of the school's plans for meeting the transportation needs of its students.
- Plans for contracting services for transportation, if applicable, including the proposed terms of the contract and the status of any preliminary negotiations.
- A description of the school's plans for meeting the food services needs of its students.
- Plans for contracting services for food services, if applicable, including the proposed terms of the contract and the status of any preliminary negotiations.

The Founding Committee has met with the Santa Fe Public Schools regarding the possibility of contracting with the district for food and transportation services; and the Santa Fe Public Schools have the ability to increase both their transportation and food services to accommodate the students at the School for the Arts if an agreement is reached. Similar discussions have taken place with the Santa Fe Indian School for both food and transportation services.

Because the School will be a residential school, those students who do not live in Santa Fe, will be provided to/from transportation between the School and the housing. The School is aware of its obligations pursuant to NMSA 1978, 6.43.3.1 to negotiate to-and-from transportation services agreements with the district and that the district has no obligation to provide that services. However, the School anticipates a cooperative and positive relationship with SFPS and the Santa Fe Indian School and early communications indicate that obtaining transportation services, for to and from the residential dormitories will not be problematic, as well as any transportation needs during the day to other facilities, e.g. dance studios, and art facilities. The School will also seek to contract with SFPS or the Santa Fe Indian School to transport any student who is eligible for related services pursuant to a 504 Plan or IEP.

Those students who reside in Santa Fe will not be provided to-from transportation services. Notwithstanding this policy, if a student or students can be serviced using the existing transportation system established by SFPS, the School will negotiate with the district to provide services to the Santa Fe students as well. The need for these services cannot be determined prior to enrollment.

In the event that an agreement for food services cannot be reached with SFPS to provide food services or the facility that the School ultimately leases does not have a kitchen and dining facility qualified to provide food services, the School will contract with a private entity to provide breakfast, lunch and snacks for the School students

during the school day. For example, if the School students will be residing in dormitories at the College of Santa Fe, the School may contract with the College to provide breakfast and sack lunches for the students to bring to School. The School is committed to providing the students with meals that are wholesome and nutritious and that will meet the dietary guidelines for Americans and other federal nutrition requirements.

	VII. REQUIREMENTS
A	Legal Liability and Insurance Coverage
B	Waivers

A. LEGAL LIABILITY AND INSURANCE COVERAGE

- *A statement that the charter school will participate in or seek a waiver from coverage by the public school insurance authority and comply with all applicable rules of that authority.*

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

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

The Art Institute will contract to insure the residential program and students who choose to reside in the dormitories.

B. WAIVERS

- *A list of the specific waivers that are requested from the department's requirements, rules, and provisions including, but not limited to those found in the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.*
- *A rationale for each waiver request from the department.*

The School is applying to the Public Education Commission and is not aware of any local commission policies from which it is eligible to request a wavier.

NMSA 1978 §22-8B-5(2006) provides that the department will waive requirements or rules and provisions of the Public School Code pertaining to individual class load, teaching load, length of the School day, staffing patterns,

subject areas, purchase of instructional materials, evaluation standards for school personnel, principal duties and drivers education. The statute also provides that the department has the discretion to waive graduation requirements. Pursuant to this provision the School is identifying the automatic waivers it intends to implement and how it will address the particular issue. The School will not be requesting a waiver of the graduation requirements as they exist now or as amended.

Waiver Requested	Rationale for Waiver.
Individual class load NMAC 6.30.2.10G	The School proposes to have a student ratio of no greater than 1:23 and consequently class loads will not exceed the mandatory minimum as set forth in NMAC 6.30.2.10G. for the core subject areas. However, depending on the student enrollment and particular area of study in the arts, it is possible that certain classes and individual class loads in extracurricular activities may exceed the maximum for a licensed teacher. For example, performing arts classes may be taught in a large group with a licensed teacher, but this teacher will likely be assisted by a master instructor.
Teaching load NMAC 6.30.2.10G	The School does not anticipate that teaching loads in the core classes will exceed the statutory maximum. However, this waiver is requested so the School administration may have the flexibility to adjust given enrollment and program demands.
Length of school day NMAC 6.30.2.10H	The School will have rigorous demands of its students, which will include longer than a traditional school day schedule for practice and rehearsal. Staffing needs for extended hour schedules will be considered when planning the budget for salary and stipend requirements, if any. The School will, however, follow the SFPS school calendar and will not have an extended school year.
Purchase of instructional materials NMAC 6.75.2. <i>et seq.</i>	The School may not purchase instructional materials from the state adopted list. Materials purchased will align with the materials identified in the curriculum as well as materials that may later identified by the professional staff ultimately hired by the School. All materials purchased will be justified through the programs offered at the School.
School principal duties NMSA 1978 §22-10A-18.	The traditional principal duties for the head of school may be completed by an individual who will is not the head of school. The School's Head of School will not report to the local superintendent of schools, but rather to the charter school's governing body. In addition, the responsibilities of evaluating teachers in accordance with the three-tier licensure will be assigned to a Level IIIB licensed individual who may not be the Head of School.
School personnel evaluation standards.	Employees of the School for the Arts will be evaluated based on criteria that considers the evaluation standards described in NMAC 6.69.3 and 6.69.4, but which may deviate to insure that the standards used are relevant the uniqueness of the school's mission and vision.
Drivers education	The School will not offer drivers education. The School may assist students with locating local driving schools, but students will be responsible for obtaining this education if desired.

Pursuant to NMSA 1978 §22-8B-9F. (2006) the New Mexico School for the Arts understands that the charter may not be revised or amended without final approval of the charter school's governing body and the authorizer. The School understands that any changes to a material term of the charter agreement must be agreed to by the parties in writing and hereby agrees to submit any proposed changes to the material terms of the charter to the PEC for approval after its governing board has approved changes in accordance with its policy making authority.

The School assumes that the PEC is not interested in approving minor changes to internal policies and procedures, but rather only those changes that would materially alter the agreement between the parties. In addition, the School assumes that this charter school application is the contract between the State of New Mexico and the School and that the appendix to this application is for illustrative purposes only and provides examples which the School will generally follow.

CLOSING.

The Applicant appreciates the opportunity to provide the Public Education Commission with information on the New Mexico School for the Arts. It is an ambitious undertaking, to be sure, but one we believe will be well worth the investment. Students in the School will flourish, and elementary and middle school students interested in the arts will have a high goal to look to achieve. The School will put in place one more part of the arts educational continuum in New Mexico begun, but not completed, by the Fine Arts Education Act, and allow a network of arts educators and arts professionals to engage our students.

**THE ARTS HAVE A UNIQUE POWER TO
ENGAGE AND MOTIVATE CHILDREN.**

NDI-NM's founding mission.

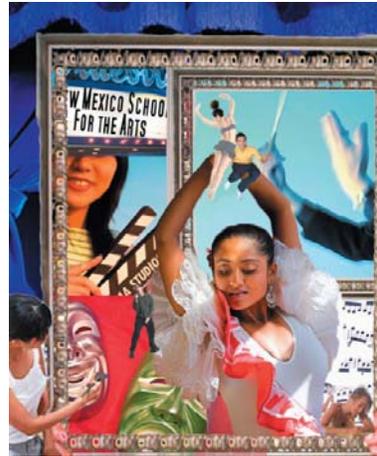
**MUSIC HAS POWER TO PROVIDE SOLACE WHEN
ALL HOPE APPEARS GONE.**

Theme of Santa Fe Opera's production for children

**LIFT UP YOUR EYES
UPON THIS DAY BREAKING FOR
YOU.
GIVE BIRTH AGAIN
TO THE DREAM...**

**HERE ON THE PULSE OF THIS NEW
DAY
YOU MAY HAVE THE GRACE TO LOOK
UP AND OUT
AND INTO YOUR SISTER'S EYES,
AND INTO YOUR BROTHER'S FACE,
YOUR COUNTRY,
AND SAY SIMPLY
VERY SIMPLY WITH HOPE -
GOOD MORNING**

On the Pulse of Morning,
Maya Angelou



APPENDIX 1. SENATE BILL 34

ENABLING LEGISLATION FOR THE NEW MEXICO SCHOOL FOR THE ARTS

APPENDIX 2. ARTICLES OF INCORPORATION
OF THE NEW MEXICO ART INSTITUTE

APPENDIX 3. ATTORNEY GENERAL OPINIONS

REGARDING THE NEW MEXICO SCHOOL FOR THE ARTS

APPENDIX 4. PARTNERSHIP LETTERS

NEW MEXICO ART INSTITUTE, PARTNERSHIP LETTER
NATIONAL DANCE INSTITUTE OF NEW MEXICO, PARTNERSHIP LETTER

APPENDIX 5. BUDGET

SEG REVENUE ESTIMATE FOR 150 STUDENTS
SEG REVENUE ESTIMATE FOR 225 STUDENTS
SEG REVENUE ESTIMATE FOR 300 STUDENTS
FIVE YEAR BUDGET PLAN
ART INSTITUTE INCOME
RESIDENTIAL COST OVERVIEW

APPENDIX 6. PROPOSED POLICIES

PROPOSED PERSONNEL POLICIES

PROPOSED STUDENT DISCIPLINE POLICIES

APPENDIX 7. SAMPLE ADMISSIONS CRITERIA