

***NEW MEXICO VIRTUAL EDUCATION  
PARTNERS:  
KAPLAN ACADEMY OF NEW MEXICO  
  
CHARTER SCHOOL APPLICATION***

**Proposed For  
2010-11 School Year**

**Presented to:  
Dr. Don Duran  
Charter Schools Division  
New Mexico Public Education Department  
Albuquerque, New Mexico**

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## II. APPLICATION COVER SHEET/ABSTRACT

**School Information:**

Name of Proposed Charter School \_\_\_\_\_ Kaplan Academy of New Mexico \_\_\_\_\_

School Address (if known) \_\_\_\_\_

School Location (City/Town) \_\_\_\_\_

School District within which the school will be located \_\_\_\_\_

**Contact Information:**

Primary Contact Person \_\_\_\_\_

Address \_\_\_\_\_ c/o KVE Hollywood address? Or NMVEP? \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Tel (\_\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_\_) \_\_\_\_\_

Alternate Tel (\_\_\_\_\_) \_\_\_\_\_ E-mail \_\_\_\_\_

Secondary Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Tel (\_\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_\_) \_\_\_\_\_

Alternate Tel (\_\_\_\_\_) \_\_\_\_\_ E-mail \_\_\_\_\_

**Partner Organizations (if applicable):**

\_\_\_\_\_ Kaplan Virtual Education \_\_\_\_\_

**Enrollment Information:**

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

Grade span at full enrollment \_\_\_\_\_ Total number of students at full enrollment \_\_\_\_\_

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

School Year	Grade Levels	Total Projected Student Enrollment
First Year 2010-11		
Second Year 2011-12		
Third Year 2012-13		
Fourth Year 2013-14		
Fifth Year 2014-15		

## **Abstract of Proposed Charter School:**

Provide an abstract (summary) in narrative form that succinctly describes the proposed charter school. Include in the narrative, the school's proposed location, grade levels, enrollment, mission, and educational philosophy and approach. This abstract is to be limited to one page.

New Mexico Virtual Education Partners (NMVEP) is proposing a statewide public charter school to serve students in grades 6 through 12, expanding later to include grades 4 through 12. As a statewide school that provides online learning opportunities via the internet, the school will have an administrative office in Santa Fe but will not require a physical school location. NMVEP's primary partner in this endeavor is Kaplan Virtual Education, and we propose to name the school Kaplan Academy of New Mexico (KANM).

NMVEP was formed to bring the strengths of virtual education to the diverse New Mexico student population by creating one school that can meet multiple student needs and create one, connected learning community among students across the state with a focus on math, science and technology-based instruction.

Such a school will benefit students looking for more rigorous and advanced course work, particularly in the areas of math and science, through Honors and AP offerings; ELL and special education students who need individualized and targeted support; and students living in smaller districts where choice is limited with respect to differentiated courses and electives.

Most virtual schools aim for a flexible curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times. Although this is an innovative departure from conventional school scheduling, too often the primary goals remain conventional, being largely focused on achieving "mastery" of standardized content as measured by conventional test scores.

The NMVEP founders seek to go beyond this baseline virtual model in two important ways. First, we seek to develop a program and a teaching corps that is ever mindful of opportunities to use instruction to help students develop the reasoning, evaluating and discerning skills that they will find useful across all the varying functions and roles they will play in their homes, schools and communities. Second, we seek to impart not only knowledge, skills and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in the 21<sup>st</sup> century.

Perhaps the most unique feature of this program is that students will receive intensive academic instruction and support from state-certified educators, who use analyses of student performance data to create individual learning paths for each student, and targeted interventions for struggling learners. This is a radical departure from other virtual models which are essentially home schooling, independent study, and/or heavily rely on parents for academic coaching.

Presently, the benefits of flexible, data-driven virtual schooling are not widely available to New Mexico students. These benefits include instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than a traditional "brick and mortar" classroom.

The Kaplan Academy of New Mexico can bring these benefits to a wider student population. KANM's educational program is designed to promote higher levels of engagement; motivate students toward self-directed learning and individual success; ensure content mastery; and balance the advantages of traditional and virtual classroom approaches. The school's founders believe that if given the opportunity via a stimulating, engaging, teacher-led educational program, many students will demonstrate an interest and aptitude for self-directed virtual learning.

**III. STATEMENTS OF ASSURANCES**

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

STATE OF NEW MEXICO )  
 )  
COUNTY OF )

I, \_\_\_\_\_, after being duly sworn, state as follows:

- 1. My name is \_\_\_\_\_ and I reside in \_\_\_\_\_.
- 2. I am the authorized representative of the governing body, or applicant group, for KAPLAN ACADEMY OF NEW MEXICO (name of school) to be located at \_\_\_\_\_, I certify that, if awarded a charter:

- 1. The CHARTER SCHOOL’s admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
- 2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
- 3. The CHARTER SCHOOL’s admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
- 4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
- 5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
- 6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
- 7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
- 8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
- 9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
- 10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
- 11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
- 12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
- 13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI

*(Statements of Assurances page 2 of 3)*

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

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

*[Signatures required on next page]*

\_\_\_\_\_  
[Signature] \_\_\_\_\_ Date  
\_\_\_\_\_, representative of the applicant group, or governing body  
member, of the proposed Kaplan Academy of New Mexico Charter School.

Subscribed and sworn to before me, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

[Notary Seal:]

\_\_\_\_\_  
[signature of Notary]

\_\_\_\_\_  
[typed name of Notary]

NOTARY PUBLIC

My commission expires: \_\_\_\_\_, 20\_\_.

#### IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

- Provide a clear and compelling **Mission Statement** for the school that includes the following components:
  - Who the school seeks to serve;
  - What the school seeks to accomplish;
  - What methods the school will use.
- Provide a response to the following question: **How will the school know if it is achieving its mission** as stated above? The response must include school level or organizational goals that are measurable and directly support the Mission Statement. (*NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.*)
- Provide an **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. Include a demographic description of the student and community population within which the school will be located.

##### **Mission Statement**

The mission of Kaplan Academy of New Mexico (KANM) is to bring the strengths of virtual education to the diverse New Mexico student population by creating one school that can meet multiple student needs and create one, connected learning community among students across the state. We will build a networked community of learners who are prepared for the rigors of postsecondary education and the 21<sup>st</sup> century workforce.

##### **Students We Seek To Serve**

The Kaplan Academy of New Mexico (KANM) will serve learners with diverse backgrounds, interests and goals who seek an education alternative that stimulates and supports independent learning. By offering a flexible, standards-based online curriculum, combined with state-certified teachers and superior individualized support, KANM will create a learning environment that empowers students to rise to the challenge of independent, self-directed learning.

Such a school can offer targeted, individualized solutions across the remarkable range of educational needs and life circumstances seen in today's students:

- Students living in small or under-resourced districts, who may not have access to a rigorous college preparatory curriculum that includes honors and AP courses;
- English Language Learners (ELL) and special education students who need individualized and targeted support;

- Students who need to achieve high school graduation while also satisfying large time commitments demanded by parenting, working to generate family income, caring for a relative, or pursuing intensive training in the arts or athletics;
- Students with broad ability or curiosity across subjects, who can benefit from additional course offerings (academic and electives) that may not be available in their local school districts;
- High achievers, who can take advantage of the school's flexible pacing that enables them to accelerate through the program and graduate early;
- Others who, for a variety of reasons, do not function well within the traditional daily classroom environment, and need an alternative.

## **Means and Methods**

KANM will achieve its mission by delivering synchronous and asynchronous virtual instruction, using proven technology, curriculum and instructional models provided by Kaplan Virtual Education (KVE). As it does in its other partner charter schools, KVE will provide NMVEP with a complete virtual education solution that manages admissions and enrollment, and delivers high-quality courseware, instruction, academic support and intervention, data reporting, technical support, and teacher training.

The KVE program is designed to promote higher levels of engagement; ensure content mastery; motivate students toward self-directed learning and individual success; and balance the advantages of traditional and virtual classroom approaches.

In order to keep students engaged, focused and progressing, KVE has carefully designed its program so that students experience the right mix of independent computer time, instructor-led teaching and feedback, and coaching support. Students interact directly with content, teachers, academic support specialists, coaches, and fellow learners.

This online learning program is more freely scheduled, flexibly paced, individually targeted, and closely monitored than traditional “brick and mortar” programs. The web-based technology platform, and the protocols built around it, enable close tracking and monitoring of all online activity, and will generate alerts when students fall behind the expected pace of the course. This ability to see where students are and what they are doing sets the stage for independent learning, allowing us to offer students some flexibility in scheduling, task sequencing, and daily pacing. In this virtual program, students cannot “fall off the rails” unnoticed by faculty and parents.

Unlike independent study or home-school models that rely on parents for academic coaching, KANM will employ state-certified and professional educators to deliver all instruction and academic support.

## **Evaluating Mission Achievement**

The founders of KANM, and their partner KVE, are committed to tracking student outcomes, analyzing data, and recognizing the trends that tell us whether we are succeeding in our mission. Our metrics combine traditional, charter and virtual school performance indicators such as:

- Course completion rates
- Course on-pace rates
- Graduation rates

- Attrition rates
- Statewide testing performance (measured against state averages) and Adequate Yearly Progress (AYP)
- Percentage of remediated students who succeed in returning to academic status (performing at or near grade level standard)
- Number of students who sit for the College Board’s AP Examinations
- Mean GPAs for whole student body and subgroups
- SAT and ACT scores and trends by subtest/subject area
- Evaluations by stakeholders. These occur on an ongoing basis as we receive and respond to comments and concerns, and also through annual surveys that provide measurable feedback from students and parents. Their satisfaction levels with the program are an important gauge of mission success.

### **Statement of Need**

The virtual school by its design serves needs that the traditional school cannot. Wherever and whenever students can access the internet, they can enter the virtual classroom, where they will experience freer scheduling, flexible pacing, intensive monitoring, timely feedback, and targeted instruction driven by data collection and analysis. In a way that traditional schools cannot, virtual programs use the online system to collect student performance and activity data, which is then analyzed to spot performance trends and usage habits. This data, together with insights gained from teaching and coaching, helps reveal student strengths and weaknesses. This information in turn will inform responses and interventions. At present, the full benefits of data-driven instruction, and the opportunity for data-driven outcomes, are not widely available to New Mexico students and teachers. KANM’s founders would like to make these opportunities available, offering students across the state a new learning option to help prepare them for post-secondary success.

The virtual model also helps overcome the geographic inequalities that prevent many small or rural school districts from offering complete educational programs and options to their students, who often underachieve their peers in better-resourced urban districts. Finding enough highly qualified teachers to serve in rural locations is overcome by KANM’s ability to draw from teachers around the state, who can deliver instruction anywhere in the state. Where enrollments have been declining, KANM can attract students by offering an alternative to traditional schools, more individualized instruction, and more course variety. Where local revenue prevents districts from growing large enough to achieve economies of scale and spread costs, or forces consolidation, the virtual school eliminates the need for facilities, maintenance and transportation, and offers the same comprehensive core and elective curriculum throughout the state. Each of these challenges was identified in a recent study as a problem common to many rural schools and districts. The researchers concluded that “While there are calls for higher quality research and for more studies [citations omitted], there is evidence to support consideration of distance education as a way to address some of the common problems facing rural educators.” (Hannum, W.H., Irvin, M.J., Banks, J.B., & Farmer, T.W. (2009). Distance Education Use In Rural Schools. *Journal of Research in Rural Education*, 24(3). Retrieved 3/24/09 from <http://jrre.psu.edu/articles/24-3.pdf>)

Educational demographics for New Mexico, viewed against national statistics and predictive indicators, present a compelling picture of unmet needs and room for improvement in areas like college readiness and college participation:

### High School Graduation Rates and Post-Secondary Participation

- For the Class of 2006, New Mexico’s high school graduation rate was 56%; the national average was 69.2%

Source: Education Week, “Diplomas Count 2009,” retrieved at [http://www.edweek.org/media/ew/dc/2009/DC09\\_PressPackage\\_FINAL.pdf](http://www.edweek.org/media/ew/dc/2009/DC09_PressPackage_FINAL.pdf)

- As of 2007, college enrollment of 18-to-24 year olds in New Mexico stood at 30%, compared to 34% nationally. The median for the top five states is 44%.

Source: Measuring Up 2008: The State Report Card on Higher Education. National Center for Public Policy and Higher Education, 2008, retrieved at [http://measuringup2008.highereducation.org/print/state\\_reports/long/NM.pdf](http://measuringup2008.highereducation.org/print/state_reports/long/NM.pdf)

- 70% of the 30 fastest growing jobs will require an education beyond high school
- Both college and the 21st century workforce require comparable levels of academic readiness

Source: ACT: Crisis at the Core –Preparing All Students for College and Work (2004), retrieved at [http://www.act.org/research/policymakers/pdf/crisis\\_report.pdf](http://www.act.org/research/policymakers/pdf/crisis_report.pdf)

### Importance of Rigorous Math and Science Coursework

- Rigor of core courses is a strong determinant in preparing students for college and work
- Students who take and successfully pass Algebra I go on to take high level math courses and are more likely to succeed in college math
- Students who take advanced level science courses are the likeliest of all students to be college ready

Source: ACT: Crisis at the Core –Preparing All Students for College and Work (2004), retrieved at [http://www.act.org/research/policymakers/pdf/crisis\\_report.pdf](http://www.act.org/research/policymakers/pdf/crisis_report.pdf)

### ACT Score as Predictor of New Mexico Student Readiness for College-Level Coursework

Percent of 2008 graduates tested: 63%

Percent Meeting ACT College Readiness Benchmarks:

<b>ACT Content Area</b>	<b>Corresponding College Course</b>	<b>U.S. Ready</b>	<b>N.M. Ready</b>	<b>N.M. Not Ready</b>
English	English Composition	68%	61%	39%
Reading	Social Science	53%	48%	52%
Math	Algebra	43%	32%	68%
Science	Biology	28%	22%	78%
All 4 Benchmarks		22%	17%	83%

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher, in the corresponding college course.

Source: *ACT High School Profile Report – New Mexico* (2008), retrieved at [www.act.org/news/data/08/pdf/states/Newmexico.pdf](http://www.act.org/news/data/08/pdf/states/Newmexico.pdf)

While these data indicate a range of challenges to be met for moving the state closer to national averages, the state also exhibits several positive trends internally. The 2006 high school graduation rate was nearly two percentage points higher than the prior year. For several indicators of college performance and participation, New Mexico has trended upward, often significantly, over the decade ending in 2008 (Measuring Up 2008). The KANM founders believe that these are strengths it can build upon.

Based on all of the foregoing, the founders believe that students across New Mexico who lack access to a full slate of rigorous college preparatory curricula can benefit greatly from the presence of KANM.

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## V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

### A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Application, page v, to assist in the completion of this section.*) The following components of the curriculum framework must be addressed:

- Describe the educational philosophy and curricular approach of the proposed school.
- Describe why the particular educational philosophy and/or approach was selected.
- Provide documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- Explain why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- Describe how the educational philosophy and/or approach aligns with the school's mission and student needs.

#### 1. Philosophy and Approach to Instruction

##### 1.1 Philosophy and Approach

The KANM founders believe that educational success depends on positive student engagement—high levels of student interaction with content, teachers, and fellow learners. That interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded.

This learning climate is made possible by a curriculum that meets state standards yet is flexible enough to be targeted to individual learners – enabling the student, under the guidance of the educator, to spend more intensive time and effort in areas of need. This allows teachers to better address each student's unique learning and communication style, cultivate independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education and the job market in the 21<sup>st</sup> century.

KANM's educational model will cultivate learning habits that keep the mind open, curious, and alert. An “educated person in the 21<sup>st</sup> century” is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. Academic and workplace demands will require this ability to continually learn, adapt, and apply knowledge in novel ways. This dynamic of talent adapting to change is already seen in today's technology-rich work environments, where in order to keep pace, some have had to apply their skills to jobs and careers that did not exist when

those skills were first formed. Their success in meeting that challenge confirms our belief that curious and open-minded individuals reap the benefits of lifelong learning.

## **1.2 Rationale**

This philosophy, as well as NMVEP's vision for students and teachers, is shared by its proposed partner Kaplan Virtual Education (KVE). This vision goes beyond standard virtual school advantages such as flexible scheduling, and standard outcomes that all virtual providers promise to deliver, such as content mastery measured by conventional test scores. NMVEP and KVE seek to develop a program and a teaching corps that is ever mindful of opportunities to use instruction to help students develop the reasoning, evaluating and discerning skills that they will find useful across all the varying functions and roles they will play in their homes, schools and communities. We seek to impart not only knowledge, skills and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in the 21<sup>st</sup> century.

The KVE model was also chosen because it blends the unique advantages of traditional classroom and virtual approaches. It was designed to serve needs and offer options that the traditional school cannot, while still employing content, structure, teaching methods, learning events, and instructional support familiar to students from their classroom experiences. Designed to prepare students for postsecondary success, the curriculum is rigorous and challenging, but is also flexible, innovative, and updated for today's students. The program will deliver freer scheduling, flexible pacing, intensive monitoring, quick feedback, and targeted instruction driven by data collection and analysis. The high frequency and variety of assessments, together with iterative diagnostic evaluation, allows teachers to better see strengths and weaknesses and adjust the individual learning plan as needed. In effect, they recalibrate the instructional model until it matches the needs seen in the student's individual learning plan. This instructional approach, together with KANM's comprehensive, high-quality curriculum, will help prepare students for post-secondary success.

## **1.3 Supporting Research**

The KANM and KVE educational models represent the best of several worlds. KVE researchers and developers evaluate and implement the best practices from years of traditional school data (Daniels, 2005) and cognitive research on learning (Marzano, 1998), and utilize innovative and imaginative ideas to create online learning programs for digital learners (Cavanaugh, 2007). Too many of today's students attend cookie-cutter schools (Kelly, 2008) and are taught a one-size-fits-all curriculum by teachers who rarely know the interests and abilities of the diverse learners in their classrooms. The KANM model provides the necessary tools and curriculum for today's free agent learners (Evans, 2008) to thrive in a flexibly-paced, challenging program where individual differences are recognized, and curiosity and risk-taking are valued and encouraged.

KANM will not be restricted by traditional classroom practices. Students and parents participate in a partnership of accessible, expert teachers, coaches, and tutors and are provided with a wide variety of online educational resources. Technology excellence in delivery is the backbone of the program while instructional design utilizes Howard Gardner's theory of multiple intelligences (1993) to take individual differences into consideration when delivering lessons and assignments. Madeline Hunter's direct instruction model (1994) for lesson planning is also embraced. This results in personalized, self-paced, and user-focused lessons and assignments to ensure student success and engagement. All students take the Learning and Study Strategies Inventory (LASSI)

for learning online to create an individual profile of learning characteristics useful to teachers, students, and parents alike.

Curriculum is developed with the end result in mind (Wiggins, 2005). This provides the necessary skills for the 21<sup>st</sup> century workplace (2008) and also assures quality preparation for post secondary education. The content is accurate, well-planned and developed, organized, and presented with clarity. A spiraling sequence of learning and attention to core knowledge concepts (Hirsch, 1999) provides a firm foundation for those expected results. The bigger picture places emphasis on the integration of topics (Jacobs, 1989) across grade levels and within and across disciplines. All courses are carefully aligned with state standards and benchmarks, and frequent formative and summative assessments ensure that students are prepared for state assessments.

Differentiation is a focus within the content and across the disciplines. Attention is given to diverse learners through differentiated assignments (Tomlinson, 1999). Student attitudes about learning greatly influence success, so every effort is made to establish positive relationships and recognize individual differences to establish academic trust. Content delivery and assignments include all of the necessary tools for successful learners: games, simulations, creating web sites, blogs, wikis, podcasts, etc. We provide professional development and continuous training in online pedagogy for our experienced and exceptional faculty. We also provide them with tools to continuously evaluate their students so that they can monitor their progress, determine strengths and weaknesses, provide frequent feedback, and constantly update an individual learning plan. In addition, KVE's proprietary content has been built on 70 years of focus on test preparation and is assessment-result driven to provide our students with a quality experience that prepares them well for their digital future (Prensky, 2009).

## 2. Description of the Curriculum

- **If the curriculum has already been selected/developed:** Provide a detailed description of the curriculum that includes a scope and sequence.
- **If the curriculum has yet to be developed:** Provide a description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

### 2.1 Curriculum Overview

The KANM curriculum is comprehensive in breadth and sequencing, with core courses covering all the essential subject divisions within each of these academic areas: language arts, mathematics, history/social science, physical sciences, and life sciences. The school will also offer an array of electives reflecting a wide range of student interests, including communications and the professions (e.g., journalism, psychology); fine arts studies; liberal arts (including foreign language); computer technology; practical skills (health, personal finance); and career-oriented courses that focus on real-life experiences. KANM course listings are attached as **Appendix G**.

## 2.2 Course Structure

Structurally, each course is divided into modules, units, and lessons. Each module and unit contains an essential idea or “big picture” concept with accompanying performance expectations and a teacher-graded assignment. Modules pose an essential question to the student that connects the content to larger conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student at the beginning of the module and unit.

## 2.3 Course Versions

The NMVEP founders understand that our students will exhibit a range of ability and attainment levels, and the curriculum must be relevant and accessible to each of them, wherever they happen to land on that spectrum. Within each core academic subject area, KVE has course versions designed to meet these differing needs:

Advanced Placement: College-level courses approved by the College Board that high school students take to gain advanced standing and/or credit toward college level courses, based on their achievement in the AP exam given each May.

Honors: Courses that challenge the student to go beyond the regular curriculum and performance expectations for the course at the grade level. Within each module, Honors students encounter special assignments that require in-depth analysis, challenging them to take learning in new directions and apply knowledge in new contexts.

Academic: Courses designed for students who are on track and able to meet standard expectations for the course at the grade level. These courses engage students’ prior knowledge and build background for the concepts being taught. Students are then challenged to make deeper connections, with an expectation that they will advance from literal to interpretive understandings.

Foundations: These courses are designed for students who struggle with basic concepts, have gaps in key skills, and struggle with higher levels of understanding. All KVE courses deliver the same core content, but Foundations courses are adapted for building foundational knowledge and skills, for example to help students with writing deficiencies, or who struggle with more complex assignments. Teachers engage more directly with students in delivering instructional support for concept development, content understanding, staying on pace, and completing work successfully.

Remedial: Courses to address pre-requisite, elemental skills in reading comprehension, language arts, and mathematics. Designed for students who are tested and diagnosed to lack these skills, or have already failed a course or grade and have otherwise been determined to be at serious risk for failure. Remedial courses aim to develop the comprehension, language arts (grammar, usage, mechanics, writing), and mathematics skills necessary to function in grade-level courses.

The ability to deliver all these course types via the web will make them available to any New Mexico student with an internet connection, no matter how remote the student.

## 2.4 Scope and Sequence Overview

The following is a course overview for the main disciplines for Middle and High School grades:

### *Science*

#### **Middle School**

**6<sup>th</sup> – Science 1** – Introduction to Science, Energy, Force, Weather, Climate, Earth’s Systems, and the Living World. This class includes activities and online labs. There is an advanced version of the course.

**7<sup>th</sup> – Science 2** - The foundations of science; energy; the earth and its features; the earth’s internal and external structures and how they change; the Earth’s history; living things and how they change and interact; genetics and heredity; and the organization of the living world. This class includes activities and online labs. There is an advanced version of this course.

**8<sup>th</sup> – Science 3** - **Topics covered in this course include: The Nature of Science, Earth and Space Science, Properties of Matter, Changes in Matter, Matter and Energy, and Energy flow in the living world. This class includes activities and online labs. There is an advanced version of the course.**

#### **High School**

**Biology** - The nature of life is revealed through a study of matter, energy, chemical processes, genetics, DNA, and cells. Students will learn the scientific method and examine the traits and classifications of organisms from viruses and bacteria to plants and animals. Laboratory investigations enhance the understanding of living things. There is also an Honors Biology course.

**Chemistry** – Topics include properties of atoms, elements and molecules. The purpose of this course is to reveal the basic ways in which chemistry works, and how scientists are using chemistry to make our lives better. The course includes laboratory investigations. There is also a Chemistry Honors course.

**Earth Space Science** - The focus includes the nature of science from a scientist’s perspective; the atmosphere, winds, fronts, and weather; the earth’s water, including waves and what is in the water and the land, including volcanoes, earthquakes, rocks, and minerals; the earth’s past, including fossils, the ice age, and glaciers; the study of the universe including the solar system, stars, and the way each functions. There is also an Honors Earth Space Science course.

**Marine Science** - Designed for students who have completed at least two years of science—one year of biology and one year of physical science – it is a blend of ecology, chemistry, geology, technology, zoology, meteorology, botany, oceanography, and marine biology. This covers the classification, anatomy, and physiology of organisms in the marine

environment, as well as the ecological function of these organisms as members of complex biological communities, the origin of the oceans and the geological aspects of the marine environment and the ecology of various sea zones.

**Physical Science** – This course introduces students to the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities. This course includes laboratory investigations that incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures.

**Physics** – Includes a focus on the contributions of geniuses like Galileo, Newton and Einstein, concepts, theories and laws that govern the interaction of matter, energy and forces - using laboratory activities, videos, software, and Web sites, students follow in the footsteps of some of the world’s greatest thinkers. There is also an Honors Physics course.

**Environmental Science** - In this course, students learn to explore the ecological interactions between living things and the environment, global realms – atmosphere, hydrosphere, lithosphere, and biosphere, the nature of ecosystems, energy flow and interrelationships of biology, geology, and chemical cycles; population studies; organization and dynamics of ecological communities; and environmental pollution.

## ***Math***

### **Middle School**

**6<sup>th</sup> Mathematics 1** – This course focuses on numbers, fractions, percentages, and data analysis and geometry and solving problems with algebra. There is an advanced version of this course.

**7<sup>th</sup> Mathematics 2** – Students learn math concepts and how they apply to the real world, estimate and measure quantities, graphs and algebraic equations, use statistics to make predictions, review and use area, perimeter and circumference. There is an advanced version of this course.

**8<sup>th</sup> Mathematics 3** – Use systems of equations and central tendencies and use the Pythagorean Theorem to solve real world problems. There is an advanced version of this course.

**Middle School Mathematics Readiness** – Levels 1-2 – Intervention program for place value, whole number operations, fractions, and decimals. Levels 2-3 – Intervention program for fractions, decimals, proportions, and rational numbers. Levels 3-4 – Intervention program for proportions, rational numbers, and pre-algebra.

### **High School**

**Consumer Math** – Includes - spending and paying, exploring money in depth and detail, getting into debt (and getting out of it) and a healthy financial future.

**Pre-Algebra** - Real numbers and linear equations, linear inequalities, factoring, fractions, graphing and some elements of geometry are stressed.

**Algebra 1 A** – This course explores the basic concepts of algebra. Each module takes you step-by-step into the world of integers, equations, graphs and data analysis, the course connects algebra to the real world.

**Algebra 1 B** – This course embraces the foundational topics of Algebra I curriculum from a problem-solving approach. Activities involve the use of calculators or computers, physical and pictorial models, drawing aids, and other equipment, and to understand the applications of mathematics to practical problems as well as being able to interpret quantitative information.

**Algebra 1** – Solving equations, relations and functions, linear equations, slopes and intercepts, polynomials, Pythagorean Theorem, factoring trinomials, analyzing graphs of quadratic equations, rational expressions, and graphing inequalities on a number line, and more. There is an Honors Algebra 1 course.

**Algebra 2** - Starting with a review of basic algebra, then polynomials, quadratic equations, exponential and logarithmic relations, and probability and statistics. This is an advanced course using hands-on activities, applications, group interactions, and the latest technology. There is an Honors Algebra 2 course.

**Geometry** – Topics include - Segments & the Coordinate Plane, Lines & Angle Pairs, Parallel Lines, Slope, Linear Equations, Intro to Geometer's Sketchpad, Classifying Triangles, Applying Pythagorean Theorem, Ratio, Surface Area of Prisms and Pyramid, Circumference and Area of Circles, Surface Area and Volume of Cylinders and Cones, Reflections, Translations, Rotations, Dilations, Matrices. There is an Honors Geometry course.

**Trigonometry** – Introduction, Functions and Relations, Domain and Range, Composition of Functions, Adding/Subtracting/Multiplying/Dividing, Functions, Graphing Functions, Ratios, Angles and Angle Measures, Right Triangles, Six Trigonometric Ratios, Special Right Triangles, Unit Circle, Graphing Trigonometric Functions, Graphs of the Six Trigonometric Functions, Graphs of Inverse Trigonometric Relations, Sinusoidal Functions and Their Real World, Trigonometric Laws and Identities, Law of Sines, Law of Cosines, Trigonometric Identities, Linear and Angular Velocity, Area and Length.

**Pre-Calculus** – Some of the topics include Functions, Domain and range, Rigid and non-rigid transformations, Composition and arithmetic of functions, Function inverses, Solve and graph quadratic functions, Characteristics of a polynomial function, Rational Root Theorem, Fundamental Theorem of Algebra, and Descartes Rule, Analyze and graph a rational, exponential, logarithmic functions, Properties of logarithms, Analyze and graph sine, cosine and tangent functions.

**Calculus** – This course introduces limits, differentiation, and integration of functions, students will find and evaluate finite and infinite limits graphically, numerically, and analytically. They will find derivatives using a variety of methods including The Chain Rule and Implicit Differentiation. They will use the First Derivative Test and The Second Derivative Test to analyze and sketch functions. Subsequently, students will find antiderivatives using a variety of methods including substitution. They will evaluate integrals using a variety of methods including numerical integration. They will understand and apply Riemann sums, definite integrals, and The Fundamental Theorem of Calculus. They will solve simple differential equations that can be solved by separation of variables and use them to solve applied problems. They will use integration to determine the area between two curves, volume, and surface area. Finally, students will apply integration to determine work, center of mass, and fluid force.

**High School Math Readiness** – Level 1-2 – Intervention in place value and whole number operations, and fractions and decimals, Level 2-3 Intervention in fractions and decimals, and proportions and rational numbers, Level 3-4 – Intervention for proportions and rational numbers and pre-algebra.

## *Social Studies*

### **Middle School**

**6<sup>th</sup> – Social Studies 1** – World Geography examines peoples, places, terrain and environment, to teach central concepts of geography and demographic studies.

**7<sup>th</sup> – Social Studies 2** - World Cultures from ancient Mesopotamia to China, through Ancient Greece and Rome and across the Continents are the subject of a globetrotting tour through time and place. Students learn the terminology of history, anthropology and cultural studies to help them situate peoples and events.

**8<sup>th</sup> – Social Studies 3** – United States History is explored as students piece together the threads of the American Dream and examine issues of government, war and peace, and rights of American citizens.

### **High School**

**American History**– This course introduces students to the scope and breadth of people and events in American History. Students will follow the timeline from colonization to Independence, from young, unsettled nation to industrialized power, and examine some central issues in American democracy such as civil rights and responsibilities. There is also an Honors American History course which encourages students to extend central concepts through writing and presentation.

**World History**- Students discover the march of civilizations from prehistory through the vibrant multi cultures of the modern world. World History students learn about migration, population, and the transfer of culture, language and belief through trade and travel. There is also an Honors World History course.

**Geography** - In this course, students explore the geography of the globe and consider the interaction between wildlife and humans and the geographical space we inhabit. An honors version of the course is available.

**Economics** - In this course, students learn essential concepts of macro- and micro-economics through a real world approach to money, investment, and value as well as the theory and practice of capitalism. Honors students are challenged to consider global economic forces and trends.

## *English*

### **Middle School**

**6<sup>th</sup> - Language Arts** – Exploration is the focus as students enjoy exciting stories, folktales and heroic adventures from the past and present. Vocabulary in context, grammar and punctuation are tools students practice as they learn to write about their findings in the world of literature and journalism.

**7<sup>th</sup> – Language Arts** – The foundations of science; energy; the earth and its features; the earth’s internal and external structures and how they change; the Earth’s history; living things and how they change and interact; genetics and heredity; and the organization of the living world. This class includes activities and online labs. There is an advanced version of this course.

**8<sup>th</sup> – Language Arts** – Students read a range of books, poems and songs to gather the stories of diverse people discovering the world, and themselves in the world. Writing challenges are designed to require students to define and describe their own place in a changing world, through poetry, prose and essay writing

### **High School**

**English 1** – Students are challenged to investigate the connections between literature, culture, and their own life experiences. Reading selections include novels, short stories, and poetry representing a broad cross-section of American subcultures and literary traditions. Through frequent writing assignments and lessons requiring a variety of expository writing, students are introduced to the writing process and the basic principles of academic research. Students in Honors sections of the course choose from among a broader selection of literary works and extend their interaction with literature through written inquiry.

**English 2** – In this course, students are introduced to literary traditions from all corners of the globe.. Readings include novels, short stories, epic poetry, drama, and mythology spanning human history. As students explore various time periods and cultures through literature, they also build proficiency in writing, literary analysis, and critical thinking. Honors sections challenge advanced students to see world literature in context.

**English 3-** Students in their third year of English consider the best of American literature, essay writing, and reportage through a journalistic prism. Writers are encouraged to practice expository forms and investigate the use of evidence in persuasion and argumentation. Students in Honors sections of the course choose from among a broader selection of American literary works and extend their interaction with fictional and non-fictional forms.

**English 4-** Readers and writers in English 4 will engage a variety of literary genres including dystopian and utopian fiction as a springboard for the development of analytical and research works which include MLA citation. Academic Students in senior level English prepare a research project exploring college and careers, while Honors students investigate poetry in all its forms.

**Grammar and Composition** – This course is designed for students who require extra help in mastering fundamental principles of grammar and usage, as well as additional practice with oral and written communications skills. The course emphasizes diagnosis of student writing needs and targeting individualized needs for improvement.

**High School Reading Readiness (Levels 1-2 and 2-3)** - High School Reading Readiness is an intervention program that individualizes learning for each student. The program develops skills in seven essential areas: phonemic awareness, phonics, decoding, word identification, fluency, vocabulary, and comprehension. Based on the student's performance on an initial diagnostic, the student is placed at the appropriate level and works through the program gaining competency in foundational skills fundamental to successful comprehension of high-school level texts.

### **3. Alignment with New Mexico Standards**

- The curriculum selected/developed must align to the New Mexico Content Standards, Benchmarks and Performance Standards. Provide a copy of the alignment document if it was completed, OR, if the alignment has not been completed, describe the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

KVE will be providing the curriculum for KANM. For each course, KVE retains a database of course objectives that is detailed to each lesson. The alignment process begins by matching this to a database of New Mexico standards for that course. The New Mexico database is developed and maintained by an industry-leading provider of curriculum services, that assures fidelity to New Mexico's unique terminology, numbering, and hierarchy. The results are then reviewed and validated by KVE's curriculum specialists and subject matter experts. This review process reveals any gaps in content and provides the documentation needed to remedy them. Where alignment is insufficient, we add content or courses as necessary to our revision list. KVE courses are currently undergoing regularly scheduled revisions and updates, and alignments will be available in early fall 2009.

#### **4. Strategies and Methods:**

- Provide a description of the strategies and methods to be used in delivering the curriculum.
- Provide an explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards. (*NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations*)
- Provide a descriptive example of the curricular strategies and methods in action in the classroom.
- Provide a description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

##### **4.1 Online Teaching: Synchronous and Asynchronous Instruction**

KVE teachers provide instruction and maintain communication both synchronously and asynchronously. Asynchronous communication and instruction includes such things as email conversations between student and teacher, assignment corrections and feedback, animated labs and demonstrations, and discussion thread postings. Working asynchronously allows students to succeed even if they can't come up with an answer instantly, or understand a lesson or demonstration immediately. Asynchronous instruction and communication allows students to take time in crafting responses. It also facilitates reflection and thoughtfulness, and encourages otherwise shy or recalcitrant students to "speak up" and participate in the life of the classroom.

For all the benefits of working asynchronously, live communication is still a vital part of online learning. Teachers make extensive use of the telephone and instant messaging to maintain contact with students and to provide instruction, encouragement, and assistance as needed. In addition, teachers make regular use of the whiteboard, an interactive tool for holding live class sessions over the Internet. This online platform allows teachers to run PowerPoint or video, and enter and manipulate text, either copied from the curriculum lesson or written out in real-time by the teacher. Students can speak, type into a chat box, raise icon hands to ask questions, and take turns entering or manipulating text on the whiteboard, with access controlled by the teacher. The whiteboard is a great resource for bringing students together for unit previews or reviews, discussions or debates, labs or demonstrations, or classroom presentations. Use of the whiteboard is further described in subsection 4.6 (page 28).

##### **4.2 Embedded Instructional Strategies**

In online learning, the content conveyed to students can be mediated by a teacher (teacher-student interaction), or by the instruction designed into the courseware (student-courseware interaction). The web-based courseware transmits lesson content, but unlike print materials used in classrooms, it actively presents that content and more. The online course delivers most content in multiple presentation formats, including audio and visual. As it "speaks to" the student, "shows" the student, and "directs" the student to learning resources within the course and on the web, the course performs a teaching function as well as a content function. The course platform is also the base from which students access learning aids such as practice quizzes; resources such as

reference materials and other library/research sources; and assessments. All of these elements have been placed and/or timed into the course in a deliberate fashion by instructional designers. Their understanding of pedagogy is embedded in the course as it performs instructional presentation and delivers topical content. Delivering instruction and content seamlessly and effectively requires course design informed by solid pedagogy, because the courseware itself embodies instructional strategies and methods that should help students to master content, develop skills, and meet challenging standards.

KANM will partner with KVE to deliver this curriculum. KVE's pedagogy derives from research-based instructional strategies and learning models. Some of these are well known from traditional instructional design, and others were developed specifically for E-learning. Researchers from both realms have found multimedia and interactive learning activities to be critical elements that must be employed strategically. Within KVE courses, learning activities use rich interactive and multimedia elements to capture students' attention, keep them engaged in the lesson, and help them grasp difficult concepts and processes. Each of these activities has an associated teaching goal; i.e., a strategic purpose for enhancing student understanding or stimulating thought and further inquiry:

- Springboard activities to engage students with essential background concepts.
- "Show me" activities that demonstrate concepts and provide practice opportunities with embedded feedback.
- Links to educational resources on the web. These resources can enhance or extend content, build knowledge, and bridge understanding across disciplines.
- Enrichment activities to encourage further learning and deeper understanding.
- Videos and simulations: students can see a complex process as it unfolds, with each interaction moving seamlessly into the next, with text explanations and captions/labels, and audio support. This greatly aids students in learning the complex processes often encountered in the sciences (having multiple stages, layers of information, or possible outcomes). These processes can be difficult to learn when portrayed through narrative and graphics alone.
- Interactive simulations where students enter data or use the mouse to manipulate parameters of a problem (such as variables in an algebraic function) and immediately see the resulting effects in multiple presentation modes (algebraic, tabular, and graphical).

KVE's expert curriculum team determines what content material and skill-building is best apprehended by students through text (narrative and captions) aural media (recorded speech) or visual media (graphics, film, or animation), and which particular medium or combination of media best presents the material. Designers also consult a set of principles and best practices that help determine when to combine media elements, optimal combinations, and effective presentation/layout.

### 4.3 Instructional Staffing Model

KANM employs a layered instructional approach to support students within and across their courses. Each student receives individualized support from Department Chairpersons, Instructors, and an assigned Academic Coach.

**Department Chairpersons** manage the subject-area department, and are the leaders tasked with developing goals for quality instruction within their department. Because the Chairperson also carries a teaching load, she is never far from the concerns and outcomes that students exhibit as they respond to their learning program. The insights gained from teaching can inform her managerial decisions in the instructional realm.

**Instructors** work full time with students, answering their questions, explaining concepts and techniques as necessary, adjusting lessons and assignments as needed, and monitoring student pace.

**Academic Coaches** encourage student achievement through mentoring and support, for example by helping students plan for their academic future and success, navigate the online system, understand school policies and procedures, and plan their class schedules and course sequencing.

### 4.4 Web-based Technology Platforms and User Support

Delivering this curriculum and instruction via the web requires technology systems that facilitate student learning and interaction. KVE will provide KANM with a Learning Management System (LMS) to power the learning program, and a Student Information System (SIS). The SIS is a graphics-driven relational database that tracks student activity and performance, and records, stores, manipulates, and reports critical student data. Students who lack access to a computer with a high speed Internet connection will receive the needed equipment (laptop) and a stipend to help cover the cost of their ISP service.

#### 4.4.1 Learning Management System (LMS)

The virtual school's technology centerpiece is the Learning Management System (LMS), a fully hosted learning platform that delivers courses and assessments, with a dedicated web portal where students log in securely to access the program.

The LMS delivers content in a sequential lesson-unit-module format that mimics the way content is presented in a classroom setting. The interface is easy to navigate, delivering content within a frameset that never removes the user from the course outline, tools, and help links. Instructors and students find this to be a familiar, user-friendly environment for teaching and learning. Advanced features include exam statistics tools for teachers, and a gradebook that is fully integrated with all the other LMS course delivery functions. From the gradebook, faculty can grade, archive and export any thread post, assignment or exam in the course, and students can quickly access all instructor feedback.

The system records attendance and will automatically log off a student who is idle. Participation is also closely tracked, revealing where each student is spending time online. The system records time spent in each course content area and time spent using each courseware tool and feature.

All online accounts are protected from unauthorized access. Every student, parent and faculty member is given a secure password to access his or her account. In order to receive their login ID and password from the Help Desk, users must verify their identity by providing the “security word” that they used to create their account.

The LMS platform offered by KVE is built on true Application Service Provider (ASP) architecture that operates a single instance of the application across clients (as opposed to hosting services that create separate instances of the application for each client institution or host a few institutions per instance). As a fully hosted solution, only one version of the platform is on the market, which means users are not affected by patches to the system, costs and delays in new version releases, or unspecified downtime due to release implementations. By providing superior reliability, scalability, and security, this system frees the school leadership to focus on the educational mission.

#### **4.4.2 Student Information System (SIS)**

KVE also provides a web-based SIS developed specifically for virtual schools. This highly scalable system handles all our student data, from the smallest program to the largest statewide schools.

When students apply to KANM through the online application portal, this data goes directly into the SIS for enrollment processing. Using this data, plus transcript and diagnostic data entered by the school registrar, the SIS manages the course registration process as well.

The SIS also receives student grades and other performance data from the LMS in a protocol that updates every night. From this data, a number of different reports can be generated, including student pace. The system will calculate and report the student’s actual pace against the scheduled pace of the course, with no data entry required. For a student who falls behind pace, it can calculate a pace recovery timeline for on-time completion. The pace report is a standard feature that any user can generate – students and parents as well as teachers and administrators.

#### **4.4.3 Equipment Provision**

KANM is determined that every student who wishes to participate will have access to a technology rich virtual education experience, regardless of family income or financial status. For students who lack such access, KANM will provide the laptop computer and peripherals needed to participate in the program, plus a stipend for broadband Internet service. As it does in other charter schools it services, KVE will manage the shipping, insurance and return of this equipment. Students who receive this equipment will retain possession of it during all consecutive years they attend KANM.

#### **4.4.4 Technical Support**

Technical support is provided to all users 24/7/365, and can be accessed via phone, instant message, chat and e-mail. The Help Desk staff is knowledgeable in all of the delivery components (classroom management system, portal system, hosted environment, and administrative tools), and is also qualified in the technologies used to work within the course curriculum (including desktop office applications, internet browsers, security

programs, firewalls, ISPs, cable connections, DSL high-speed networks, streaming media operating systems, assistive technologies, and other third-party software).

#### **4.5 Student Orientation Support**

In the KANM virtual program, every new student is greeted and introduced to the program by his assigned Academic Coach. The same coach will deliver the program orientation, and will remain with that student throughout his participation in the program, up to graduation. The coach thus grows the mentor relationship by being the singular point of contact that the student comes to know and rely upon.

During orientation, the coach shows the student and parent how to use the Learning Management System (LMS) through which the student will access course work. The demonstration is interactive; the student is asked to perform specific tasks such as opening up the grade book, accessing an assignment in the curriculum and submitting an assignment for grading. The coach will also ascertain that student's comfort level with applications such as word processor and spreadsheet. The coach can give the student tips and pointers on using the system and applications, and can also direct the student to tutorials, navigation aids, other online help tools, and the LMS Help Desk that is available via e-mail and telephone 24 hours, 7 days a week, every day of the year.

#### **4.6 The Learning Experience**

Once oriented and ready to begin, students log in through the online portal to access their coursework. This routes them to the classroom within the Learning Management System – the platform from which they interact with course content, link to learning resources, pick up and drop off assignments, take assessments, and use interactive tools to converse with teacher, coach, or fellow student.

Each course has the same outline structure – a sequential lesson-unit-module format that mimics the way content is presented in a traditional classroom. Visually, students see a frameset. They proceed through lesson content within the inner frame; this is where they also see content-related links to learning resources on the web. The outer frame, which never changes, displays the interactive course outline, and navigation links to courseware tools (like the assignment dropbox), tutoring help request, and technical support. Because content presentation is familiar, and the frameset never removes them from vital navigation links and tools, students and instructors find this to be a familiar, user-friendly environment for learning and teaching.

Students will also encounter familiar methods and learning events delivered by both the courseware and teachers; for example, review sessions for reinforcement, practice quizzes, multiple-choice and short-answer formats, writing assignments, and collaborative projects.

Instruction is designed around a variety of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; worksheets; practice assignments; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces. Working in these different modes also creates varied interactions with content, teachers, fellow learners, and the world outside the classroom. Students receive instant grading on computer-scored assessments, frequent feedback

from teachers, and quick turnaround on teacher-graded assignments. (Contact and response protocols are described in the next section.)

Students interact directly with teachers and coaches through telephone, e-mail, chat, asynchronous class postings, and synchronous whiteboard sessions. The whiteboard is an interactive graphical chat tool that creates a live classroom for all participants to exchange speech, text and graphics. For example, participants can place or draw objects on the whiteboard; share a software application resident on one's computer; send and receive graphed or plotted equations; participate in synchronous chat (like text messaging); broadcast live audio; and work through complex mathematical, accounting, or chemistry problems one step at a time. Teachers use these sessions for both group and individual teaching and assistance; students can also use the whiteboard to collaborate on projects.

At the lesson level, every course includes mandatory assignments that cannot be accessed until the student contacts the teacher. These "contact assignments" can include oral quizzes, presentations, and topic discussions. This is one way we ensure that students stay engaged in their learning, and teachers stay informed of the student's readiness to tackle assignments.

In addition to the instruction and support they receive from their assigned teachers and coaches, students can receive help from the tutoring center, which is staffed by experienced K-12 subject matter experts. Tutors use the interactive whiteboard to work live with students.

In each course, students use a pace chart that shows completion dates for each assigned lesson, unit, and course module. This enables them to see their actual and expected rate of progress through the course. They can graphically see when they are at any time behind pace or ahead of pace.

On a typical day, a student will engage in some, many, or all of the following:

- Reading and responding to lesson material online (for example, taking practice quizzes and lesson tests; posting questions, observations or responses to the class discussion board)
- Viewing multimedia lesson support material, within and outside of the curriculum
- Participating in online experiments or demonstrations
- Engaging in research online, outside of the curriculum
- Reading text material (textbooks, novels, etc) offline
- Engaging in live, synchronous projects or presentations with peers and teachers

Student contact with educational staff may involve any of the following:

- Use of online tutoring service (requested from a link within the platform)
- One-on-one communication as needed with state certified teacher via email or instant message
- Discussions with teacher during weekly office hours, either by telephone or within the live, interactive whiteboard space
- Discussions with academic coach (via email, telephone, or instant message) on strategies for student success

Additionally, students have retroactive access to instructor feedback received during the semester. Every teacher comment is logged and archived in the electronic gradebook, where students can retrieve it at any time during the course. Synchronous whiteboard events are also recorded and archived, so if a student misses a group session (or wants to revisit an individual session) he can retrieve it and play it back. This ability to turn synchronous events into asynchronous learning resources helps level the playing field for students who need extra review and reinforcement.

#### **4.7 Teacher Communication and Involvement**

KANM uses both structure and protocols to ensure teachers are in contact with students and parents. As they would in a classroom setting, teachers will have assigned class sections, and are directly responsible for student instruction and learning. Faculty keep regular office hours, but are also available to parents and students beyond normal business hours, and are required to conduct frequent outreach to parents. This flexibility accommodates the varied scheduling needs of students and busy working parents. Expectations for faculty to be accessible and responsive are conveyed through written policies, system protocols, and the teacher training regimen. To ensure ongoing, quality interaction between students, parents, and the academic team, all communications are logged into the system, and these data are reviewed by academic managers at least once weekly.

Opportunities for one-on-one contact include individual student/teacher phone calls, teacher/parent phone conferences, academic team phone conferences (these include parents and student); and individual student/teacher whiteboard sessions.

In addition to mandatory contact assignments, students are required to initiate one direct communication with each of their online instructors on a weekly basis. (Direct communication includes phone, email, or instant message.)

Beyond frequent lesson contact and weekly required contact, teachers are required to additionally contact each student at least twice monthly, via phone call or instant message, for academic review and assistance purposes. For a student taking six classes, this translates to twelve such sessions per month. Instructors are also expected to initiate contact if there are signs of a student falling behind pace, as indicated by alerts generated by the online student tracking system.

Instructors are required to return e-mail and phone calls within 24 hours; deliver grades for tests and assignments within 48 hours of submission; and take full advantage of the communication tools and protocols described above. The Department Chairperson coordinates the student's academic team to ensure that these communication protocols are being followed and that student needs are being identified and addressed.

#### **4.8 Parent Communication and Involvement**

The KANM academic model will not rely on parents for instruction, but will set expectations for parents to play a supportive role in their child's education and to assure student attendance and pace. However, parents receive extra help in this regard from the tracking ability of the virtual platform: should a student fall behind, the system will trigger notice to parents via both automated communications and human interventions. Parents receive various email notifications regarding their child's pace and progress, and all parents/guardians will be

contacted at least monthly by each subject-area teacher. Parents receive their own secure log-in to the system that enables them to monitor student activity, view their grades and progress, and print reports. System information is updated daily, so parents always have an up-to-date view of student pace and progress.

The school will use commitment agreements which all parents and students will be asked to sign when a student is enrolled. The agreement sets forth expectations for daily student attendance and parents' responsibility for monitoring attendance and ensuring participation in statewide testing events. Parents are expected to participate in teacher conferences and take appropriate action if student pace and progress become an issue.

KANM will deploy two additional strategies to encourage parents to stay involved and provide the supervision necessary to ensure student participation and progress. First, the model requires faculty to conduct frequent outreach to parents, and gives parents easy access to faculty during and beyond normal business hours. Second, parents become stakeholders as we involve them in the ongoing evaluation and accountability of the program. KANM will survey parents at least once a year to determine their satisfaction levels with the program. Parents will be asked to evaluate open communications; curriculum; instructional design and delivery methods; achievement of performance objectives; and other metrics that factor into the school's operation and accountability. KVE will lend expertise to this process through its Office of Institutional Effectiveness, which employs education research analysts who design survey instruments and interpret responses.

These iterative reporting and response mechanisms – combined with the availability of faculty to parents during and beyond normal business hours – is designed to keep parents apprised, informed and involved. Parents feel included and are confident they will be listened to. They know they are the school's most important consultants and can influence decisions affecting their child, for example to change or add courses. The KANM founders believe that parents who feel consulted and empowered in this way are more likely to act and persevere as supervisors in their child's virtual education program.

#### **4.9 Professional Development Plan**

KANM has a comprehensive training and professional development program. The charter school will have a dedicated faculty web portal with access to KVE training modules; links to research articles, teaching tools, and other academic resources; and a chat room.

Teachers and staff must complete initial onboard training prior to teaching a KANM course. This training, coupled with continuous professional development and mentoring, ensures that KANM teachers maintain current licensure and are proficient in delivering quality instruction. Professional development is designed to meet the *National Standards for Quality Online Teaching* adopted by the North American Council for Online Learning (NACOL):

1. The teacher meets the professional teaching standards established by a state licensing agency or the teacher has the academic credentials in the field in which he or she is teaching.
2. The teacher has the prerequisite technology skills to teach online.
3. The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

4. The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.
5. The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.
6. The teacher has experienced online learning from the perspective of a student.
7. The teacher understands and is responsive to students with special needs in the online classroom.
8. The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.
9. The teacher develops and delivers assessments, projects, and assignments that meet standards based learning goals and assesses learning progress by measuring student achievement of learning goals.
10. The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.
11. The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self and pre-assessments.
12. The teacher collaborates with colleagues.

Each of these standards has an underlying set of competencies that are assessed for demonstrating whether the standard is met. These can be seen at <http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf>

#### 4.10 Conclusion

KANM's founders believe that in offering this educational program, governed by NMVEP and using KVE's curriculum, instructional model, technology, and support services, the charter school can provide an optimal learning environment for:

- **Promoting higher levels of engagement** through a highly individualized and supportive academic coaching model, and courses designed to capture and maintain student focus (for example by limiting text-per-page and incorporating graphics, embedded video, glossaries, and hyperlinks).
- **Motivating students** via real-time data and self-pacing guides; quick turnaround on graded assignments; and multiple avenues for interaction between learner/teacher, learner/content, learner/learner, and teacher/parent.
- **Balancing the unique advantages of traditional and virtual classroom approaches.** As in a traditional classroom, the courses and assignments promote writing and problem solving, and preparation for the SAT writing test is required within the English sequence (which also includes offline reading of printed literature). Presentation of content also mimics tradition in that the virtual courses proceed in lessons, units and modules, much as

they do in a physical classroom. However, virtual schooling replaces the traditional textbook-driven curriculum with a web-based “living text.” Courses feature dynamic multimedia and interactive content. Course content can be updated (to include new knowledge or meet changed standards) more frequently than can a published text. The web-based curriculum undergoes continuous evaluation to optimize its educational value.

- **Using data-driven protocols to ensure that students stay on pace, demonstrate progress, and ultimately achieve mastery of content.** This is enabled by the data tracking and reporting functions of the learning interface. The Learning Management System (LMS) collects student data and sends it to the Student Information System (SIS) in a protocol that is updated daily; thus the two systems work closely together to track progress and pace. If data indicate a student is falling behind, the system will trigger auto-generated alerts to faculty and notices and phone calls to parents. The faculty has the performance data needed to know when to step in with timely inquiries and appropriate interventions (such as a parent conference, or a lesson adjustment to better accommodate the student’s learning style).

## **B. EDUCATIONAL PROGRAM**

### **1. Length of School Day and School Year:**

- State the proposed length of the school day, including the number of instructional hours;
- State the proposed length of the school year, including number of days and total number of instructional hours.
- Describe how the proposed length of the school day and school year support the Educational Plan.

The virtual program to be provided by KANM contemplates approximately 6.5 instructional hours per day on average (at every grade level). On a daily basis this may vary because instruction is paced flexibly to accommodate differences in individual student needs; and because the online program is available 24/7.

KANM will have a 180-day school year tentatively scheduled to begin in August and end in June.

By having no fixed start date, and instead offering students a 7-10 day window for course starts and flexible pacing, this program can help students and parents overcome competing demands on their time. Families beset by emergency travel or seasonal commitments, for example, are better accommodated when they can opt for a program with a flexible start date.

By having no fixed daily schedule, the program enables students with internet access to establish their own daily rhythm, studying at peak levels of energy and mental acuity, whenever and wherever distractions are at a minimum. These are among the hallmark advantages that attract students to virtual education, and that make it possible for them to participate in our educational program.

## 2. Grade Levels, Class Size and Projected Enrollment:

- State the grade levels the charter school proposes to serve.
- If a phase-in of grade levels is proposed, indicate plans for the phase in by year and grade levels, and provide a rationale for the phase-in plan.
- State the total projected student enrollment (maximum enrollment for the school).
- State the projected class size.

The charter school will serve grades 6 through 12 in its first year. For year two, KANM will propose the addition of grades 4 and 5.

Estimated annual enrollments and underlying demographic projections are as follows:

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
New Mexico Population*	1,984,356	2,010,153	2,036,285	2,062,756	2,089,572
Student Population*	357,184	361,827	366,531	371,296	376,123
N.M. Virtual Population*	7,144	14,473	21,992	33,417	41,374
4th Grade		181	275	418	517
5th Grade		181	275	418	517
6th Grade	119	181	275	418	517
7th Grade	119	181	275	418	517
8th Grade	119	181	275	418	517
9th Grade	107	163	247	376	465
10th Grade	95	145	220	334	414
11th Grade	84	127	192	292	362
12th Grade	71	109	165	251	310
<b>Total*</b>	<b>714</b>	<b>1,449</b>	<b>2,199</b>	<b>3,343</b>	<b>4,136</b>

\* New Mexico Population and growth trend taken from US Census website

\* Student Population Computed from US Census website – percentage of population in grades 4-12 in New Mexico

\* Virtual Population taken from percent that will attend virtual as cited in National Center for Education Statistics study (Forbes magazine)

\* Total Population is 10% of entire Virtual Population for State of Mexico

KANM has a projected enrollment number underlying each annual budget; however, the virtual program is highly scalable and not limited by classroom space or other facilities needs.

Additionally, certified teachers work remotely and can be recruited from anywhere in the state, which greatly expands the potential labor pool. Unlike a site based charter whose growth may

compete with or put pressure on its local district, KANM's growth will be statewide and dispersed.

### **3. Graduation Requirements (if applicable):**

- Describe the proposed credits and requirements for graduation.
- Describe how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school's educational plan.

Graduation requirements will be as per New Mexico Code (22-13-1.1), requiring successful completion of a minimum of twenty-three units as follows:

- (1) Four units in English, with major emphasis on grammar and literature;
- (2) three units in mathematics, at least one of which is equivalent to the Algebra 1 level or higher;
- (3) three units in science, one of which shall have a laboratory.
- (4) three units in social science, which shall include United States history and geography, world history and geography and government and economics;
- (5) one unit in physical education;
- (6) one unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- (7) one-half unit in New Mexico history; and
- (8) seven and one-half elective units that meet NMPED content and performance standards. Student service learning shall be offered as an elective. Financial literacy may be offered as an elective.

### **C. STUDENT PERFORMANCE EXPECTATIONS**

Student academic performance is central to a school's existence. Student performance expectations must be aligned with the mission and the educational plan. The student performance expectations will:

- Provide student-centered goals that are SMART:
  - **S**pecific;
  - **M**easurable;
  - **A**mbitious and **A**ttainable
  - **R**eflective of the school's mission;
  - **T**ime-Specific with Target Dates
- Provide student-centered goals that are aligned with the school's mission and the educational plan.

Whether students are low achieving, high achieving, special education, or require English language development, a student’s progress toward expected outcomes depends on a continual monitoring of individual student growth. KANM will pursue the pupil outcome goals, as measured by multiple and varied benchmark assessments (as detailed below), that are aligned to state content standards and matched with the state and federal accountability systems.

NMVEP believes that both student performance metrics and school performance metrics are indicators of how well students have developed the qualities and abilities the school seeks to instill. These include high levels of engagement, and the student’s ability to take charge of his or her own learning by taking advantage of the program’s flexibility and diverse paths to content mastery.

The founders have therefore set measurable goals for both student educational achievement and organizational and management measures, and the charter school will systematically track these metrics to gauge performance and progress. Accordingly, KANM has developed SMART goals for both student achievement and school performance:

### **Kaplan Academy of New Mexico – Student Achievement Goals**

<b>STUDENT GOAL</b>	<b>MEASURABLE OUTCOME</b>	<b>ASSESSMENT TOOL</b>	<b>BASELINE DATA</b>
Students will meet or exceed New Mexico performance standards	Average English Language Arts and Math scores on the Standards Based Assessment (SBA) will be equal or higher to the state average within three years	Annual SBA scores in grades 3-8, 10	Published New Mexico state average scores for the English and math subtests
Students will demonstrate improved content area knowledge and mastery	75% of students will improve their SBA scores after three years of enrollment in KANM.	Students’ previous SBA scores	Year 1 student test scores
Students will gain and strengthen core reading and math skills	90% of students will make statistical gains in Reading and Math benchmark testing	Scantron Performance Series assessments in reading and math	Fall and spring testing scores
Students will feel that they are an integral and contributing part of the KANM community	Students will demonstrate their satisfaction with the KANM learning experience by re-enrolling for subsequent years – target re-enrollment rate is 66% after two years.	Year over year student re-enrollment and retention rates combined with qualitative survey results	Year 1 retention data and survey results
Parents and guardians will be satisfied with their student’s learning experience at KANM	85% of parents will respond that they are Satisfied or Very Satisfied on an annual parent survey	Parent survey	Year 1 data

<b>STUDENT GOAL</b>	<b>MEASURABLE OUTCOME</b>	<b>ASSESSMENT TOOL</b>	<b>BASELINE DATA</b>
Students will successfully graduate from KANM with a defined post-secondary goal	KANM average graduation rates will equal or exceed the state average within three years and students will take steps toward post-secondary plans	Graduation rates and senior student survey	Published New Mexico graduation average

**Kaplan Academy of New Mexico – School Performance Goals**

<b>SCHOOL GOAL</b>	<b>MEASURABLE OUTCOME</b>	<b>ASSESSMENT TOOL</b>	<b>BASELINE DATA</b>
Students in all subgroups will demonstrate proficiency and improvement over prior years' performance	KANM will make Adequate Yearly Progress as defined by New Mexico state requirements and No Child Left Behind	SBA scores, subgroup performance, graduation rates	Year 1 data
Students will have increased learning options and opportunities	Year over year, an increasing percentage of students will enroll in honors, AP, or career elective courses	Course enrollment data	Year 1 data
KANM will monitor individual student progress in the virtual setting	A course on-pace rate of at least 75% (i.e., students not more than 3 weeks behind)	Individual student pacing charts	Year 1 data
KANM will support students and intervene appropriately to ensure courses are successfully completed	The average semester course completion rate will be at least 80% after two years	Course completion rates as tracked in the Learning Management System	Year 1 data
KANM faculty and staff will ensure that students are engaged in and satisfied with their learning experience	The average student retention rate will be between 75% and 85% within two years	Retention rates as tracked in the Student Management System	Year 1 data

<b>SCHOOL GOAL</b>	<b>MEASURABLE OUTCOME</b>	<b>ASSESSMENT TOOL</b>	<b>BASELINE DATA</b>
Teachers will report satisfaction with their KANM experience	An increasing percentage of teachers will return to their positions each year (and report that they are Satisfied or Highly Satisfied with their roles) until the full-time teacher retention rate becomes stable at 70% or better	Teacher survey results and retention rates	Prior year data (beginning in year 2)
KANM will provide a high-quality learning experience that meets accreditation standards	KANM will pursue regional accreditation in Year 1	Accreditation reports	N/A

#### **D. PLAN FOR EVALUATING STUDENT PERFORMANCE**

A Plan for Evaluating Student Performance must address the following components:

- the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
- the timeline for achievement of the NM Standards and/or the school’s student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
- assessments that might be considered in addition to the statewide-mandated testing;
- documentation and reporting of student data to students and parents.

#### **Assessment Regime**

KANM will deploy a comprehensive testing regime that will include the entire assessment cycle used in New Mexico public schools.

- 1) *Diagnostic Testing* – These are tests to measure growth in learning and assess study skills, as described in the next subsection.
- 2) *Course Assessments and GPA Updates* – Course material mastery is monitored through a variety of assessments; these are aligned with course objectives which are aligned with state standards. Types of gradable assignments and tests include Lesson Quizzes, Lesson Assignments, Unit Tests, Unit Assignments, Projects, Semester Exams, and the capstone senior project for 12<sup>th</sup> graders.

Students, families, and teachers have access to the SIS where they can view grades and GPA to date (which the SIS recalculates daily). At course completion, the final GPA will be recorded on the student's transcript.

- 3) *Weekly School Performance Reports* – The Executive Director will review student and teacher performance data gathered weekly from the SIS and LMS. The ED will have access to detailed reports on student achievement levels in course work thus far, student engagement indicators (pacing, where time is spent online, and which course tools and functions the student is utilizing), and teacher performance indicators. This enables the ED to spot trends and develop insights and action plans based on real-time data. Results of these reports will be discussed with school staff at the weekly staff meeting.
- 4) *Academic Advisement Team*– On a weekly basis, the Executive Director, academic advisors, and department chairs will meet to discuss students at risk based on academic performance levels. An Academic Improvement Plan (AIP) will be suggested and the Intervention Specialist for KANM will work with the student and his/her family to ensure appropriate supports are in place for future success. Progress for students on AIPs will be tracked and analyzed by the Intervention Specialist.
- 5) *State Testing* – All students eligible for state testing are required to participate in the New Mexico Standards Based Assessment. Students and families will be supported in preparing for the tests and in finding the nearest proctored sites. Scoring and ranking data will be analyzed in a staff summit to identify common items that were not mastered. Instruction and curriculum can then be adjusted in future courses, and students can be identified for supplementary support before retesting. As KANM develops year-over-year longitudinal data, trend analyses will also be used to inform interventions.
- 6) *National Testing* –Students will sit for the ACT and SAT as applicable.

## **Diagnostics**

Scantron Performance Series – Students in core English and mathematics courses will take Scantron diagnostic exams upon entry (establishing a benchmark) and again midway and at end of course (to measure growth in learning). Teachers will have immediate access to results and can adjust instruction accordingly.

LASSI - Students will participate in two versions of the Learning and Study Strategies Inventory – first, the High School version (LASSI-HS) and later, the LASSI for Learning Online (LASSI-LO). The LASSI measures student awareness and use of learning and study strategies related to skill, motivation, and self-regulation. The LASSI-LO also measures student attitudes and preferences towards communicating online and their use of online communication tools. Students who report difficulty with strategies identified as important for high school and/or online learners will be provided additional support to ensure they are being sufficiently assisted to succeed at KANM.

## **Assessment Design and Integration**

Within the Learning Management System, courses deliver assessments separately from the programmed instructional content. This allows teachers some discretion in selecting assessments for inclusion in the course, and adapting assessments to meet the needs of individuals or populations.

Learning is evaluated through two categories: Assessments (computer-scored tests/quizzes) and Assignments (subjective assignments submitted to a teacher).

All objective assessment items assess lesson objectives and/or unit performance expectations, which are aligned to state standards. Items are also meta-tagged with a Bloom’s taxonomy identifier. Items are grouped into test banks and are selected and randomized for delivery to students as unique test instances. All instances are delivered according to a predefined Bloom’s array, which varies by test type and subject/discipline.

To accommodate students of varying ability levels, every assignment (teacher-graded) can be delivered in three separate versions – Honors, Academic, and Foundations. All versions are also delivered with an answer key or an analytic rubric with an underlying scoring mechanism, depending on the format of the assignment.

Table 1 describes key differences between Assignments and Assessments:

<b>Feature or Function</b>	<b>Assessments</b>	<b>Assignments</b>
<b>Description</b>	Multiple choice and matching items, short answer	Short answer, essay, project-based
<b>Types/Frequency in course</b>	Lesson Quizzes (1 per lesson) Unit Tests (1 per unit) Final Exam (1 per semester)	Lesson Assignments (infrequent) Unit Assignments (1 per unit) Module Assignments (1 per module)
<b>Bloom’s/DOK levels assessed</b>	Knowledge, Comprehension Application, Analysis	Application, Analysis Synthesis, Evaluation
<b>Delivery</b>	Within Learning Management System (LMS)	Downloads in doc, pdf, xls formats
<b>Submission</b>	Completed/submitted within LMS	Uploaded to LMS Dropbox for teacher pickup
<b>Grading</b>	Auto-scored	Teacher graded using rubric or answer key

**Table 1**

### **Assessing Depth of Knowledge (DOK)**

Formative and Summative assessments in the curriculum take on a number of forms in order to address all four Depth of Knowledge (DOK) levels.

Formative assessments within each course include:

- Frequent quizzes and tests that consist primarily of multiple-choice and matching items, which assess knowledge at Level 1 (Recall) and Level 2 (Skill/Concept). These are immediately and automatically scored.
- Periodic Unit and Module assignments targeting Levels 3 (Strategic Thinking) and Level 4 (Extended Thinking); these teacher-graded assignments typically require students to

construct a written response or project-based analysis that requires the application, analysis, and/or synthesis of concepts introduced in the curriculum.

Summative assessments within each course include:

- Semester/Final Exams, which typically include both a multiple choice/matching component (addressing Levels 1 and 2) and a short answer/essay component (addressing Levels 3 and 4).
- Portfolio-based assessments -- Many courses include optional project-based portfolios that will assess all four DOK levels.

### **Analyzing and Using Student Assessment Data**

The KANM assessment program will provide teachers and administrators with a wide array of data on student performance, from fall diagnostic testing in math and English through an array of formative assessments within the curriculum (computer and teacher scored), to state-mandated testing in the spring. In addition, the Student Information System and learning platform collect detailed information on student login times, courses accessed, and areas within courses where students are spending their time. School teachers, counselors, and administrators have access to sophisticated Data Dashboards that display regularly updated information on student attendance, pacing, and academic success. School teams meet regularly to examine and analyze this data, both internally and with KVE's Director of Academics and Director of Assessment, to compare student performance with student goals (as defined by the curricular Performance Objectives) and make informed instructional decisions around pacing, remediation, and other forms of academic support.

### **Individualized Response to Struggling Learners**

Online learning creates both opportunities and challenges for helping students who struggle. The online platform affords all students the opportunity to work independently via flexibility in scheduling, pacing and task sequencing. But students bring varying levels of autonomy and motivation to their learning process, so it is critical that we also provide intensive support to engage or re-engage students in their learning and keep them focused and progressing.

KANM's procedures to address and improve student proficiency will begin before students enter the school. Using the student's past grades, IEPs (where available), conversations with parents and counselors, state test scores, and the results of diagnostic skills assessments that students take upon enrollment, teachers and academic advisors begin creating a pathway to success for each student.

Our approach is predicated on understanding and supporting students. The first step in creating any individualized learning path, or deploying any corrective measure, is to understand students and meet them where they are. In particular, our experience with struggling learners has taught us that each one struggles uniquely. Some have difficulty staying on task; others have become accustomed and resigned to lowered expectations based on a pattern of past setbacks. Some have difficulty with one subject area but not another. Some have trouble working in the early morning, or after lunch.

These challenges will be met with a comprehensive solution that adapts to each student. The school will not present curriculum as an immovable object that students either scale successfully

or fail at. Instead, we will employ learning programs that KANM has designed to be flexible, giving students the tools and support they need on a day-to-day basis, so that no student who is willing to work hard will have to “discover” at the end of the year that he has failed a class.

In addition to curricular variations available through course versions and supplements, instructors can vary the mix of independent computer time, instructor-led teaching and feedback, and coaching support. Tracking all online activity and student communications is also critical for seeing where students may be having difficulty or are not taking full strategic advantage of the tools available to them. Working with the platform’s advanced tracking tools, and KVE’s metrics that reveal student online activity trends, KANM faculty will create data-driven student profiles and use these to inform individual responses and interventions. This enables teachers to adapt the curriculum to accommodate each student, and provide remediation, support, and additional challenge wherever it is needed during the year. This tracking and monitoring ability also enabled KVE to develop system protocols that alert the entire academic team, and also trigger contact with parents, should trouble signs arise.

### **Student Intervention Strategies**

These capabilities are brought to bear in a very focused way for students who struggle, underachieve, and fail to progress. The academic team identifies these students through the Student Information System which, along with the LMS, supplies the student activity and trend data they will use to fashion a personalized Academic Improvement Plan (AIP) for each student. The AIP orients the entire academic team toward growing its awareness of the student, documenting what it learns from this process, establishing the type and frequency of parent contact best suited to that student, and deploying the appropriate aids and interventions to get the student back on pace and on an upward path of improvement.

To achieve this goal, the AIP process identifies unique student information (such as learning styles, time spent in courses, pace status) and systematically engages the entire academic team (including its lines of authority and parental outreach functions) to identify and address areas in need of improvement. There are six defined areas of student endeavor that come under scrutiny in this process. One result is that at-risk students become highly visible, and early enough to be targeted for specific interventions. The AIP matrix reveals why the student is at risk; names the specific responses (actions and procedures) to follow; and identifies any additional resources needed to deploy those actions and procedures. Through weekly team meetings the AIP is developed, evaluated and adjusted, and faculty team members are held accountable, in a continuous cycle that spans the school year.

### **E. SPECIAL POPULATIONS**

A plan must provide a description of the how the charter’s school educational program will meet the individual needs of Special Populations which addresses the following components:

- suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- an outline of a special education plan (*the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year*) that demonstrates understanding of state and federal special education requirements including the

- fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- how the charter school will provide access to ancillary services including, but not limited to, counseling and health.

## **Policy Framework**

KANM is committed to providing a free and appropriate public education to eligible students covered under the laws that govern appropriate public individually designed instruction. KANM will comply with requirements of the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act. KVE assures that courses meet Section 508 of the Rehabilitation Act standards and Web Content Accessibility Guidelines (WCAG). Such services shall be provided consistent with Federal and State laws, including applicable rules and regulations.

KANM will accept any disabled or other special needs student whose placement into a virtual school would be appropriate as determined by an analysis of the student's needs. By implementing the Individualized Education Plan (IEP) or 504 Plan, KANM will satisfy the federal requirement to provide a free appropriate public education to the student, as provided by Section 504 of the Rehabilitation Act. Once a student is enrolled, KANM is committed to providing equal access to grade-level content, course/school assessments, and statewide assessments. Accordingly, state certified and trained KANM staff members will work with parents, students and advocates as needed, to ensure implementation of required services.

## **Services**

The following services will be accessible and provided to all students enrolled in KANM:

### Enrollment Process

- Collect current IEP or Section 504 evaluations and related documents
- Review of all enrollment documents and make determination of program appropriateness by completing the KANM special education enrollment checklist
- For students who meet all qualifications for enrollment, a confidential student file will be created
- A teacher communication form will be completed to ensure each teacher delivers appropriate services and accommodations per the IEP or 504 agreement

### Evaluation

- Annual/ triennial re-evaluation testing administered
- For new students, provide diagnostic testing, conduct a joint review meeting, and deliver a notice of action to all parties.

### IEP/504 Plan Development And Services

- Lead and conduct initial and annual IEP/504 development meetings

- Collect IEP goal setting data
- Develop IEP/504 accommodation plans
- Maintain and update IEP goal data documentation
- Provide State core data reporting information as requested
- Report IEP/504 progress at regular intervals to parents/guardians
- Deliver special education services, provide for required related services, and implement IEP/504 accommodations

#### Student Support Services (Child-Find Responsibilities)

- Non-discriminatory admissions and enrollment practices will be utilized to identify students who enter with special needs
- Student identification through weekly Academic Advisement team review
- Creation of Academic Improvement Plan (AIP) to identify and assist students with specific areas of instructional need
- Provide scheduled support per the AIP
- Provide instructional strategies support to teaching staff to benefit struggling learners
- Implement the use of assistive technologies to address specific learning needs

#### **Process**

Upon the student's acceptance into the KANM virtual program, a special education teacher will meet with the student and his/her parents/guardians to discuss the specified learning goals, accommodations and expectations. Agreed-upon service deliveries will be reviewed with the school Executive Director and the appropriate teaching staff members. KANM will provide student progress reports to the parent at regular intervals, and will keep IEPs, 504s, and Student Support Plans on file. Through the SIS, KANM will frequently monitor individual student access and progress.

#### **Referral and Assessment**

Students suspected of needing special education services may be identified at any time by parents or school personnel. Upon notification and upon evidence of having attempted multiple alternative strategies to assist the student, the Executive Director and special education teacher will secure a formal series of diagnostic and psychological assessments conducted by qualified staff. KANM will provide psychological services to perform initial assessments. The assessment process will be followed up by convening an IEP team meeting.

#### **Accommodations and Modifications**

KANM's online courses can meet the needs of many students who qualify for special education services under IDEA. Many of the same protocols used in brick and mortar classrooms can be implemented in the virtual setting to afford students the accommodations and modifications specified within their IEPs. For example, students may take courses above or below their

chronological grade level when an IEP specifies that the student work at a different grade level. When specified, assignments can be shortened or eliminated by the instructor if they are not required to meet Grade Level or Course Level Expectations for a course. When specified, students can print and refer to notes or study guides to take exams in an open book fashion.

KANM understands that some students will present more acute needs, and are best served by on-site staff who can provide more extensive modification of the curriculum and/or direct instruction. KANM is committed to providing the level of service needed to assure that every KANM student receives a free and appropriate public education targeted to individual student needs..

### **Student Discipline and Due Process**

KANM will ensure that appropriate disciplinary procedures are identified, followed and documented so that students are always provided with the federally guaranteed right to a free and appropriate public education. In the event of a disciplinary action, the procedural safeguards set forth in IDEA as well as NMAC § 6.11.2.11 will be followed to ensure due process. This will include, but is not limited to, timely notifications to parents/guardians; Manifestation Determinations and other meetings to be held within the legally prescribed window of time; and legally compliant process to determine appropriate placement of the student and the appropriate services to be delivered..

## **VI. FINANCIAL PLAN**

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports implementation of the mission and educational plan.

### **A. BUDGET**

- Provide a completed revenue projection form 910B5 (*downloadable from <http://www.ped.state.nm.us/charter/index.html>; include completed form 910B5 in appendices*).
- Provide a balanced proposed operating budget covering each year of the charter term based on current unit value using the Budget Spreadsheet (*downloadable from <http://www.ped.state.nm.us/charter/index.html>; include completed Budget Spreadsheet in appendices*).
- Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. Address the following:

- 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.
- Provide a detailed narrative description of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
- Provide a detailed narrative description of the expenditure assumptions for these other revenue sources.

The financial budget was derived with the first consideration being that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws.

To determine the applicable revenue forecast, the forms 910B5 were used for each of the five years in the budget model. The projections for enrollments were derived by taking New Mexico population and growth percentages (US Census website). The student population computed from the US Census Website and percentages in grades 4-12 (grades covered in this application) in New Mexico. Virtual population taken from the percentage of students in a standard population that will attend virtual schools, as cited in the National Center for Education Statistics study. We then assumed a certain ramp-up of our penetration of this market to 10% over the 5 year period as KANM becomes a respected member of New Mexico’s school system.

We expect our enrollments to be:

2010-2011	714
2011-2012	1449
2012-2013	2199
2013-2014	3343
2014-2015	4136

The student enrollments were then used to populate form 910B5 with assistance from Beverly Aguilar, Executive Budget Analyst Principal, School Budget and Finance Analysis Division. Ms. Aguilar was quite helpful in describing the types of information that might be estimated and which, like special education units, could not. As agreed with Ms. Aguilar, a proxy for the T&E Index and At-Risk index was used. KANM chose to use the Albuquerque since KANM intends to serve a large, diverse population. Other revenue sources were the Instructional Materials Credit. Sally Wilkinson, Bureau Chief, Instructional Materials Bureau was able to give us the per pupil amount for the 2009-2010 school year for estimating this credit. At Ms. Wilkinson’s behest, KANM realizes this amount is subject to significant fluctuation according to the Legislature. KANM will work with its consultants to quickly identify and procure any federal, state, or private funds and/or grants to which it is qualified.

Staffing for our virtual schools is based mostly on number of students served and course enrollments. We assumed 6 course enrollments for a full-time student.

Pay rates were determined from Article 10A-School Personnel Act and benefits, other than Worker’s Compensation, were calculated automatically in the Budget Spreadsheet. We assumed

a 3% annual inflation of salaries. Recruitment will be handled by contract with Kaplan Virtual Education (KVE). KANM will provide phone and internet stipends to all remote instructors. This is currently estimated to be \$60/month per remote employee. KANM will also pay for travel expenses and any overtime for travel by instructors to testing facilities or to conduct Student Retention events.

KANM will contract with KVE for the delivery of the content and curriculum of the school and other services listed below:

### **Educational Program and Technology Services**

- Instructional Materials.
- Assessments.
- Standardized Tests.
- Educational Resource Center.
- Instructional Staff Support and Development. .
- Student Enrollment and Attendance Monitoring Services.
- Student Data/Information and Records Management.
- Hosted Learning Management System.
- Software, Hardware and Internet Access.
- Technical Support and Maintenance.

### **Educational Support and Operations Management Services**

- Educational Services Staff.
- Reporting.
- Financial Management Support.
- Categorical Program Support.
- Personnel Support and Administration.
- Insurance and Risk Management Support.
- Procurement and Contract Development Support.
- Financing Services.
- General Business Operations Support.

### **Licensing, Marketing, and Recruiting Services**

- Use of Trademarks.
- Recruiting and Community Education.

### **School Development and Public Relations Support**

- School Development.

## Public Relations Support.

Operational expenses have been estimated by comparing to similar charters throughout the United States. General Liability insurance, accounting & tax services, annual audits, other consulting needed by the Board or other administrative personnel – including Legal counsel – are contracted through a bid process to assure quality and efficiency. Office rent for a small administrative and records office have been estimated based on similar offices in other charters.

## **B. FISCAL MANAGEMENT**

- Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities.
- Provide a description of the school’s internal control procedures that it 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.
- Provide a description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

### **Fiscal Management**

The charter school will segregate financial functions by using different third-party firms to provide each of the following services:

- Financial controls setup and annual financial audit
- Payroll processing
- Accounting and tax services

Provision of these services to KANM will be governed by material services agreements.

Through a similar form of agreement, KVE will provide assistance to KANM with the following reasonable and necessary, routine and ordinary financial management services to the charter school:

- Budget development. Work with local representatives of the charter and state agencies to understand revenue and cost drivers, align expenses with other charter schools KVE has supported.
- Fiscal planning. Provide guidance to the Charter for cash flow planning of receipt of funding versus expenditures.
- Identify and pursue potential revenue sources.
- Assistance with projecting and monitoring expenditures. Financial statements will be received monthly from the Charter’s accounting firm, compared to forecasts, variances explained and forecasts updated.

- Preparing and revising long term financial projections.

### **Accounting Practices and Policies of the School**

Day-to-day accounting will be performed by a professional and certified accounting agency.

Initial phases include:

- Design and set-up of a chart of accounts tailored to NMVEP
- Set-up of standard billing templates
- Design and formatting of financial reports
- Set-up of vendor and contracted services processes
- Set-up of subsidiary ledgers or schedules/templates for certain accounts to facilitate month-end closing and financial reporting processes for grant and general funds
- Establishing basic accounting policies and procedures
  - Check signing and wire transfer authorities
  - Expense authorization and reimbursement policy
  - Basic purchasing guidelines and approval levels
- Set-up payroll with outsourced payroll service provider and manage associated reporting

Ongoing accounting procedures include:

- Maintain NMVEP's general ledger
- Prepare general disbursement checks, process and post receipts, and pay expenditures
- Facilitate payroll processing through an outside payroll processing firm, and record payroll journal entries based on payroll reports received
- Perform analysis and reconciliation of major account balances and transactions
- Perform the month-end closing process
- Prepare monthly financial statement package, including a statement of financial position, statement of activities, and a statement of cash flows
- Assist with financial statement analysis
- Prepare 1099s annually
- Assist during annual independent audit process, preparing necessary audit schedules and responding to audit inquiries, as appropriate.
- Prepare the IRS Federal Form 990 (Return of Organization Exempt from Income Taxes) and any associated forms from the State of New Mexico.

### **Financial Auditing**

The NMVEP governing board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment,

and accounting practices, and will review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed and submitted to the requisite parties by the appropriate date each year. The audit committee will review any audit exceptions or deficiencies and report to the governing board with recommendations on how to resolve them. The governing board will report to the state regarding how the exceptions and deficiencies have been or will be resolved.

## VII. GOVERNANCE/MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The Plan should outline how decisions are made at the school site and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

### A. GOVERNANCE STRUCTURE

- Describe how the school will be governed.
- Provide an organizational chart for the school and a narrative description of the chart that explains the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration.
- Delineate the roles and responsibilities of parent councils, advisory committees, and/or community groups in relation to the governing body.
- Provide policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act.
- Policies and procedures will address:
  - board powers and duties;
  - the criteria and the process that will be used to select the school's head administrator;
  - budgeting and operation of the school; and
  - how decisions will be made.

### School Governance Structure and Operations Overview

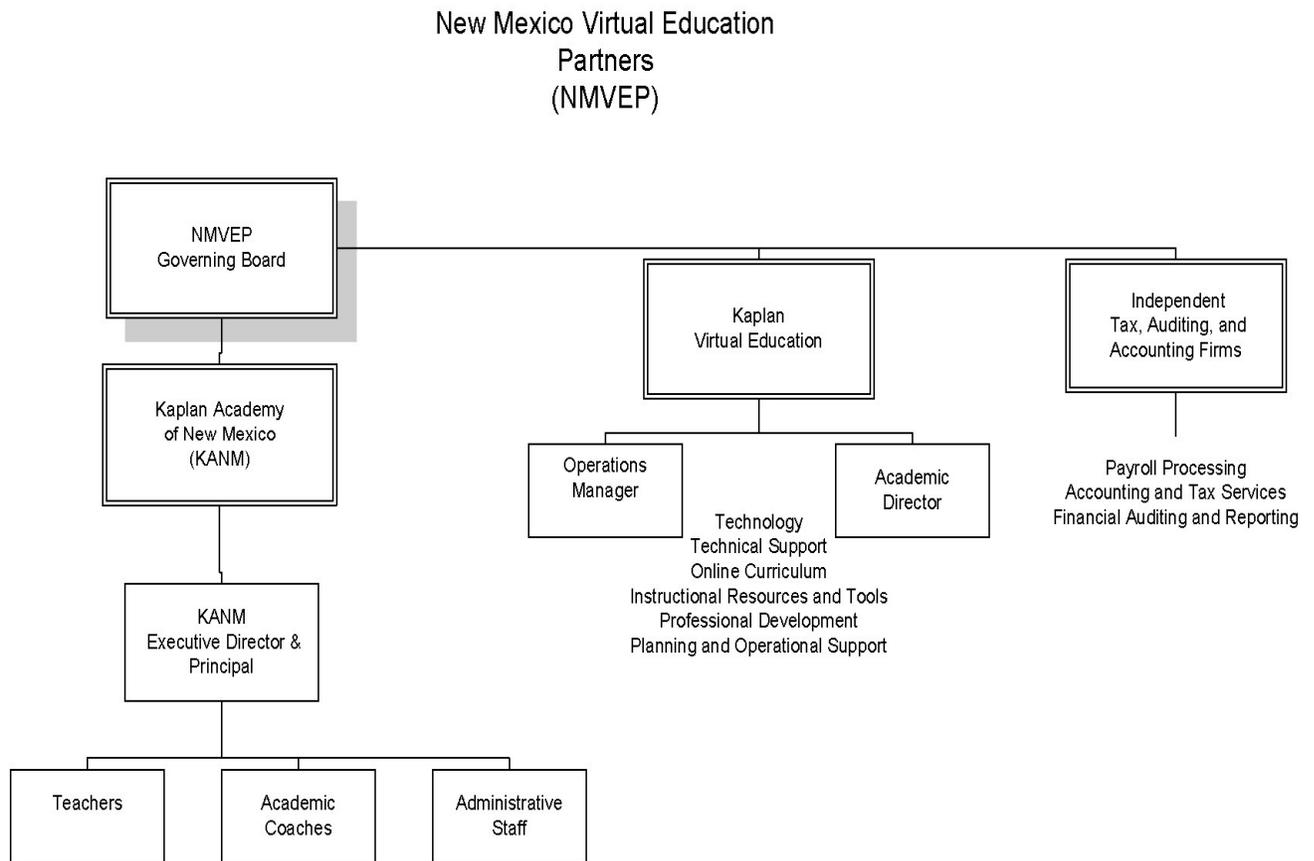
Legally, KANM will be governed by a governing board consisting of at least five members in accordance with New Mexico law. The board's operating procedures, powers and duties are established in the bylaws of New Mexico Virtual Education Partners and also within this charter.

The forum for major school decisions will be public meetings of the governing board. At such meetings the board will set policy, approve the budget, and establish policy-driven procedures for operation of the school. The responsibility for implementing those policies and procedures will be divided between the governing board and the school's Executive Director (ED). The ED is the chief administrator of the school and reports directly to the governing board. The Executive Director and teachers will carry out the day-to-day operations of the school, with the ED having primary responsibility to manage and oversee daily operations. The KANM governing board will have ultimate responsibility and accountability for maintaining school performance, legal compliance, and fidelity to the terms of the approved charter.

## Board Policy Making

The NMVEP board is developing a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the school’s mission. In deliberating upon and adopting policies, the board will follow the bylaws, which establishes rules for a voting quorum, a process for open meetings and public input, and engagement with expert consultants. Ample notice of public meetings is mandated by the bylaws. In this way all legitimate stakeholders and credible experts will be consulted and their views and knowledge will inform the board’s policymaking function. NMVEP hopes and expects that parents, teachers and students will be active participants in this process.

## School Organization and Reporting Structure



As seen in the Organization Chart, New Mexico Virtual Education Partners is the governing board for the Kaplan Academy of New Mexico. As the administrative head of KANM, the Executive Director reports directly to the NMVEP governing board on school management, administration, and implementation. The ED functions as the school Principal and manages all school staff – teachers, coaches and administrative staff.

To the right of this direct school reporting line, the chart indicates the governing board will manage relationships with its partner entity Kaplan Virtual Education and several third-party service providers.

### **Parental Involvement**

KANM believes that active parent, student, and employee participation in school operations and governance helps foster a school's long-term sustainability as a successful program. To encourage parent involvement, KANM will establish a Parent-Teacher-Student Organization (PTSO), and will ensure that all faculty practice open communication to enable every parent to take an active role in the academic progress of their enrolled child as well as in the direction and governance of the school.

Parents will be surveyed at least once a year to determine their satisfaction levels with the school with respect to open governance; curriculum; instructional design and delivery methods; achievement of performance objectives; and other metrics that factor into the school's governance and accountability.

The forum for major school decisions will be public meetings of the NMVEP Board of Directors. Parents will be notified of such meetings and will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board. Additionally, the KANM governing board and faculty will encourage parents to participate in the PTSO and if there is sufficient interest, can provide a home page on the school website where PTSO members can organize and communicate their plans and activities.

### **Compliance with Applicable Statutes and Regulations**

NMVEP will comply with all federal and state statutes and regulations which apply to a charter school governing board in the state of New Mexico, including but not limited to the Open Meetings Act (N.M. Stat. §10-5-1 *et seq.*).

NMVEP will operate the KANM in accordance with federal and state laws, with the exception of those laws which may be waived by the Department.

With the intent of operating KANM, NMVEP has established the bylaws, attached at **Appendix H**. To further comply with the applicable laws, NMVEP will, during the planning year, formalize the policies and procedures of the board as well as the policies and procedures of KANM contained within this charter.

### **Process for Selecting the School Executive Director**

KANM plans to recruit qualified personnel from regional and national graduate schools of education, recruitment fairs, professional publications, newspapers, and through the school's website. KANM will begin earnest recruitment and hiring, especially for the school's Executive Director and other key staff, upon approval of this charter petition.

NMVEP will be looking for ED candidates who meet the initial criteria below. Satisfaction of these criteria will gain the applicant an interview with the board. Candidate interviews will be analyzed against an additional set of criteria; these are meant to assess the likelihood that the

candidate can perform up to expectations. These criteria/expectations are the duties and performance evaluation criteria seen in Section VII E of this application.

The initial screening criteria are:

Required Qualification

- New Mexico licensed school administrator
- Relevant educational and management experience

Preferred Qualifications

- Professional Administrative Credential and/or Masters Degree in Education or equivalent;
- At least five years experience in the education field;
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

**B. DESCRIPTION OF THE GOVERNING BODY**

- Provide a description of the responsibilities and obligations of the governing body as a whole, individual members, and officers of the governing body.
- List each of the members of the school’s governing body.
- Provide a brief description of the qualifications of each governing body member.
- Describe the plans for governing body member recruitment and selection, including the orientation process for new members and ongoing professional development.
- Explain the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

**Governing Board Responsibilities and Accountability**

The governing board’s major responsibilities and functions will include:

- 1) Establishing and approving all major educational and operational policies
- 2) Approving all major contracts
- 3) Approving the school’s annual budget and overseeing the school’s fiscal affairs
- 4) Evaluating applications and hiring the Executive Director, faculty and staff.
- 5) Evaluating the school’s Executive Director, who will be responsible for operating the school and implementing the policy direction of the board
- 6) Developing annual goals for the school and long range plans with input from the Executive Director, teachers, and parent advisory committee members

- 7) Receiving reports from, and providing recommendations to, the KANM Executive Director and staff, parents and students
- 8) Assessing KANM goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- 9) Evaluating school and student performance

The governing board is responsible for the accountability requirements established under NCLB, New Mexico law, and this charter application. A primary board responsibility is ensuring that KANM meets annual accountability targets. The governing board will routinely evaluate the academic, financial, and legal/compliance health of the charter school and will work with the NMPED Charter Schools Division to determine the scope of KANM's annual academic accountability plan.

The governing board's objective is to develop an accountability plan that demonstrates measurable annual progress toward meeting the school's high standards for pupil success, and to oversee the implementation of that plan by the school's Executive Director and staff. As a part of this responsibility, the board will prepare a yearly performance report, including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress.

### **Board Member Roles**

The board will appoint a chairperson, a secretary and a treasurer, pursuant to the bylaws. The chairperson will be responsible for the functioning of the board and the conduct of board business and meetings. The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. The treasurer will have primary responsibility to monitor KANM's fiscal affairs and to oversee and review financial statements created by the school's chief business officer.

### **NMVEP Board Member Candidates: Background and Qualifications**

**Ben Casados**  
**33 County Road 339A**  
**Los Ojos, New Mexico 87551**  
**Phone: 575-588-7955**  
**E-mail: BCasados@aol.com**

Ben Casados holds a B.S. degree from New Mexico State University, and a M.S. Degree in Physical Science, Michigan State University, under the auspices of the National Science Foundation. He has taught Biology at Northern New Mexico College.

Ben was one of 50 individuals employed by NASA as Space Science Specialists and held this position concurrently with a professor status at Oklahoma State University. In this capacity Ben traveled throughout the United States, Mexico and South America speaking to thousands of students and adults about space science and conducting workshops and seminars for teachers on how to incorporate the space science topics across the curriculum.

During the 1970's the Jet Propulsion Laboratory in Pasadena employed him as the Education Officer. His duties were to create ways and programs to integrate planetary science into science instruction in elementary schools, high schools, colleges and universities. Ben pioneered the use of satellite communication in delivering live events related to planetary encounters to school, universities and planetaria worldwide.

His awareness to educational technology prompted his departure from JPL to establish Optical Data Corporation. Through this company he and his partners harnessed the technology of laser videodisc as an instructional technology tool for science education. Optical Data's "Windows on Science" series was the "first technology adoption" in the state of Texas. Prior to that, only textbooks were "adopted" by states.

Hughes Electronics employed Ben as Executive Director to create a DIRECTV-delivered educational program in science and language arts. He named it the Galaxy Classroom. This Hughes initiative was to improve science instruction at the elementary school level. The ultimate objective was to motivate students at early age and increase the number of scientists and engineers. After six years of operation Galaxy Classroom went from a pilot program in 40 schools to 800 schools in the US and two in Mexico. Galaxy Classroom used DIRECTV and introduced to the educational community the concept of asynchronous interaction using the Internet and Fax machines. Hughes sold Galaxy Classroom to Simon and Schuster in 1996.

Currently, Ben is working on an Internet project [www.youaskandy.com](http://www.youaskandy.com). With this project he will place on the Internet over 22,000 questions and answers that he and his associate wrote in response to questions children between the ages of 9 and 15 submitted to ASK ANDY, a syndicated newspaper column that appeared in over 80 newspapers in the US and Canada. The columns ceased publication in 1991 after 37 years of publication.

**M.G. Martinez**  
**P.O. Box 465**  
**Belen, NM 87002**  
**505-864-8970**  
**575-588-7326**

Mr. Martinez is by training a Mechanical Engineer. He worked for the Department of Energy in Albuquerque as a Project Engineer. He was appointed by the DOE to serve as the manager of K-16 Extended Outreach School Programs which addressed the need of enhancing Math and Science education in NM Schools. Mr. Martinez has worked in the state of NM with diverse groups in enriching science and math curricula and increasing the number of Hispanic students pursuing degrees in Math and Science. He is the recipient of numerous awards for his professional accomplishments and his work in the field of education.

**Mr. Manuel Valdez, Superintendent**  
**Chama Valley Schools**  
**Tierra Amarilla, NM.**  
**Phone: 575-588-7285**  
**FAX- 575-588-7860**  
**Email: [MValdez@Chamaschools.com](mailto:MValdez@Chamaschools.com)**

Mr. Valdez has served as Superintendent for the past 15 years. Prior to that he was a classroom teacher. Mr. Valdez is responsible for numerous innovations in this district. Under his guidance the district constructed and opened a new High School in the fall of 2008.

**Mr. Levi Pesata, CEO of the Jicarilla Apache Indian Nation**

**Telephone: 575-756-4969**

**FAX 575-759-3005**

Mr. Pesata has vast experience in education. He served as Superintendent for the Dulce School District for 12 years, and as elementary school principal for five years. He was an Educational Specialist for five years with the Bureau of Indian Affairs. Mr. Pesata holds a Masters Degree in Education and is currently the CEO of the Jicarilla Apache Indian Nation, and enterprise that involves tribal affairs including managing the oil, gas and coal resources of the Jicarilla nation.

**Chad Redwing, Ph.D.**

**Cottonwood Classical Preparatory School**

**1776 Montañó Road NW, Building 3**

**Albuquerque, New Mexico 87107**

**E-mail: [chad.redwing@cottonwoodclassical.org](mailto:chad.redwing@cottonwoodclassical.org)**

**Telephone: (505) 998-1021**

**Fax: (505) 341-9510**

Chad Redwing is the Executive Director of Albuquerque's Cottonwood Classical Preparatory School, founded as a "public charter school that would offer small learning communities where the whole child is addressed, higher order thinking is the norm, diversity is embraced, and service learning is embedded in the curriculum." Since returning from the Peace Corps in 1998, Dr. Redwing has served as a teacher at a public charter school in Arizona, continued to work with a non-profit organization he founded to deal with social issues such as homelessness, and has pursued magisterial and doctoral degrees from the University of Chicago. During the course of his doctoral studies, Chad conducted extensive research in Latin America by traveling throughout Chile to study the effects of dictatorship on culture. He was for some years a college professor of Humanities in Arizona and California. He passionately believes in the transformative value of a classical liberal arts education, and is steeped in the Chicago School tradition that produced some of its most ardent advocates in Mortimer Adler and Robert Hutchins.

**Luis Delgado**

**Albuquerque Public Schools**

**Albuquerque, NM**

**Phone: 505-880-8249 Extension 228**

## **Board Member Recruiting, Election and Removal Process**

The governing board members will be selected and removed using the methodology outlined in the NMVEP bylaws, as may be revised from time to time by the NMVEP governing board pursuant to the bylaws. Candidates for vacant board seats will be asked to submit, at a minimum, a curriculum vita, references, and a brief narrative statement evidencing their qualifications for the position. These materials should include documentation, narrative statement and/or references addressing the candidate's experience or expertise in matters pertaining to the charter school's operations, and that suggests commitment to KANM's mission and student population. Submitted materials will be reviewed to ascertain whether the candidate demonstrates the desired commitment level and the mix of skills and expertise necessary to effectively govern the charter school.

## **Board Training and Sustainability**

The NMVEP founders are committed to continuous improvement and ongoing training to assist the governing board in fulfilling its responsibilities to act as stewards for the charter school. To this end, the NMVEP board will seek appropriate training and educational opportunities to more effectively govern KANM's operations. Such training experiences may include individual or group training sessions with experts on charter school governance and operations, and/or scheduled training events provided by charter support entities recognized by the Public Education Department. NMVEP will comply with any mandatory training requirements for governing body members that may be promulgated by NMPED, such as that seen in proposed Rule 6.80.4.20, New Mexico Administrative Code.

## **Family and Staff Involvement**

KANM will contact parents to provide them with ample notice of scheduled meetings of the governing board. Families and staff will also be involved in the school's Parent Teacher Student Organization (PTSO). The purpose of the PTSO is to support students, faculty, staff, and parents in matters related to the educational experiences of students at KANM. The PTSO will independently choose its leadership, and will pursue the specific projects and priorities that it deems most responsive to the needs of students, parents, faculty and staff. The founders envision that areas generally of interest to the PTSO would include communication, outreach, building school spirit, and expanding learning opportunities.

## **Informing the Community and Building Partnerships**

Primary stakeholders are teachers, students, parents, and the community. Each group will be involved in the school and its activities through surveys, planning meetings, partnerships, communication and reports. Each stakeholder group will be asked to attend planning meetings and respond to surveys and school performance reports.

The community will be informed as the school is promoted via multimedia channels, to include web, broadcast, and print materials, as well as through onsite student recruitment events throughout the state. KANM sees great potential to serve our students and families through

beneficial partnerships with local and statewide entities such as the New Mexico Department of Workforce Solutions, business-sponsored groups such as Rotary and Kiwanis, and the state's community colleges and public universities.

We would also hope to attract members of New Mexico's existing K-12 infrastructure via professional membership organizations for teachers, administrators and guidance counselors. KANM will reach out to these organizations, listen to their ideas and learn where they see opportunities for partnership and mutual endeavor.

### **C. PARTNERSHIPS (optional)**

*IF the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions, provide the following information:*

- 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 applicable.
- 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.

NMVEP will partner with Kaplan Virtual Education (KVE) to secure academic and administrative services for KANM. As described in this application, KVE will provide the school's web portal and learning platform; technical support; admissions and enrollment processing; curriculum; academic support to teachers and students; student data analysis to inform instructional responses and interventions; data reporting; and teacher training.

NMVEP will procure these goods and services through a contract with KVE. Contract provisions will include:

- Licensing and permission to use the "Kaplan" name within the name of the charter school.
- Licensing and permission to use the on-line curriculum, technology platform and learning management system.
- Technical and programmatic support services for the on-line curriculum, technology platform and learning management system.
- Administrative functions such as staffing and "back office" services to assist KANM in managing its operations:
  - Online student admission and course registration processing
  - Student attendance accounting and reporting
  - Strategic planning assistance

The KVE contact person is:

Matthew Given  
Vice President, Public School Development  
Kaplan Virtual Education  
109 Peachtree Hills Ave.  
Atlanta, GA 30305  
Office: 404-814-1179  
Mobile: 706-380-5521  
e-mail: [mgiven@kaplan.edu](mailto:mgiven@kaplan.edu)

Kaplan Virtual Education (KVE) and its parent Kaplan Higher Education (KHE) are business units of Kaplan, Inc., a subsidiary of The Washington Post Company. Founded in 1938 as a pioneering test preparation business, Kaplan now serves more than 1 million students each year in classrooms and online, offering postsecondary education, professional training, English language programs, test preparation, and K–12 services to learners around the world.

KVE brings together academic, operational and technical experts from across Kaplan’s educational businesses: virtual K-12 schooling, virtual and campus-based higher education, test preparation and tutoring, and classroom K-12 education. The KVE team includes experienced public school teachers, administrators and curriculum developers who are focused on results and committed to student success.

#### **D. SCHOOL ORGANIZATIONAL STRUCTURE**

- Based on the organizational chart provided under subsection A. *GOVERNANCE STRUCTURE* above, describe the site-based management structure at the school. Include job descriptions that identify key roles, responsibilities and accountability for each position listed on the organizational chart.
- Provide a staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

#### **School Management and Staffing: Roles, Relationships, and Reporting Lines**

The **Executive Director** (ED) functions as the school principal and top manager of the school, reporting to the NMVEP Board of Directors. The ED may also be asked to provide information and analysis to Board committees that conduct project-specific research and investigation.

All faculty and contractors report to the ED, who works closely with the KVE program manager (PM) to guide the KANM leadership team (composed of the ED, PM, department chairs, and academic coaches).

**Teachers** are the state-certified subject-matter instructors responsible for direct instruction of students – answering their questions, explaining concepts and techniques as necessary, adjusting lessons and assignments as needed, and monitoring student pace. Teachers report to the ED.

**Academic Coaches** encourage student achievement through mentoring, guidance and support, for example by helping students plan for their academic future and success, navigate the online system, understand school policies and procedures, and plan their class schedules and course sequencing. Coaches also monitor student pace, and team with teachers to keep students on pace. Coaches report to the ED.

**Department Chairpersons** are the state-certified subject-matter experts who manage each subject-area department. Chairpersons are the leaders tasked with developing goals for quality instruction within their department. While teachers and coaches will report to the ED within the school governance chain, they rely on Department Chairs to provide leadership specific to the academic realm. KVE’s expertise in areas such as state content standards and online best practices will flow to the academic team through the Chairpersons. Department Chairs report to the ED.

The ED and PM review weekly student and teacher performance data and isolate potential problem areas to be analyzed and discussed by the academic team. They then meet with this team (department chairs and academic coaches) to present the week’s data, create action items, and discuss action plans for the week. Coaches participate at the leadership level because in the virtual school model, they are key drivers of student completion rates. Their primary task is to keep students engaged and on pace. Examples of outcomes from these meetings – action items – would be to place a student on an Academic Improvement Plan, or assign additional training for an underperforming teacher (as evidenced by SIS indicators such as teacher-student contact time as well as student performance data).

**Administrative (Non-Instructional) Staff**

The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them. Staff members will be provided professional development opportunities appropriate for their position within the school, as outlined in the school’s staffing plan and the school’s adopted personnel policies.

**Proposed Staffing Plan**

**Projected FTE Positions By Year**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Teachers	9.5	19.0	29.5	43.5	55.0
Principal (Executive Director) and Assistant Principals	1.0	1.0	2.0	3.0	3.0

**E. EMPLOYEE RELATIONS**

- Provide 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.
- Provide a description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- Provide proposed salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.
- Describe the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
- Explain the school’s staff discipline process that provides for due process.

**Employee Relations**

The relationship between the school and its employees will be addressed through a contract and the employee handbook.

## Personnel

### Qualifications of School Employees Generally

All administrators, faculty, and staff members to be employed by KANM must possess the qualifications, knowledge base, and experience essential to successfully fulfill their responsibilities. All employees will be hired under an employment contract. KANM will ensure that all required legal qualifications, including compliance with the requirements of the No Child Left Behind Act (NCLB), are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications KANM requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by the KANM governing board and Executive Director.

### Teachers and Instructional Staff

KANM has a highly specified set of qualities it will require of its teaching faculty. KANM will adhere to all “highly qualified” requirements of the No Child Left Behind Act (NCLB) with respect to teachers. As such, teachers in all of the core subjects – English/language arts, mathematics, science, and history/social science – will meet NCLB’s highly qualified standards. Teachers of core, college preparatory subjects (i.e. English language arts, math, science, and history/social science) and special education will be required to hold a certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Applicants to teach in the program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an applicable New Mexico teaching credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in KANM’s mission.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Desire and ability to engage in continuing education, staff development and skill upgrading

- Positive references from most recent employment and/or college or graduate school

Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies. KANM may also employ or retain non-certificated instructional support staff in any case where a credential is not required and a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a certificated teacher.

### Executive Director

The Executive Director (ED) is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the organization and may include but not be limited to the following:

#### Duties and Responsibilities

- Ensure charter school enacts its mission
- Communicate and report to the governing board
- Supervise and evaluate teachers and staff
- Oversee school finances, including ensuring financial stability
- Interview and recommend to the governing board for hiring of staff
- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance at school of the students enrolled in the school in accordance with policies established by the governing board
- Complete and submit required documents as requested by the charter and/or governing board
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, purchasing, budgets, and timetables
- Interact effectively with media and promote positive public relations
- Participate in on-going professional development

#### Leadership Competence

- The ability to articulate and support the philosophy and direction of the KANM academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;

- The ability to use appropriate communication tools, especially current technologies;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

#### Administrative Competence

- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board.

#### Academic Coach

KANM Academic Coaches will be responsible for ensuring that students receive the instructional and motivational support they need to succeed in our program. The Coach will consult with the Executive Director and faculty on student needs and will aid students and parents in resolving personal problems by direct intervention or by referral to appropriate agencies. KANM will seek to employ Coaches with the following qualifications:

- Ability to meet students' counseling needs in personal and social matters, and knowledge of strategies to address student personal, social, and behavioral problems.
- Knowledge and experience in educational planning that will provide normal progress toward graduation, and completion of college admission requirements.
- Familiarity with college admissions requirements, admissions tests, academic achievement tests, aptitude tests, interest inventories, and financial aid.
- Demonstrated ability and willingness to write letters of recommendation.

#### Administrative and Non-Instructional Staff

The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

#### **Evaluations and Performance Reviews**

KANM will use rubrics in interviews and evaluations, so that candidates and employees are evaluated against a common set of standards.

The Executive Director will have the authority to recruit and interview candidates and make hiring recommendations to the governing board for approval. The KANM governing board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The director will have the responsibility of evaluating the performance of the teaching and administrative staff on an annual basis, and to review the results of these evaluations with the governing board. The KANM governing board has the right, if it so

chooses, to review these performance evaluations before they are delivered to the staff members. The Executive Director, with input from the KANM governing board, will annually review the performance criteria used to evaluate these employees. These criteria will be tied directly to KANM's educational program goals by the use of a teacher employment rubric. The KANM governing board will create the job description and review the performance of the KANM director, both on a year-end basis. The director's performance will be objectively evaluated based on school and student success as reflected in a pre-defined set of performance criteria.

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

- Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline.
- Describe the school's lottery process that is in accordance with applicable law.
- Provide the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC].

### **Student Admission Policies**

Kaplan Academy of New Mexico will actively recruit a diverse student population from within the state. Admission will be open to any qualified state resident, and all students will be considered for admission without regard to race, color, ethnicity, national origin, religion, gender, social or economic status, disability or special needs.

KANM seeks to enroll students committed to a rigorous virtual educational experience. Families who understand and value the school's mission and will commit to the school's instructional and operational philosophy will be actively recruited..

Other than legal eligibility criteria established by the state (such as residency), and procedural fulfillments such as completed applications and transcripts, KANM will have no requirement for admission and will admit any child that wishes to attend. KANM will not charge tuition.

In years following the first year of operation, KANM will give enrollment preference to:

- (1) students enrolled in the prior year who wish to remain in attendance through subsequent grades; and
- (2) siblings of students already admitted to or attending KANM.

### **Outreach Strategy To Ensure Equal Opportunity**

Outreach efforts, including the design and distribution of marketing campaigns and advertising materials, will ensure that prospective students and their parents or guardians will be equally informed regarding the school's mission, educational philosophy, instructional programs, and open admissions policy. To further ensure New Mexico residents have equal opportunity to learn about the school, KANM will implement a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body that is broadly representative of state demographics:

- An enrollment cycle that includes a timeline allowing for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to the various racial and ethnic groups represented in the state, including materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials statewide, and targeted to a broad variety of community groups and agencies.
- Outreach events in several areas of the state to reach prospective students and parents. The school will keep a record of the number and location of these community presentations.
- Media outreach strategies including use of TV/radio public service announcements and other non-print media; and brochures, newsletters and other print media (including via direct mail).

### **Recruiting and Admissions Cycle**

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery process to address over-enrollment, and (5) enrollment.

### **Enrollment Timeline**

<b>January-June 2010</b>	Marketing and student recruitment activities (media advertising, mailings, webinars, and field events) including the development of awareness and recruitment materials
<b>January 2010</b>	Website launched
<b>March-June 2010</b>	Informational sessions for students and parents scheduled across the state
<b>February 2010</b>	Enrollment brochure and application package complete
<b>May-August 2010</b>	Students admitted and enrolled
<b>August-September 2010</b>	Evaluation of recruitment and outreach strategies
<b>October-December 2010</b>	Creation of recruitment and outreach plan for 2010-2011 school year

### **Provision for Over-enrollment; Lottery and Waiting Lists**

KANM – like other virtual school models that are properly designed and resourced – is able to quickly scale up and expand capacity to meet demand. Therefore the founders do not envision an applicant pool growing so far beyond projected enrollment that capacity is threatened and over-enrollment procedures are needed. However if an over-enrollment scenario did arise, KANM would use the following procedure to accept students by lot:

If the number of applications exceeds capacity for each year of operation, a lottery will be held. However, KANM will give an enrollment preference to students who are already enrolled at KANM and siblings of students already admitted or attending KANM, For student who have applied, but do not meet the enrollment preference criteria, the name and grade level of each student who has submitted a complete application will be placed on an index card and separated by grade level.

For each grade level, the index cards will be placed into a single container. The selection process will be conducted one grade level at a time, with the order selected at random.

The names of students who are drawn at random will be accepted for enrollment until the capacity of the grade level or program is reached. The names of students who exceed capacity for the grade level or program will be placed on a waiting list in the order drawn.

Following the lottery, KANM will notify the parents or guardians of the students who applied whether the student has been admitted or whether they have been placed on the waiting list.

The admissions decisions and waiting list selections will not roll over to the next school year. If in subsequent years, the number of students exceeds capacity of the program or grade level, then a new lottery will be conducted by KANM for that school year.

## **Student Discipline Policy**

### ***Disciplinary Procedures***

KANM will have disciplinary procedures for student academic, interpersonal, and Internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

The founders anticipate that most student conduct and interaction will occur online via one-on-one and collaborative communication tools. The policies and procedures governing student conduct will be appropriate to the virtual learning environment, while also covering conduct in nonvirtual settings such as field trips and proctored testing events.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to KANM policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

KANM's written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the school's student/parent handbook. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

KANM's student discipline policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding interaction with students and faculty, academic integrity, attendance, substance abuse, safety, and work habits. Each student will be required to verify that he or she has reviewed and understands the policies prior to enrollment. The KANM Executive Director will ensure that students and parents/guardians are

notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. The KANM governing board shall review the student discipline policies at least annually and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the charter school.

### ***Authority to Suspend***

The charter school director may temporarily suspend any student for disciplinary reasons including cyber-bullying or any other conduct which is disruptive of the good order or instructional effectiveness of KANM as outlined in §6.11.2.9, including out-of-school conduct that may have a direct and immediate effect on school discipline or the general safety of the school. A temporary suspension shall not exceed five (5) school days. However, the charter school director may extend the suspension by an additional ten (10) school days; and the KANM governing board may extend the suspension an additional five (5) days if it finds that the immediate return of the student would be detrimental to other students' health, welfare, or safety.

### ***Suspension Procedure***

Suspensions shall be initiated according to the following procedures:

#### ***Informal Hearing:***

Suspension shall be preceded by an informal hearing conducted by the charter school director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director. The hearing shall include the reasons for suspension and the opportunity to challenge those reasons.

#### ***Notice to Parents/Guardians:***

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school.

#### ***Notice to KANM Governing Board:***

At the time of suspension, the charter school director or designee shall notify the KANM governing board of the suspension, the reasons for the suspension, and any response by the student.

#### ***Readmittance:***

A suspended student may be readmitted to KANM by the charter school director or designee who suspended the student upon reasonable conditions.

### ***Authority to Expel***

Only the KANM governing board upon the recommendation of the expulsion panel may expel a student. A student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school governing board finds that the student is a habitual

truant, is incorrigible, is continuously disruptive of school discipline, is continuously disruptive of the instructional effectiveness of the school, is detrimental to the health and safety of other students, or has been expelled from another school district in New Mexico or any other state.

The KANM governing board must expel a student who has been found to have carried a weapon or firearm on school property in New Mexico or any other state for a period of not less than twelve (12) calendar months. However, the KANM governing board may modify the expulsion on a case-by case basis.

### ***Expulsion Procedure***

#### Written Notice of Expulsion:

If a student is recommended for expulsion, the KANM governing board must give written notice to the student's parent or guardian. The notice must include the grounds for expulsion and the time and place for a hearing to determine whether the student should be expelled. The notice must also include a description of the student's rights at the hearing, including the right to be represented by counsel, the right to produce witnesses and submit evidence, and the right to cross-examine any adult witnesses.

Within a reasonable period of time following the written notice, the KANM governing board must grant the student and his parent/guardian a full and fair hearing. This reasonable period must give the student and their parent/ guardian an opportunity to prepare a response to the grounds of expulsion.

#### Hearing

The hearing will be presided over by an appointee of the KANM governing board. The charter school director will make a recommendation to the expulsion panel.

#### Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed the offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

### Written Notice of Final Decision to Expel to Student or Parent/Guardian

The charter school director or designee following a decision of the charter school governing board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the specific offense committed by the student, notice of the right to appeal the expulsion, and notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school.

### Written Notice of Expulsion to Student's District of Residence

The charter school director or designee shall send written notice of the decision to expel to the student's district of residence. This notice shall include the student's name and the specific grounds for expulsion.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

### Written Notice of Expulsion to Prosecuting Attorney

If an expelled student is within the age of compulsory attendance, an authorized representative of the KANM governing board must, within five (5) days of the expulsion decision, provide written notice of the student's expulsion to the prosecuting attorney of the county of the student's residence.

### Re-enrollment

KANM will develop procedures and timelines whereby expelled students can apply for re-enrollment. The founders recognize that expulsion is a means to protect the health and integrity of students, employees, and the school's learning environment, and not a punitive measure to which stigma should attach. KANM will require evidence that an expelled student's conduct, and disposition or life circumstances (as applicable) have improved to the extent that future transgressions are unlikely. KANM will be ready to respond favorably if such evidence is forthcoming. However in cases where there is an aggrieved/injured party resulting from the offense who is still involved with the school, KANM must in fairness consider the feelings and disposition of such party as a factor in its decision.

Re-enrollment of an expelled student shall not prevent the KANM governing board from expelling the student again for cause.

### ***Weapons Policy***

KANM will have a policy of zero tolerance for weapons as prescribed by §22-5-4-7. A student found to be in possession of a weapon will be suspended and will undergo an expulsion hearing. The term of the expulsion will be one year. A student with a disability will be placed in an alternative education setting for no more than forty-five days.

### ***Procedures for Students Using Alcohol or Controlled Substances***

Due to the virtual, non-classroom based nature of program attendance, KANM does not anticipate having knowledge of, or probable cause to believe, that students may possess or be under the influence of alcohol or controlled substances. However, physical gatherings of

students that the school may sponsor, such as field trips, as well as proctored testing sessions, will be considered KANM events subject to our school policy that prohibits alcohol and controlled substances (other than those medically prescribed for a student). Violations will result in the following actions:

- An automatic suspension;
- Mandatory parent conference;
- Notification to law enforcement authorities;
- At the discretion of the KANM Executive Director (ED), an expulsion hearing pursuant to the Expulsion Procedure described above. The ED will consult with parents/guardians before making a final determination on whether to hold an expulsion hearing.

If while present at a school event, a student voluntarily discloses using or being under the influence of alcohol or any controlled substance, anonymity will be provided to the student on a faculty “need to know” basis. KANM will also notify parents/legal guardians that counseling is available for the affected student.

These policies and procedures shall be reported to students and parents/guardians within the KANM student handbooks.

## **G. FACILITIES**

The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

### **If the school site has already been selected/secured:**

- Describe the proposed facility, including location, size and layout of space. Explain how the facility will support the implementation of the school’s educational plan.
- Explain the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

### **If the school site has not been selected/secured:**

- Explain the needs of a facility that will support the implementation of the school’s educational plan, including desired location, size, and layout of space.
- Describe a reasonable plan to identify and secure an adequate facility.
- Provide the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

A facility will only be needed to house the schools’ administrative records and provide centralized services, as needed., NMVEP plans for this facility to be located in the Santa Fe area.

## **H. OTHER STUDENT SERVICES**

- Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
- Describe the school's plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.
- Describe the school's plans for providing student access to counseling services and plans for contracting services, if applicable.
- Describe the school's plans for providing student access to health services and plans for contracting services, if applicable.

At this time, NMVEP does not anticipate providing these services. However, if such services are required to address the needs of KANM's student population, then NMVEP would provide them through contract(s) with qualified third-party provider(s).

## VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

### A. LEGAL LIABILITY AND INSURANCE COVERAGE

- Provide a statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

KANM will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

### B. WAIVERS

- List the specific waivers that will be requested from the department's requirements, 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 material, evaluation standards for school personnel, school principal duties, driver education, and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, cite the applicable statute and/or state rule that the school is requesting to be waived.

#### **Waiver from class loads, teaching loads, and staffing patterns:**

NMVEP requests a waiver from the rule and provisions regarding staffing patterns (NM Stat. §22-10A-20, NMAC 6.30.2.10.G), class load (NM Stat. §22-10A-20, NMAC 6.30.2.10.G), and teaching load (NM Stat. §22-10A-20, NMAC 6.30.2.10.G) as these requirements pertain to brick and mortar schools and do not anticipate a virtual classroom.

#### **Waiver from length of school day:**

NMVEP requests a waiver from the rule and provisions regarding the length of school day (NM Stat. §22-2-8.1, NMAC 6.30.2.10.H) as this pertains to a traditional school day in a brick and mortar classroom and does not anticipate the flexible schedule of a virtual classroom. Although the length of day is flexible, KANM student will still meet the hour requirements for the school year.

**Waiver from purchase of instructional materials:**

NMVEP requests a waiver from all statutes and rules regarding the purchase of instructional materials. The instructional materials required for the KANM curriculum are not the same as the state's list of instructional materials.

**Waiver from evaluation standards for school personnel:**

NMVEP requests a waiver from NM Stat. §22-10A-19 and any rule regarding the evaluation of school personnel. NMVEP will develop its own evaluation standards, teacher training, and professional development for KANM and will incorporate as many evaluation standards which fit within the virtual education model.

**Waiver from driver's education:**

NMVEP requests a waiver from the requirements of any drivers education program, including N.M. Stat. §22-13-12, as KANM will not be providing a driver's education program.

If any waivers *will be* requested that are not pertaining to those listed above, cite the applicable statute and or state rules that the school is requesting be waived:

- **N.M. Stat. §22-8B-4(J):** “A charter school shall be a nonsectarian, nonreligious and non-home-based public school.”

Consistent with the charter law, KANM will be a non-sectarian and non-religious public school. However, NMVEP is requesting a waiver from the requirement that a charter school be “non-home based.” KANM will not be a homeschool. It will be a full-time virtual charter school that provides instruction to students from a remote location (typically, a student's home) through synchronous and asynchronous instruction provided by a New Mexico certified teachers.

- **NMAC §6.80.4.18(B):** “Any charter school offering or seeking to offer distance learning courses in New Mexico pursuant to the Charter Schools Act [Chapter 22, Article 8B NMSA 1978] must be physically located in the state of New Mexico.”

NMVEP is requesting clarification on the definition of physical presence. As a virtual charter school, KANM will not have a brick and mortar school building, but rather is proposing to have an administrative office located in the state.

- **NMAC § 6.30.8.12(A)(1):** “All local school boards and charter school governing authorities shall adopt written policies providing for student access to distance learning courses. The policies shall, at a minimum, include procedures for ... designating a district coordinator and a school site coordinator; charter schools may designate school site coordinators only.”

NMVEP is requesting a waiver from the requirement that a charter school offering distance learning designate a site coordinator. As a fully-virtual school with an administrative office in the state, a site coordinator is not a necessary component of the school structure as students would not interact face-to-face with a site coordinator.

Instead KANM students will work from home and will be supported by both teachers and academic coaches as they work through the virtual instruction and curriculum.

- **NMAC § 6.30.8.8(A):** “Distance learning courses provide an opportunity for schools within the state to expand their course offerings and expand access to learning resources. While distance learning technologies may occasionally be used as full-time educational programming for students in unusual circumstances, asynchronous distance learning shall not be used as a substitute for all direct, face-to-face student and teacher interactions unless approved by the local board of education.”

NMVEP is requesting a waiver from NMAC § 6.30.08.8(A) in that through KANM it will provide a full-time distance education program to expand educational opportunities to New Mexico students. However, as not envisioned by this rule, KANM will utilize both a synchronous and asynchronous instructional model with New Mexico certified teachers.

- **NM Stat. §22-8B-6(D):** “An application shall include the total number of grades the charter school proposes to provide, either immediately or phased. A charter school may decrease the number of grades it eventually offers, but it shall not increase the number of grades or the total number of students proposed to be served in each grade.”

As virtual education is not restricted by any classroom seating or building capacity, it has no true enrollment limits and has the flexibility to increase in size. NMVEP requests a waiver from the cap on students served in each grade which it has provided earlier in this application. NMVEP believes that a virtual education should be available to a student if they choose and KANM can expand to meet those student’s needs.

- **NM Stat. § 6.30.8.9(A):** “In order to participate in distance-learning courses, a public school student must be enrolled in a public school district, charter school, state institution or educational program conducted in a state institution and must have the written permission of the student's enrolling district, charter school, state institution or educational program conducted in a state institution.

NMVEP requests a waiver from the requirement that written permission is required from the student’s enrolling district, charter school, or state institution. KANM will be a statewide virtual school enrolling students from throughout the state in a full-time educational program. It will not be a supplementary program, where written permission would be needed from the student’s primary school of enrollment.

## **IX. APPENDICES**

The contents of the appendices will be evaluated as they pertain to the appropriate sections IV through VIII of the application.

Please provide each of the following documents as an appendix:

- The School’s proposed personnel policies;
- The School’s proposed student discipline policy;
- A completed Form 910B5;
- A completed Budget Spreadsheet;
- If applicable, a bibliography of citations using the *APA References Citation* format;
- If applicable, an acronyms list (*an alphabetical listing of all acronyms used in the application [Example: CSD – Charter Schools Division]*).

### **LIST OF APPENDICES THAT FOLLOW**

- A. Proposed personnel policies
- B. Proposed student discipline policy
- C. Completed Forms 910B5
- D. Completed Budget Spreadsheets (Revenues and Expenditures)
- E. References Cited
- F. Acronyms List
- G. Course Catalog
- H. Bylaws – New Mexico Virtual Education Partners

## **APPENDIX A**

### **PROPOSED PERSONNEL POLICIES**

This working policy draft focuses largely on compliance with federal law, and also addresses the need for a policy governing employee use of the school's online technologies, network systems and the internet while engaged in KANM business.

#### **Equal Employment Opportunity**

All employment practices of the Kaplan Academy of New Mexico shall be nonreligious, nonsectarian and nondiscriminatory. KANM provides equal employment opportunity to all employees and applicants regardless of a person's race, religion, gender, color, sex, age, national origin, disability, marital status, sexual orientation, gender identity, veteran status, or any other legally protected status. This Policy applies to all conditions of employment including, but not limited to, recruitment, selection, placement, transfer, promotion, training, leave of absence, compensation, benefits, and termination. KANM complies with all applicable federal, state and local laws governing non-discrimination in employment. All decisions regarding conditions of employment must be based on the individual's overall qualifications and his or her ability to meet the requirements of the position.

KANM values a work environment where diversity is embraced, where people are promoted on their merits, and where people treat each other with mutual respect and dignity. We are committed to being a company where the best people want to work and where opportunities to develop are widely available.

#### **Non-Discrimination/Non-Harassment Policy**

It is KANM's policy to maintain a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere free from discriminatory practices, including sexual harassment and harassment based on race, religion, gender, color, sex, age, national origin, disability, marital status, sexual orientation, gender identity, veteran status, or any other legally protected status. Discrimination of any kind is unacceptable and will not be tolerated at KANM.

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of his or her protected status, or that of person's with whom the individual associates. For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features). Religious harassment includes demands that an employee alters or renounces some religious belief in exchange for job benefits. It is the policy of KANM to prohibit behavior which (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; and (3) otherwise adversely affects an individual's employment opportunities.

Sexual harassment includes unwelcome or unwanted gender based conduct: (1) when an employee's submission to or rejection of this conduct affects decisions regarding hiring, evaluation, promotion, or any other aspect of employment or creates an intimidating, hostile or

offensive work environment. KANM prohibits any inappropriate or offensive behavior including, but not limited to:

- Coerced sexual acts
- Express or implied demands for sexual favors in exchange for favorable performance reviews, assignments, promotions, continued employment or promises of continued employment
- Touching or assaulting an individual's body, or staring, in a sexual manner
- Graphic, verbal commentary about an individual's body or sexuality
- Unwelcome or offensive sexual jokes, sexual language, sexual epithets, sexual gossip, sexual comments or sexual inquiries
- Unwelcome flirtations, advances or propositions
- Continuing to ask an employee for a date after the employee has indicated that he or she is not interested
- Sexually suggestive or obscene comments or gestures
- The display in the workplace of graphic and sexually suggestive objects, pictures, or graffiti or any computer-generated sexually explicit pictures or graffiti
- Negative statements or disparaging remarks targeted at one's gender (either men or women), even if the content of the verbal abuse is not sexual in nature; or
- Any form of retaliation against an employee for complaining about the type of behavior described above or supporting the complaint of the alleged victim

This Policy covers all KANM employees. Any type of harassment or discrimination, whether engaged in by fellow employees, supervisors, or by non-employees with whom the employee comes into contact in the course of employment (e.g., students, service providers or Contractors) is contrary to this policy and will not be tolerated.

KANM encourages individuals who believe they are being harassed or discriminated against to firmly and promptly notify the alleged offender that his or her behavior is offensive or unwelcome. However, whether or not an employee chooses to discuss the incident with the alleged offender, anyone who either experiences or observes work-related harassment or discrimination has an obligation to report the incident immediately by speaking with his or her manager, next level of management, or the KANM Governing Board.

### **No Retaliation**

KANM will not retaliate against any individual who makes a report of perceived harassment or discrimination, nor will we permit any supervisor or employee to do so. Retaliation is a serious violation of KANM's policy and those who feel they have been subjected to any acts of retaliation should immediately report such conduct to the KANM Governing Board. Any person who retaliates against another individual for reporting any perceived acts of harassment or discrimination will be subject to disciplinary action, up to and including termination of employment. Employees also are expected to report perceived acts of harassment or discrimination by non-employees, such as clients, vendors, contract personnel, or other service

providers. KANM recognizes that false accusations of harassment can cause serious harm to innocent persons. If an investigation results in a finding that the complainant knowingly, falsely accused another person of harassment, the complainant will be subject to disciplinary action, up to and including discharge.

### **Accommodations**

The Kaplan Academy of New Mexico will reasonably accommodate employees with disabilities as defined by the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and other appropriate statutes. An employee is encouraged to provide input concerning the accommodation process; however, KANM will determine what constitutes a reasonable accommodation on a case-by-case basis.

To be eligible for an accommodation, employees must inform the Executive Director (ED) in writing of any claimed disability, along with any requests for accommodations. Once the proper written documentation is received (including documentation from a treating physician specifying recommended accommodations), the ED and the employee will discuss KANM's ability to provide reasonable accommodations consistent with the employee's and the business' needs. KANM reserves the right to request additional independent medical examinations, evaluations and other appropriate information at KANM's expense.

Disability information is treated as confidential and will be shared with management only on a need to know basis. All related forms and physician documents regarding the employee's disability and request for accommodations will be placed in a secure file, excluding the employee's personnel file, in accordance with the law.

An employee who cannot resolve an accommodation request with the ED may present the request directly to the KANM Governing Board. KANM will not permit retaliation against any employee who seeks accommodations related to a disability.

### **Information Technology Acceptable Use Policy**

KANM's Acceptable Use Policy ("AUP") governs all use of KANM's computer hardware, software, and computer networks, as well use of the internet and e-mail while engaged in KANM business ("KANM Technology Systems"). This policy applies to all individuals who use the KANM Technology Systems, including employees, independent contractors, temporary staff, and vendors ("Users"). Complying with the AUP is mandatory. By using the KANM Technology Systems, employees agree to abide by the following:

**Don't Download Improper Materials.** Do not download, display on or otherwise transmit through KANM Technology Systems any material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene or otherwise illegal

**Don't Misuse the Systems.** Do not use Internet access for visiting chat rooms, online gambling, or Internet auction sites, playing computer games, or performing any type of hacking-related activity

**Don't Violate Copyright Laws.** Do not download or store any content that violates copyright law. Don't use KANM's Technology Systems to download music, images, or other copyrighted

materials, unless you are sure you have permission. Don't use KANM Technology Systems for downloading from any peer-to-peer networks

**Keep Confidential Information Secure.** KANM Technology Systems may contain personal contact information for employees and students. KANM considers such information confidential whether or not it is subject to privacy laws. All personnel are expected to use caution and exercise good judgment when using confidential information outside the database systems where this information is normally recorded; i.e., in an email or voicemail message.

### **Personnel Records**

Employees may examine personnel records while employed by submitting a written request to the KANM Executive Director (ED). Employees may correct, in writing, any errors that might exist or supply additional information to their own file. An employee who believes an error exists should discuss this matter with the ED. If appropriate, the information may be changed or an addendum may be added to the file stating the employee's view.

## **APPENDIX B**

### **PROPOSED STUDENT DISCIPLINE POLICY**

KANM will have disciplinary procedures for student academic, interpersonal, and Internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

The founders anticipate that most student conduct and interaction will occur online via one-on-one and collaborative communication tools. The policies and procedures governing student conduct will be appropriate to the virtual learning environment, while also covering conduct in nonvirtual settings such as field trips and proctored testing events.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to KANM policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

KANM's written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the school's student/parent handbook. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

KANM's student discipline policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding interaction with students and faculty, academic integrity, attendance, substance abuse, safety, and work habits. Each student will be required to verify that he or she has reviewed and understands the policies prior to enrollment. The KANM Executive Director will ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. The KANM governing board shall review the student discipline policies at least annually and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the charter school.

#### ***Authority to Suspend***

The charter school director may temporarily suspend any student for disciplinary reasons including cyber-bullying or any other conduct which is disruptive of the good order or instructional effectiveness of KANM as outlined in §6.11.2.9 including out-of-school conduct that may have a direct and immediate effect on school discipline or the general safety of the school. A temporary suspension shall not exceed five (5) school days. However, the charter school director may extend the suspension by an additional ten (10) school days; and the KANM governing board may extend the suspension an additional five (5) days if it finds that the immediate return of the student would be detrimental to other students' health, welfare, or safety.

#### ***Suspension Procedure***

Suspensions shall be initiated according to the following procedures:

### ***Informal Hearing:***

Suspension shall be preceded by an informal hearing conducted by the charter school director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director. The hearing shall include the reasons for suspension and the opportunity to challenge those reasons.

### ***Notice to Parents/Guardians:***

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school.

### ***Notice to KANM Governing Board:***

At the time of suspension, the charter school director or designee shall notify the KANM governing board of the suspension, the reasons for the suspension, and any response by the student.

### ***Readmittance:***

A suspended student may be readmitted to KANM by the charter school director or designee who suspended the student upon reasonable conditions.

### ***Authority to Expel***

Only the KANM governing board upon the recommendation of the expulsion panel may expel a student. A student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school governing board finds that the student is a habitual truant, is incorrigible, is continuously disruptive of school discipline, is continuously disruptive of the instructional effectiveness of the school, is detrimental to the health and safety of other students, or has been expelled from another school district in New Mexico or any other state.

The KANM governing board must expel a student who has been found to have carried a weapon or firearm on school property in New Mexico or any other state for a period of not less than twelve (12) calendar months. However, the KANM governing board may modify the expulsion on a case-by case basis.

### ***Expulsion Procedure***

#### **Written Notice of Expulsion:**

If a student is recommended for expulsion, the KANM governing board must give written notice to the student's parent or guardian. The notice must include the grounds for expulsion and the time and place for a hearing to determine whether the student should be expelled. The notice must also include a description of the student's rights at the hearing, including the right to be represented by counsel, the right to produce witnesses and submit evidence, and the right to cross-examine any adult witnesses.

Within a reasonable period of time following the written notice, the KANM governing board must grant the student and his parent/guardian a full and fair hearing. This reasonable period

must give the student and their parent/ guardian an opportunity to prepare a response to the grounds of expulsion.

### Hearing

The hearing will be presided over by an appointee of the KANM governing board. The charter school director will make a recommendation to the expulsion panel.

### Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed the offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

### Written Notice of Final Decision to Expel to Student or Parent/Guardian

The charter school director or designee following a decision of the charter school governing board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the specific offense committed by the student, notice of the right to appeal the expulsion, and notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

### Written Notice of Expulsion to Student's District of Residence

The charter school director or designee shall send written notice of the decision to expel to the student's district of residence. This notice shall include the student's name and the specific grounds for expulsion.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

### Written Notice of Expulsion to Prosecuting Attorney

If an expelled student is within the age of compulsory attendance, an authorized representative of the KANM governing board must, within five (5) days of the expulsion decision, provide written notice of the student's expulsion to the prosecuting attorney of the county of the student's residence.

### Re-enrollment

KANM will develop procedures and timelines whereby expelled students can apply for re-enrollment. The founders recognize that expulsion is a means to protect the health and integrity of students, employees, and the school's learning environment, and not a punitive measure to which stigma should attach. KANM will require evidence that an expelled student's conduct, and disposition or life circumstances (as applicable) have improved to the extent that future transgressions are unlikely. KANM will be ready to respond favorably if such evidence is forthcoming. However in cases where there is an aggrieved/injured party resulting from the offense who is still involved with the school, KANM must in fairness consider the feelings and disposition of such party as a factor in its decision.

Re-enrollment of an expelled student shall not prevent the KANM governing board from expelling the student again for cause.

### ***Weapons Policy***

KANM will have a policy of zero tolerance for weapons as prescribed by §22-5-4-7. A student found to be in possession of a weapon will be suspended and will undergo an expulsion hearing. The term of the expulsion will be one year. A student with a disability will be placed in an alternative education setting for no more that forty-five days.

### ***Procedures for Students Using Alcohol or Controlled Substances***

Due to the virtual, non-classroom based nature of program attendance, KANM does not anticipate having knowledge of, or probable cause to believe, that students may possess or be under the influence of alcohol or controlled substances. However, physical gatherings of students that the school may sponsor, such as field trips, as well as proctored testing sessions, will be considered KANM events subject to our school policy that prohibits alcohol and controlled substances (other than those medically prescribed for a student). Violations will result in the following actions:

- An automatic suspension;
- Mandatory parent conference;
- Notification to law enforcement authorities;
- At the discretion of the KANM Executive Director (ED), an expulsion hearing pursuant to the Expulsion Procedure described above. The ED will consult with parents/guardians before making a final determination on whether to hold an expulsion hearing.

If while present at a school event, a student voluntarily discloses using or being under the influence of alcohol or any controlled substance, anonymity will be provided to the student on a faculty "need to know" basis. KANM will also notify parents/legal guardians that counseling is available for the affected student.

These policies and procedures shall be reported to students and parents/guardians within the KANM student handbooks.

**APPENDIX C**  
**COMPLETED BUDGET FORMS 910-B5**  
(Excel Format – 15 Pages)

**APPENDIX D**  
**REVENUES AND EXPENDITURES**  
(Excel Format – 12 Pages)

## APPENDIX E

### REFERENCES CITED

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**APPENDIX F**  
**ACRONYMS LIST**

ACT	American College Test
ADA	Americans with Disabilities Act
AIP	Academic Improvement Plan
AP	Advanced Placement
ASP	Application Service Provider
AYP	Annual Yearly Progress
CEO	Chief Executive Officer
DNA	Deoxyribonucleic Acid
DOE	Department of Energy
DOK	Depth of Knowledge
DSL	Digital Subscriber Line
ED	Executive Director
ELL	English Language Learner
GPA	Grade Point Average
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IRS	Internal Revenue Service (U.S. Dept. of the Treasury)
ISP	Internet Service Provider
KANM	Kaplan Academy of New Mexico
KHE	Kaplan Higher Education
KVE	Kaplan Virtual Education
LASSI	Learning and Study Strategies Inventory
LMS	Learning Management System
NACOL	North American Council for Online Learning
NASA	National Aeronautics and Space Administration
NCLB	No Child Left Behind
NMAC	New Mexico Administrative Code
NMPED	New Mexico Public Education Department
NMVEP	New Mexico Virtual Education Partners
PM	Program Manager
PTSO	Parent-Teacher-Student Organization
SAT	Scholastic Aptitude Test
SBA	Standards Based Assessment
SIS	Student Information System
WCAG	Web Content Accessibility Guidelines

**APPENDIX G**  
**LIST OF COURSES**  
(Seven pages follow this title page)

Kaplan Virtual Education Course Catalog	
Course Name	Credit
<i>High School Core Catalog</i>	
<b>Language Arts</b>	
Grammar & Composition, First Semester	0.5
Grammar & Composition, Second Semester	0.5
English 1: Survey of Literature, First Semester	0.5
English 1: Survey of Literature, Second Semester	0.5
<a href="#">English 1 Honors: Survey of Literature, First Semester</a>	0.5
<a href="#">English 1 Honors: Survey of Literature, Second Semester</a>	0.5
English 2: World Literature, First Semester	0.5
English 2: World Literature, Second Semester	0.5
<a href="#">English 2 Honors: World Literature, First Semester</a>	0.5
<a href="#">English 2 Honors: World Literature, Second Semester</a>	0.5
English 3: American Literature, First Semester	0.5
English 3: American Literature, Second Semester	0.5
<a href="#">English 3 Honors: American Literature, First Semester</a>	0.5
<a href="#">English 3 Honors: American Literature, Second Semester</a>	0.5
English 4: British Literature, First Semester	0.5
English 4: British Literature, Second Semester	0.5
<a href="#">English 4 Honors: British Literature, First Semester</a>	0.5
<a href="#">English 4 Honors: British Literature, Second Semester</a>	0.5
Smart Track Remedial Reading	
ESL ReadingSmart	
<b>Mathematics</b>	
Consumer Math, First Semester	0.5
Consumer Math, Second Semester	0.5
Pre-Algebra, First Semester	0.5
Pre-Algebra, Second Semester	0.5
Algebra IA, First Semester	0.5
Algebra IA, Second Semester	0.5
Algebra IB, First Semester	0.5
Algebra IB, Second Semester	0.5
Algebra I, First Semester	0.5
Algebra I, Second Semester	0.5
<a href="#">Algebra I Honors, First Semester</a>	0.5
<a href="#">Algebra I Honors, Second Semester</a>	0.5
Algebra II, First Semester	0.5
Algebra II, Second Semester	0.5
<a href="#">Algebra II Honors, First Semester</a>	0.5
<a href="#">Algebra II Honors, Second Semester</a>	0.5
Geometry, First Semester	0.5
Geometry, Second Semester	0.5
<a href="#">Geometry Honors, First Semester</a>	0.5
<a href="#">Geometry Honors, Second Semester</a>	0.5
Trigonometry - one semester	0.5
Pre-Calculus – first semester	0.5
Pre-Calculus - second semester	0.5
Calculus – first semester	0.5
Calculus – second semester	0.5

Kaplan Virtual Education Course Catalog	
Course Name	Credit
<b>Science</b>	
Biology - first semester	0.5
Biology - second semester	0.5
<a href="#">Biology Honors - first semester</a>	0.5
<a href="#">Biology Honors - second semester</a>	0.5
Chemistry, First Semester	0.5
Chemistry, Second Semester	0.5
<a href="#">Chemistry Honors, First Semester</a>	0.5
<a href="#">Chemistry Honors, Second Semester</a>	0.5
Earth Space Science - first semester	0.5
Earth Space Science - second semester	0.5
<a href="#">Earth Space Science Honors - first semester</a>	0.5
<a href="#">Earth Space Science Honors - second semester</a>	0.5
Marine Science - first semester	0.5
Marine Science - second semester	0.5
Physical Science - first semester	0.5
Physical Science - second semester	0.5
Physics - first semester	0.5
Physics - second semester	0.5
<a href="#">Physics Honors - first semester</a>	0.5
<a href="#">Physics Honors - second semester</a>	0.5
Environmental Science - first semester	0.5
Environmental Science - second semester	0.5
<b>Social Studies</b>	
American History - first semester	0.5
American History - second semester	0.5
<a href="#">American History Honors - first semester</a>	0.5
<a href="#">American History Honors- second semester</a>	0.5
World History first semester	0.5
World History second semester	0.5
<a href="#">World History Honors first semester</a>	0.5
<a href="#">World History Honors second semester</a>	0.5
American Government	0.5
<a href="#">American Government Honors</a>	0.5
Economics	0.5
<a href="#">Economics Honors</a>	0.5
Geography - first semester	0.5
Geography - second semester	0.5

<b>Kaplan Virtual Education Course Catalog</b>	
<b>Course Name</b>	<b>Credit</b>
<b>Foreign Language</b>	
Spanish 1 - first semester	0.5
Spanish 1 - second semester	0.5
Spanish 2 - first semester	0.5
Spanish 2 - second semester	0.5
Spanish 3 - first semester	0.5
Spanish 3 - second semester	0.5
French 1 - first semester	0.5
French 1 - second semester	0.5
French 2 - first semester	0.5
French 2 - second semester	0.5
French 3 - first semester	0.5
French 3 - second semester	0.5
Latin 1 - first semester	0.5
Latin 1 - second semester	0.5
Latin 2 - first semester	0.5
Latin 2 - second semester	0.5
Latin 3 - first semester	0.5
Latin 3 - second semester	0.5
Mandarin Chinese 1 - first semester	0.5
Mandarin Chinese 1 - second semester	0.5
Mandarin Chinese 2 - first semester	0.5
Mandarin Chinese 2 - second semester	0.5
<b>Other Electives</b>	
Thinking and Learning Strategies	0.5
Journalism - first semester	0.5
Journalism - second semester	0.5
Psychology - 1 semester only	0.5
Art History - first semester	0.5
Art History - second semester	0.5
Music Appreciation	0.5
Computer Literacy - first semester (Google docs)	0.5
Computer Literacy - second semester (Google docs)	0.5
Computing for College and Careers, First Semester	0.5
Computing for College and Careers, Second Semester	0.5
Health	0.5
Nutrition	0.5
Physical Education 1	0.5
Physical Education 2	0.5
Physical Ed. for the Special Education Student (IEP or 504 Plan)	0.5

<b>Kaplan Virtual Education Course Catalog</b>	
<b>Course Name</b>	<b>Credit</b>
<b>Other Electives <i>continued</i></b>	
Personal Finance	0.5
Career Planning	0.5
Digital Photography and Graphics (GIMP)	0.5
Digital Video Production (Movie Maker)	0.5
Web Design (KompoZer)	0.5
Flash Animation (CS 4)	0.5
Game Design I	0.5
Game Design II	0.5
Online Game Design (CS 4)	0.5
CAHSEE Test Prep	0.5
ACT Prep	0.5
SAT Prep (math and English)	0.5
<b>Advanced Placement</b>	
AP English Literature - first semester	0.5
AP English Literature - second semester w/ Exam Review	0.5
AP English Language - first semester	0.5
AP English Language - second semester w/Exam Review	0.5
AP Art History - first semester	0.5
AP Art History - second semester w/ Exam Review	0.5
AP Statistics - first semester	0.5
AP Statistics - second semester	0.5
AP Calculus AB - first semester	0.5
AP Calculus AB - second semester w/Exam Review	0.5
AP Calculus BC - first semester	0.5
AP Calculus BC - second semester	0.5
AP Chemistry – first semester	0.5
AP Chemistry – second semester	0.5
AP Physics B - first semester	0.5
AP Physics B - second semester	0.5
AP Biology - first semester	0.5
AP Biology - second semester w/ Exam Review	0.5
AP Microeconomics	0.5
AP Macroeconomics w/Exam Review	0.5
AP US Government and Politics w/ Exam Review	0.5
AP US History - first semester	0.5
AP US History - second semester w/ Exam Review	0.5
AP World History - first semester	0.5
AP World History - second semester	0.5

<b>Kaplan Virtual Education Course Catalog</b>	
<b>Course Name</b>	<b>Credit</b>
<b><i>Middle School Catalog</i></b>	
<b>Language Arts</b>	
6th Grade Language Arts, First Semester	0.5
6th Grade Language Arts, Second Semester	0.5
6th Grade Language Arts, First Semester, Advanced	0.5
6th Grade Language Arts, Second Semester, Advanced	0.5
7th Grade Language Arts, First Semester	0.5
7th Grade Language Arts, Second Semester	0.5
7th Grade Language Arts, First Semester, Advanced	0.5
7th Grade Language Arts, Second Semester, Advanced	0.5
8th Grade Language Arts, First Semester	0.5
8th Grade Language Arts, Second Semester	0.5
8th Grade Language Arts, First Semester, Advanced	0.5
8th Grade Language Arts, Second Semester, Advanced	0.5
<b>Mathematics</b>	
6th Grade Mathematics, First Semester	0.5
6th Grade Mathematics, Second Semester	0.5
6th Grade Mathematics, First Semester, Advanced	0.5
6th Grade Mathematics, Second Semester, Advanced	0.5
7th Grade Mathematics, First Semester	0.5
7th Grade Mathematics, Second Semester	0.5
7th Grade Mathematics, First Semester, Advanced	0.5
7th Grade Mathematics, Second Semester, Advanced	0.5
8th Grade Mathematics, First Semester	0.5
8th Grade Mathematics, Second Semester	0.5
8th Grade Mathematics, First Semester, Advanced	0.5
8th Grade Mathematics, Second Semester, Advanced	0.5
<b>Social Studies</b>	
Social Studies (World Geography), First Semester	0.5
Social Studies (World Geography), Second Semester	0.5
Social Studies (World Geography), First Semester Advanced	0.5
Social Studies (World Geography), Second Semester Advanced	0.5
Social Studies (World Cultures), First Semester	0.5
Social Studies (World Cultures), Second Semester	0.5
Social Studies (World Cultures), First Semester Advanced	0.5
Social Studies (World Cultures), Second Semester Advanced	0.5
Social Studies (US History), First Semester	0.5
Social Studies (US History), Second Semester	0.5
Social Studies (US History), First Semester Advanced	0.5
Social Studies (US History), Second Semester Advanced	0.5

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<b>Course Name</b>	<b>Credit</b>
<b>Science &amp; Health</b>	
6th Grade Science, First Semester	0.5
6th Grade Science, Second Semester	0.5
6th Grade Science, First Semester, Advanced	0.5
6th Grade Science, Second Semester, Advanced	0.5
7th Grade Science, First Semester	0.5
7th Grade Science, Second Semester	0.5
7th Grade Science, First Semester, Advanced	0.5
7th Grade Science, Second Semester, Advanced	0.5
8th Grade Science, First Semester	0.5
8th Grade Science, Second Semester	0.5
8th Grade Science, First Semester, Advanced	0.5
8th Grade Science, Second Semester, Advanced	0.5
6th Grade Health / Physical Ed, First Semester	0.5
6th Grade Health / Physical Ed, Second Semester	0.5
7th Grade Health / Physical Ed, First Semester	0.5
7th Grade Health / Physical Ed, Second Semester	0.5
8th Grade Health / Physical Ed, First Semester	0.5
8th Grade Health / Physical Ed, Second Semester	0.5
<b>Social Studies</b>	
Social Studies (World Geography), First Semester	0.5
Social Studies (World Geography), Second Semester	0.5
Social Studies (World Geography), First Semester Advanced	0.5
Social Studies (World Geography), Second Semester Advanced	0.5
Social Studies (World Cultures), First Semester	0.5
Social Studies (World Cultures), Second Semester	0.5
Social Studies (World Cultures), First Semester Advanced	0.5
Social Studies (World Cultures), Second Semester Advanced	0.5
Social Studies (US History), First Semester	0.5
Social Studies (US History), Second Semester	0.5
Social Studies (US History), First Semester Advanced	0.5
Social Studies (US History), Second Semester Advanced	0.5

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<b>Course Name</b>	<b>Credit</b>
<b>Electives - Middle School</b>	
6th Grade Smart Track Reading (Remedial)	
7th Grade Smart Track Reading (Remedial)	
8th Grade Smart Track Reading (Remedial)	
6th Grade Smart Track Mathematics (Remedial)	
7th Grade Smart Track Mathematics (Remedial)	
8th Grade Smart Track Mathematics (Remedial)	
Computer Fundamentals, First Semester	0.5
Computer Fundamentals, Second Semester	0.5
Career Explorations, One Semester	0.5
Art Appreciation (6th), One Semester	0.5
Music Appreciation (6th), One Semester	0.5
Art Appreciation (7th), One Semester	0.5
Music Appreciation (7th), One Semester	0.5
Art Appreciation (8th), One Semester	0.5
Music Appreciation (8th), One Semester	0.5
Keyboarding	0.5

**APPENDIX H**  
**NEW MEXICO VIRTUAL EDUCATION**  
**BYLAWS**