

I. School Design

1. Mission Statement

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

The fundamental purpose of Insight PA Cyber Charter School (Insight PA) is to enable, inspire and prepare students to achieve the highest levels of academic standards so they will make a powerful impact in their communities. We believe an academic program that includes Career and Technical Education offerings supports this mission. Insight PA's vision is to ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them.

We believe that students learn in different ways and therefore deserve a school that can adapt to their strengths and gaps. This is why our staff creates an individual learning plan (ILP) in partnership with each and every student. And family. The ILP includes targeted individual academic and non-academic goals and matches these with the corresponding actions, pathways, and interim benchmarks necessary for success. For some of our students, this may mean a more synchronous instructional approach. Others, particularly those who struggle academically or with levels of engagement, are likely to follow a more asynchronous approach. We expect 60% of our students to qualify for the federal Free and Reduced meal program, and 20% to be Special Needs.

We know that engagement is the first prerequisite for success. Consequently, while teachers play the central role in our instructional model we complement them with counselors, family support teams, social workers, and other support staff. Some students struggle with algebra because they never really understood fractions. Others struggle because they lack time-management skills, are easily overwhelmed due to social-emotional barriers, or have been bullied to such an extent they have shut-down. Our ILP teams look at each student, attempt to understand them as a whole, and in partnership with families create a plan that will lead to across-the-board progress. Our students must be engaged if we hope to succeed.

The Insight PA board will utilize K¹² Inc. as a provider of content and services to the school. The company has fourteen years experience working in Pennsylvania and we feel this partnership, among others, can help us achieve

our mission.

TEAM SUPPORT OF THE EDUCATIONAL GOALS

The educational goals cannot be achieved without the key members of the team that serve a student. Insight PA believes that students should be surrounded by dedicated leaders, teachers, and parent partners or learning coaches. This team is charged to drive instruction but may first need to address and remove some social-emotional barriers, before learning takes place. This team of teachers, family support team members, counselors, specialists, community coordinators, and parent coordinators, is committed to:

- Setting high expectations for all;
- Identifying and removing barriers that impede student growth;
- Identifying the best individualized learning approach to meet each student's unique needs;
- Engaging in meaningful, direct communication about goals and progress;
- Fostering deep collaborative partnerships among students, parents, community, teachers, staff and administrators;
- Utilizing research-based instruction to ensure mastery for all;
- Respecting that time is a limited commodity that should never be wasted.

In the event that students need additional support, the onsite Insight PA leadership team will ensure that the state mandated Students Assistance Program (SAP) is in place and effectively implemented according to state guidelines providing leadership for developing a safe and drug-free environment and mental health wellness for all Insight PA students. Barriers to learning will be removed and student academic achievement will be enhanced through collaborative prevention, intervention, and post-intervention services. Because school culture and momentum are critical aspects of success, we will begin each year, especially for newly enrolled students with a highly structured enrollment and orientation program we call Strong Start (See Appendix I.1)

B. What is your overarching vision of the school?

The Insight PA team of hard working, highly qualified staff, in strong partnership and collaboration with parents, will be the top choice among cyber charter schools for students who are seeking individualized instruction and have an interest in exploring career and technical education options. Delivered on and offline, this unique program will put public school accountability, effective online instructional practices, and meaningful parent/adult involvement at the center of student learning. Insight PA will provide a high-quality, innovative, and effective individualized cyber charter school education to students who choose to be educated in a cyber-school setting. The Insight PA team will be focused on results and will follow the comprehensive plan process established by the Pennsylvania Department of Education (PDE) that will meet the unique needs of all students, which can be found on the PDE website.

It is expected that Insight PA Students will be curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. If students come to us discouraged or unengaged, we will find ways to turn them around. Our students will be critical thinkers who seek knowledge and possess technological competence and collaborative skills. Insight PA students will be trained to embrace diversity, act responsibly, and contribute to their community. Insight PA educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together will form a rich professional learning community centered on results, where all are supported to sharpen the instructional practices of a professional community in order to improve instructional effectiveness with every student. Through regular weekly examination and observation of instructional practices and data, Insight PA educators will adjust teaching and operational systems in order to continuously improve.

Insight PA families and community supporters are integral to the success of the school and the students we serve. Insight PA will develop a rich array of partners who will help our students meet their goals. These will include contracted service providers for some special education students, as well as companies and community organizations who are interested in helping the School develop a world-class CTE offering (beginning in the Fall of 2016). Families are expected to be active, engaged and welcomed partners. The Board

expects Insight PA Cyber Charter School to enable and inspire a diverse student body to achieve academic excellence and make positive contributions to our world. Insight PA is passionate about equitable educational outcomes for all students. It is our intent to partner with civic and community organizations to promote family engagement and the well-being and success of every student across the Commonwealth. Each online classroom offers engaging and relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child. We aim to be a place where students, some of them previously stuck or stagnated, can grow.

2. Measureable Goals and Objectives

A. What are the school's measurable academic goals and objectives to promote student learning?

Students will demonstrate mastery of a curriculum that meets or exceeds the Pennsylvania Core Standards and the Pennsylvania Academic Content Standards as applicable:

- In all grades, all students will master the school's curriculum aligned to the Pennsylvania Core Standards and Pennsylvania Academic Content Standards, attaining the knowledge and skills that Pennsylvania has identified students should acquire in each subject area and at each grade level.
- Through participation in Pennsylvania's System of School Assessment (PSSA), all students in grades three through eight will demonstrate their proficiency in English Language Arts and Math; students in grade four and eight will demonstrate their proficiency in Science;
- Through participation in Pennsylvania's Keystone Exams, students completing Keystone Exam-related courses will demonstrate their proficiency in the subject areas of Algebra I, Literature, and Biology. (In future years, pending funding, students will demonstrate proficiency on additional Keystone Exams as they become mandated by the Pennsylvania Department of Education) Students who are unable to meet Chapter 4 requirements relating to high school graduation requirements through the Keystone Exam may qualify to complete a project based assessment.
 - A) All students will participate in state and school required assessments.
 - B) To define the level of proficiency of Insight PA students in all grades during the term of the charter, the school will use the Performance Levels of the PSSA and Keystone Level Cut Scores as set by the Pennsylvania Department of Education.
 - C) Anticipating that at least 60% of Insight PA students will qualify for Free and Reduced Lunch and 20% of the students could be Students with Special needs and qualify for an IEP, Insight PA will therefore be designated as a Title I school, and will demonstrate student consistent growth with the Annual Measurable Goals.

Insight PA has set the following goals which will also be reflected in the annual School Performance Profile score:

- Insight PA will to meet the 95% or better test participation rate

for the PSSA and Keystone Exams

- Insight PA will increase by 3% annually the percentage of all students scoring Proficient or Advanced on the Mathematics/ Algebra I PSSA/Keystone Exam; including all students who take the PSSA, PASA, or Keystone Exam and were enrolled for a full academic year
- Insight PA will increase by 3% annually the percent of all students scoring Proficient or Advanced on the Reading/ Literature PSSA/Keystone Exam; including all students who take the PSSA, PASA, or Keystone Exam and were enrolled for a full academic year
- Insight PA will increase by 3% annually the percent of all students scoring Proficient or Advanced on the Science/Biology PSSA/Keystone Exam; including all students who take the PSSA or Keystone Exam and were enrolled for a full academic year
- Insight PA will increase by 3% annually the percent of all students scoring Proficient or Advanced on the Writing PSSA; including all students who take the PSSA and were enrolled for a full academic year
- Insight PA will increase by 3% annually the percent of students scoring Proficient or Advanced on the Grade 3 Reading PSSA; including all students who take the PSSA or PASA and were enrolled for a full academic year
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Math/Algebra for all students.
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Math/Algebra for all historically underperforming students.
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Reading/ Literature for all students.
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Reading/ Literature for all historically underperforming students.

- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Science/Biology for all students.
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Science/Biology for all historically underperforming students.
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Writing for all students.
- Insight PA will meet the benchmark for success defined by the Pennsylvania Department of Education as closing one-half of the achievement gap over a six-year period in Writing for all historically underperforming students.
- Insight PA will increase the academic growth of students taking the Mathematics PSSA or Algebra I Keystone Exam relative to changes in their achievement level/entering achievement during the reported year.
- Insight PA will increase the academic growth of students taking the Reading PSSA or Literature Keystone Exam relative to changes in their achievement level/entering achievement during the reported year.
- Insight PA will increase the academic growth of students taking the Science PSSA or Biology Keystone Exam relative to changes in their achievement level/entering achievement during the reported year.
- Insight PA will increase the academic growth of students taking the Writing PSSA or Algebra I Keystone Exam relative to changes in their achievement level/entering achievement during the reported year.
- Insight PA will increase the Percent of students scoring Advanced on the Mathematics/Algebra I PSSA/Keystone Exam; including all students who take the PSSA, PASA, or Keystone Exam and were enrolled for a full academic year.
- Insight PA will increase the percent of students scoring Advanced on the Reading/Literature PSSA/Keystone Exam; including all students who take the PSSA, PASA, or Keystone Exam and were enrolled for a full academic year.

- Insight PA will increase the percent of students scoring Advanced on the Science/Biology PSSA/Keystone Exam; includes all students who take the PSSA or Keystone Exam and were enrolled for a full academic year.
- Insight PA will increase percent of students scoring Advanced on the Writing PSSA; includes all students who take the PSSA and were enrolled for a full academic year.
- Insight PA will increase percent of 12th grade students scoring 3 or higher on at least one AP exam taken over the course of their educational experience; converted to a performance measure by multiplying the actual percent by a factor of 2.5. The performance measure cannot exceed 100. Advanced Placement courses offer college level work in a given discipline in a secondary school setting.
- Insight PA will increase the percent of students in the school who graduate in four years with a regular high school diploma. The value represented for the reported year is the graduation rate calculated for one year previous to the reported year due to availability of this data
- Insight PA will increase the attendance rate for the school year based upon previous year's data
- Insight PA will increase the percent of 12th grade students who have taken the PSAT or Plan at any time over the course of their educational experience
- Insight PA will increase the percent of 12th grade students scoring 1550 or higher on the SAT or 22 or higher on the ACT taken at any time over the course of their educational experience; converted to a performance measure by multiplying the actual percent by a factor of 2.5. The performance measure will not exceed 100.

B. What are the schools measurable non-academic goals and objectives to promote student performance?

Non-Academic Goals:

- Insight PA will employ parental engagement strategies to effectively engage our parents in a meaningful and purposeful way. 100% of parents will have access to online parenting materials including information about learning objectives that are appropriate for their child's age and grade level, effective learning strategies for difficult content areas, etc. Insight PA

will maintain a list of assigned parent log on IDs and a list of materials selected for inclusion in the online parenting resources which are grade appropriate, and evidence and scientifically based.

- 100% of students will have an Individualized Learning Plan. The ILP is developed in partnership with students, parents and educators and signed by the parent. The ILP will outline how students, parents, and educators, share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help students achieve high standards. The ILP's are discussed quarterly to define and update the expectations of the student. ILP's will be maintained in the student's file and regularly updated based on evidence of student progress.
- Beginning 2016—17, Insight PA will develop a mentor program in which one hundred percent of newly enrolled families will be paired with an experienced learning coach who will be available to share tips for a successful school year. Parent mentors will be provided training to support them in this role. A calendar of mentor program events, participation logs, and content of mentor activities will be maintained as evidence.
- Insight PA will conduct outings at least once per month for students and parents to have the opportunity to meet other families in both educational and social environments. Meetings' and activities' agendas and participation logs will be maintained as evidence.
- All full time teachers will conduct at least nine fieldtrips per school year.
- All full time teachers will lead a club which meets at least monthly.
- All students with **Special Needs will be provided a fair and appropriate education** (FAPE) in the School's online model.
- All students will have the opportunity to participate in virtual and statewide engagement, educational and community events, offering **the opportunity for social interaction** with other Insight PA families and staff members.
- All new teachers will complete the K¹² National Teacher training and the Insight PA **Induction Program** according to Insight PA's state approved Induction and Professional Development plan.

- All teachers will have **differentiated professional development** based on their instructional needs, instructional observations, Professional Development Plan, and mandated trainings described by PDE.
- All teachers will analyze **student performance data** in order to drive instruction.
- Insight PA will have multiple learning plans according to student needs including: **Synchronous and Asynchronous instruction**, face to face opportunities according to the July 7, 2013 Basic Education Circular (BEC, and specialist intervention opportunities.
- Insight PA will operate a targeted **Response to Instruction and Intervention (RTII)** program in order to provide early intervention and evidenced based strategies to help all students exceed.
- **Insight PA Administrators will implement a Data Driven Instruction model** and framework in order to closely monitor student progress and performance, AND leverage targeted facilitated Professional Learning Communities to improve instruction.

3. Educational Program

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

Looking at the School's elementary, middle, and high school programs provides a sense of what is unique as well as consistent among them.

But before looking at each program, it is important to understand the process teachers and staff go through, in partnership with parents and students, in creating an individual learning plan (ILP). Enrollment Orientation ILP Strong Start—(More or Mostly) Synchronous / (More or mostly) Asynchronous.

The ILP team includes:

The ILP team uses previous standardized test scores, transcripts, work samples and other data within its process. It is important to note that the decision that a student should begin his/her studies in a more synchronous instructional approach is not irrevocable. Once students demonstrate the ability to stay engaged and on top of their daily assignments, and once their mastery of content and skills is demonstrated, students may request adjustments in their

ILP from their ILP team. It will also be common for students to take one course in a more synchronous approach and another more asynchronously. Some students (and of course adults as well) struggle with computer programming but excel in history, research, and writing. (See Appendix II.14)

By design, we estimate that half of our teachers will work from their homes around the Commonwealth. This is a common instructional practice among existing cyber charter schools in Pennsylvania and one our partner K¹² is familiar with.

There are obvious advantages to this model:

- 1) teachers can be recruited in different geographic regions so they can also be available for leading field trips;
- 2) the best candidate for hard-to-fill positions may not live nearby the administration office, and
- 3) many skilled teachers are intrigued by this model in part because of the flexibility of working from home.

However, the Board is also intrigued in studying if having a group of teachers work from a central location which will facilitate training, regular feedback, observation, and collaboration will make any noticeable impact on academic performance, parent satisfaction ratings, retention statistics, and other measures. This other half of our teaching staff, living in or near Delaware County, will teach from the school's administrative office located in Newtown Square. We have set aside space in the 15,000 ft² office for teacher workstations, meeting rooms, video-conferencing, and material storage.

Programs Descriptions

(A detailed description of the curriculum is located on page 41.)

Elementary

We will use PA-certified elementary school teachers who can teach all core subjects in grades K—5 in a self-contained (online) classroom model. Math and Reading Specialists will help teachers with students who are struggling or are ready for significant advancement. Elementary teachers build relationships and maintain contact with all students and families via telephone, live sessions, face-to-face experiences (such as field trips), conferences, and during standardized testing participation. Students will be identified as asynchronous or synchronous learners based upon their needs. Teacher directed lessons will be

offered in a synchronous (real-time) environment for students for whom this format is recommended. Students who are engaged and demonstrate proficiency in skills will be able to complete lessons asynchronously and will be monitored and evaluated by the teacher. Elementary teachers will use a standards-based (Aligned to PA Core and Academic Standards) report card that will be distributed quarterly (See Appendix I.2). Elementary teachers will develop clear and comprehensive instructional learning paths for each student and monitor progress towards these goals throughout the school year.

Students in grades K-5 will study English/Literature Arts, Mathematics, History/Social Studies, Science, Art, Music, PE, and Health. Students will be expected to master PA standards in all disciplines in order to be considered for grade level promotion. For students who are struggling, Insight PA will modify curriculum expectations to meet the needs of the student while prepared for the expectations of the Department of Education. A detailed description of elementary courses is included later in this section. (See Appendix I.3 for the Course Catalog)

The elementary model will also include social opportunities that will take place across the state. This program will also include live (both online via Blackboard Communicate and in person in high-student population areas) parent training opportunities. Social activities and relationship-building are also a core element of this program. Teachers will lead at least 9 school field trips each school year.

Middle School (grades 6–8)

In an effort to help students prepare for the transition from elementary school to high school, and because of specialization in instruction, middle school students will take their core classes and electives under the direction of subject-specific teachers. To the extent possible, middle school teachers in the core subjects will work with same groups of students (i.e. one will teach 4–5 sections of math, another will teach the same 4–5 sections of students in history). Middle school students will be assigned a homeroom teacher who will help to coordinate among the teaching staff. Utilizing this cohort approach to grouping students will allow for groups of teachers to work collaboratively in their assigned Professional Learning Communities and share the process and outcomes of their Data Driven Instruction (DDI) teams. Much of the graded work comes directly from content in the Online School as well as essential

content from the PA state standards applicable to the student's current grade level. Academic grades (A—F) will be given each quarter and the final grade will be a cumulative grade based on the school year.

Teachers will also provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for those students who are working ahead in a more independent environment, teachers will evaluate and monitor progress and mastery of content. Formal parent conferences will be offered quarterly and parents are welcome to contact their teacher in order to set up a parent/teacher conference at additional times as needed. Students in Grades 6-8 will study English/Literature Arts, Mathematics, History/Social Studies, Science, Art, Music, PE, and Health.

They will be expected to pass three out of the four courses below in order to be considered for promotion to the next grade level.

- English/Language Arts
- Mathematics
- History
- Science

Promotion decisions will be made with input from the teacher, principal, and parent to ensure that the best decisions are being made for every student. In some cases a subject will be repeated. In others students will be encouraged to complete a credit-recovery course of study during the summer. All teachers will lead at least 9 school field trips each school year.

High School

Similar to Middle School, Pennsylvania certified and highly qualified teachers will provide differentiated, subject-specific instruction, provide practice and exploration, and assess student learning daily, and on a schedule that fits each student. Teachers will post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar.

To the extent possible, student / teacher assignments will attempt to model the middle school cohort approach. In addition to facilitating PLCs and DDI efforts, teaching the same students also promotes more collaborative assignments such as linking what one is learning in a history class which is being discussed in English.

Credit recovery courses will also be made available to students who need an opportunity to catch up or make up credits:

- Students must complete the credit recovery course within the 1 quarter (9 weeks) or they will receive an F.
- If they do fail, they can be assigned to the credit recovery course again during the next quarter.
- If they fail the second time, they will then be assigned to a regular semester course (not credit recovery).

These are the general guidelines but students can discuss options with their guidance counselor if they have concerns or issues with their Credit Recovery courses. Teachers are required to lead at least 9 field trip annually.

English Learner Program

Insight PA will increase English proficiency of every student who is an English language learner (ELL) or limited English proficient (LEP), by providing an educational program appropriate to the student's developmental and instructional level. Insight PA will accomplish academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically-based research and demonstrate the effectiveness of English proficiency and achievement in academic content area.

Specifically addressing Pennsylvania's regulation:

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

Federal Definition:

Means an individual—

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
- (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

Common Acronyms

- English Learner (EL)
- English Language Learner (ELL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
- English Secondary Language (ESL)

**All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support*

Definitions

The following words and terms, when used in this regulation shall have the following meaning unless the context clearly indicates otherwise:

“Bilingual Programs” Bilingual programs are programs that provide instruction using the student's native language and English across all subject areas or provide instruction in English across all subject areas with support in the native language.

“English as a Second Language (ESL) Programs” English as a Second Language Programs are programs providing instruction in English across all subject areas. This program takes into account the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has

acquired in his or her native language. Students from various linguistic and cultural backgrounds can be in same the class. Class instructions is adapted to the students’ proficiency level and supplemented by gestures, visual aids and individualize supports.

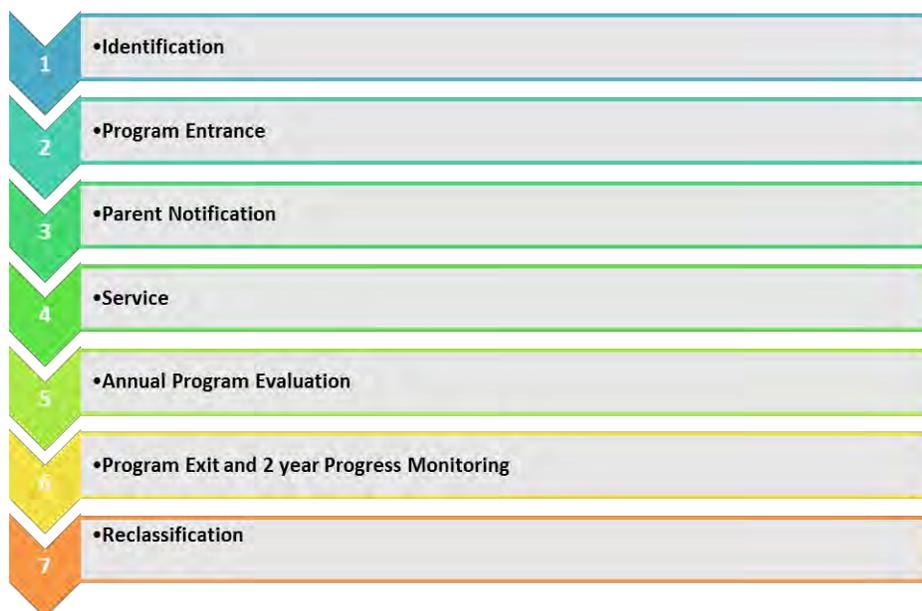
“English Language Learners (ELLs)” English Language Learners are students with limited English proficiency (also referred to as (LEP) Limited English Proficient Students). ELLs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Language Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.

“English Language Development (ELD) or ESL Pull-out “The goal is fluency in English Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content There is typically no support for students’ native languages.

“ESL Push-In” The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the ESL teacher or an instructional aide provides clarification, translation if needed, using ESL strategies.

Process

English Learner Program Process includes seven strategic phases:



Identification

Home Language Survey

A home language survey or the questions contained in the survey shall be administered as part of the registration process for all registering students and shall elicit from the student's parent, guardian or Relative Caregiver the student's first acquired language and the language(s) spoken in the student's home or by the student.

During the enrollment process all families will answer a series of online questions as a first effort for Child Find including the Home Language Survey (HLS) questions. Any positive responses will be routed to the ELL point of contact for further investigation. These same questions will be verbally asked again by a placement counselor of the parent/legal guardian. Finally, these same questions will be asked after approved enrollment by the general education teacher. All parties asking these questions will be provided professional development on ELL indicators and their obligation in routing positive responses to the appropriate ESL point of contact. Additionally, school records will be requested from any student that was previously enrolled in a school within the United States and will be reviewed for ESL indicators.

Those students with positive responses to any of the HLS questions will be referred to the ESL point of contact who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous ELL evaluations, program plans, etc. that could help the school determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop appropriate English Learning Plan (See Appendix I.4)

The HLS should be given upon enrollment in a public school or when they move to a new state and enroll in school for the first time. All students must be given the home language survey (HLS) and the results of the survey must be maintained in every student's permanent record folder. THERE ARE NO EXCEPTIONS for the HLS. It is part of the enrollment process.

Home Language Survey Questions:

Only the answers on the HLS, should determine if a student should be assessed

for ESL services.

Those questions are:

1. What is/was the student's first language?
2. Does the student speak a language(s) other than English?
3. What language(s) is/are spoken in your home?
4. Has the student attended any United States school in any 3 years during his/her lifetime?

(See Appendix I.5 for PA HLS)

If the student indicates "yes" on the original HLS to any of the questions, the student should be assessed for services.

Program Entrance:

Based on a "yes" response to one of the HLS questions, if the student is a new enrollee in a public school for the first time or has not attended a public school within the United States previously, the following should occur within the first 30 days of the academic school year or 2 weeks after the student's enrollment after school begins (Parent permission is not necessary to give the W-APT):

1. Student will be given the WIDE-ACCESS Placement Test (W-APT) to determine programmatic placement and identification. To become a certified W-APT Administrator and to order materials please go to the Pennsylvania WIDA membership page: <http://www.wida.us/membership/states/Pennsylvania.aspx>
2. Program placement should be determined, including the implementation of supplemental programs, and the annual parent notification of ESL services. (Please refer to the Program Section within this handbook for program details.)
3. Parent notification of student assessment results and placement in an ESL program is required.

**There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).*

Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.

- Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
- Scores on district-wide assessments that are comparable to the

Basic performance level on the PSSA;

- Scores of Basic in Reading , Writing and Math on the PSSA or an equivalent assessment from another state.

For those students who have attended another public school within the United States, their HLS and ESL records should immediately be requested from their last school of attendance. Once obtained and prior to the first 30 days of the academic school year or if a student enrolls after the first 30 days within 2 weeks of student enrollment, equivalent services should be provided immediately, including supplemental programs. Additionally, the annual parent notification should be mailed and the student’s annual English Learning Plan. An annual meeting should be held within the first 30 days of the academic school year.

Any student who achieves a score on the English language proficiency assessment that is lower than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified as an ELL and shall be entitled to a program of instruction for ELLs.

Additionally, the decision to identify a student as an ELL should be based on multiple measures including:

1. W-APT Placement Test, grades K and 1-12
2. State assessments, such as:
 - The **Pennsylvania System of School Assessment (PSSA)** includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8.
 - The **Pennsylvania Alternate System of Assessment (PASA)** is a statewide alternate assessment designed for students with the most significant cognitive disabilities.

Or

- **Keystone Exams** are end-of-course assessments in designated content areas. The Keystone Exams serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the class of 2017.
3. Work Sampling • Grades • Homework and teacher/parent input

Documenting ELL Services

When a student begins service, a start date for ESL and/or bilingual service should be entered on the student's individual record. If the student begins receiving service, but after parent notification (see below) is withdrawn from services, the start date should be indicated as parent withdrawn and the date the school received written parent notification. A start date for ELLs receiving ESL and/or bilingual services must be documented annually. Third, a start date is entered indicating when the student began to receive ESL or bilingual services. The start date should be the first day upon which the student received instruction in an ESL or bilingual program. It is not permissible to simply enter the first day of school if the student did not receive ESL or bilingual services the first day of school (See Appendix I.6)

Parent Notification of Services

The Parent Notification Letter is used to notify parents of students that have been identified as ELL or LEP and their student's placement in a language instruction program. **The parent notification letter is sent each year to all ELL and LEP students' parents.** The letter must be provided to the parent no later than 30 days from the beginning of the school year, or within 2 weeks of enrollment in an ESL program. For any student that enrolls after the first 30 days of the school year, the school will have 14 days or 2 weeks to notify of ESL program placement following the student's date of enrollment.

The letter should include the following items:

- The reason for identification of their child as LEP and the need for placement in a language instruction program
- The child's level of English proficiency, how it was assessed, and the status of the child's academic achievement
- The methods of instruction that are used and the program that the child will be placed into
- How the program will meet their child's educational strengths and needs
- How the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- The ***specific*** exit requirements for the program, including the expected rate of transition from the language education

program into a classroom not tailored for LEP children and the expected graduation rate of the corporation

- If the child has a disability, include how such program meets the objectives of the individualized education program of the child
- Graduation rate of students enrolled in an ESL program for the district.

Parents' Limited Right to Opt Out of ESL /Bilingual Programs

22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from a ESL /Bilingual program unless the instruction conflicts with the family's religious belief.

Accessible Communication: Translation Services by TransACT

Insight PA will ensure that all communication to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Insight PA will use the Pennsylvania Department of Education's translation service provided by TransAct for federal and state forms in 20 priority languages, including English, Albanian, Amharic, Arabic, Bosnian, Cambodian, Chinese, French, Haitian Creole, Hmong, Japanese, Korean, Lao, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Thai, Tigrigna, Urdu, and Vietnamese. Forms available include:

Special Services/Special Education

- ELL Exit Letter
- Determination of Student Eligibility, English Language Development Program Placement
- Description of English Language Development Program

- Notification of English Language Development Program Placement
- Parent Consent for English Language Assessment and Evaluation
- Request for English Language Development Program Withdrawal/Denial of Enrollment
- Section 504 - Rehabilitation Act, Parent/Student Rights
- Waiver/Refusal of ESL/Bilingual Program

A complete list of forms and How to Register with TransACT refer to appendix I.7 and I.8. For additional guidance, including a Guide to Success and PowerPoint training available through TransAct and PA DOE visit: http://www.education.state.pa.us/portal/server.pt/community/english_as_a_second_language/7529/transact/509561

For additional translation support resources visit: <http://www.freetranslation.com/> and <http://www.translate.google.com>

Assessment, Services and Programs of Instruction for ELLs

Student enrolled in Insight PA will receive instruction through English language acquisition (ESL) classes. Just like schools approach educating students with special needs, instruction of ELL students should be specifically geared towards individual students and addressing their individual needs.

The Pennsylvania Department of Education has joined the multi-state World Class Instruction Design and Assessment (WIDA) Consortium. The WIDA consortium consists of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. To this end, the WIDA consortium has provided English Language Proficiency (ELP) Standards.

The English Language Development (ELD) Standards

The WIDA ELD Standards are a curriculum planning and assessment preparation tool; to assist educators determine students' English language proficiency levels and how to appropriately challenge them in reaching higher levels. The WIDA Consortium's English Language Development Standards for ELLs:

- **Standard 1:** communicate in English for social and instructional purposes within the school setting.

- **Standard 2:** communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
- **Standard 3:** communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- **Standard 4:** communicate information, ideas, and concepts necessary for academic success in the content area of Science.
- **Standard 5:** communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Four Language Domains

Each of the five English language development standards encompasses four language domains:

- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking** – engage in oral communication in a variety of situations for an array of purposes and audiences
- **Reading** – process, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing** – engage in written communication in a variety of forms for an array of purposes and audiences

Proficiency Levels

The five-language proficiency levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering (Level 1) to Bridging (Level 5).

Based on the HLS a student's English proficiency level is determined by the W-APT (initial placement test), or the yearly administration of the ACCESS for ELLs assessment which measures each student's English Language Development (ELD). Based on the student's performance on the language proficiency assessments, he/she will be assigned one of the following levels of English Proficiency:

- Level 1 – **Entering:** Student does not understand enough oral and written language to perform in English.
- Level 2 – **Beginning:** Student is able to produce isolated words and may be able to understand visual universal symbols and graphics associated

with text in English during academic content instruction. Listening and speaking skills are limited in both social and academic language.

- Level 3 – **Developing:** Student uses single words and/or simple phrases to communicate basic content area concepts in English; is able to read and write simple phrases. Oral skills are more developed than reading and writing skills in both social and academic language.
- Level 4 – **Expanding:** Student is becoming comfortable with social language and with routine academic language functions; usually understands English texts in subject areas quite accurately when structures and topics are familiar; and is able to understand and respond to reading and express ideas in writing with some errors in writing conventions.
- Level 5 – **Bridging:** Student is able to speak English with fluency and use some figurative language and idiomatic expressions; can read a variety of grade-appropriate English texts in subject areas with considerable comprehension and speed; and shows an understanding of sentence structure and close to grade-appropriate composition skills.

Programs of instruction for ELLs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELLs with access to the regular curriculum. The program(s), the school will choose programs that are research based and that have been demonstrated to be effective in the education of ELLs, such programs may include but not limited to those recommended from WIDA.

ESL teachers must consult regularly with content area teachers who work with ELLs using academic language development strategies. In order to effectively teach language through academic content, it is necessary for content area and ELL staff to work and plan together. Collaboration between ELL and classroom teachers is one of the best ways to serve English Language Learners.

Push-In/Pull-Out Instruction Based on Proficiency Level:

Entering and Beginning (1 & 2) ELLs receive Pull-Out support. ESOL curriculum is implemented as well as explicit academic vocabulary and/or writing instruction using supplemental materials during pull out instruction. The focus is to acclimated students to the social and academic surroundings and to facilitate the acquisition of Basic Interpersonal Communication Skills and Cognitive

Academic Language Proficiency.

Developing, Expanding and Bridging (3-5) ELLs receive push-in support by the ESOL teacher in the content area/general education classroom. Additional support will be provided within the four domain areas of need, as identified by the annual ACCESS test and quarterly progress monitoring for each individual student. ESOL curriculum will be implemented based on individual need as well as explicit academic vocabulary and/or writing instruction using supplemental materials during pull out instruction.

Samples of instruction during direct push in and pull out support includes: students Levels 1-4 will practice using English in all four domains, with an emphasis on reading, listening, speaking and vocabulary. Students identified as a Level 1 or 2 within the Writing Domain, are introduced to and practice writing processes and writing skills; grammar is also taught and reinforced through feedback and interaction around students' own texts. Students identified through the W-APT or ACCESS assessment as a Level 1 in speaking focuses particularly on language forms, including pronunciation, grammar, phonics, spelling; word study and vocabulary learning strategies. All instruction will be individualized for each ELL student based on their ACCESS, domain score for each of the four areas: listening, speaking, reading and writing.

Features of the ESL Program:

- ESL instruction is offered in grades K-12
- ESL students receive one to three Push-In/Pull-Out ESL classes daily with the use of a research based ESL strategies and/or curriculum aligned with Pennsylvania's Reading, Writing, Speaking and Listening Standards.
- Specific ESL service time and language instruction by proficiency level must be determined based on student need , however, Insight PA follows the PA DOE guidelines:
 - Entering (level 1) / Beginning (level 2) students: 2 hours
 - Developing (level 3): 1-2 hours
 - Expanding (level 4): 1 hour
 - Bridging (level 5): up to 1 hour or support dictated by student need
- ESL students also attend math, science, social studies and other general

education classes required under 22 Pa Code § 4.

- The ESL program provides total English immersion for students
- ESL students are given the support needed to effectively adjust to American culture
- ESL classes are an individualized, student-centered learning environment

Programs will be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs will include supplemental instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

WIDA Standards Framework

The WIDA Standards Framework and foundations will be used as they draw upon multiple theories and approaches to implement the use of language in academic context. This is the language that students need to be successfully within the academic environment.

These multiple theories and framework consists of five components:

- Can Do Philosophy
- Guiding Principles of Language Development
- Age-appropriate Academic Language in Sociocultural Contexts
- Performance Definitions
- Strands of Model Performance Indicators

See Appendix I.11 for WIDA Standards Framework and Theoretical Foundations

See Appendix I.12 Pennsylvania English Language Proficiency Standards.

See Appendix I.13 for Instructional Strategies, adaptations/modifications that teachers will use to deliver content instruction. This is to be used in collaboration with the ESL and General Education staff.

Information on research-based techniques and models for adapting content instruction delivered in English to meet the needs of ELLs, and information about bilingual education, visit the National Clearinghouse for English Language Acquisition website: <http://ncela.ed.gov> .

Staffing Requirements

Instruction will be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of

instruction to ELLs. For current requirements, visit: <http://www.portal.state.pa.us/portal/server.pt/community/certification/7199>.

Additionally, instructors will be a certified WIDA administer that has knowledge of the levels of WIDA and PA English Language Proficiency Standards (PA ELPS) and have experience teaching English Language Learners.

English Learning Plans

Title 22, Chapter 4, Section 4.26 and NCLB require that schools must notify parents/caregivers of their child's enrollment in an ELL Education Program. This notice must take place no later than 30 days after the beginning of the school year or 14 days after the enrollment is in the start of the school year. The following is a list of the information that must be included:

- Identification and assessment process
- Child's placement
- Child's current English proficiency and academic achievement level
- Program options and methods of instruction
- Information regarding any change in the child's ELL Education Program status
- Parental rights and options

Insight PA will implement English Learning Plans to fill this requirement.

Individualized English Learning Plans will also be used to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learning Plans (ELP) Components:

- The ELP is created by the student's classroom teacher(s) in conjunction with the school's ESL Coordinator
- The ELP should be shared with the student to ensure the student understands what they are entitled
- All LEP students levels 1 – 5 must have an ELP
- Teachers and staff with educational contact must be given a copy of the ELP accommodations and strategies and are required to implement the ELP within their classroom on a daily basis
- Parents must receive a copy of the ELP indicating supports and services the student will be receiving. This should be sent in the same mailing

with the parent notification of services.

Refer to Appendix I.4 for the ELP.

Refer to Appendix I.15 for ESL Strategies and Accommodation Matrix

Progress Monitoring

Additionally students receiving ESL support will be monitored within the four domains quarterly through progress monitoring using a standardized benchmark assessment or curriculum based measures (CBMs). Benchmark assessments assist teachers in monitoring ELL student's progress towards state standards and allow them to adjust curriculum and interventions to target student learning and ensure student academic growth. This quarterly progress monitoring will be recorded and maintained in each student's personal ELL file as well as shared with the student's respective families.

The Formal Monitoring Form documents quarterly progress monitoring on LEP student's progress. The following are recommended items from Office of Civil Rights to include on the monitoring form:

- The individual responsible for monitoring
- How often the student is monitored
- Items that will be monitored (test scores, grades, state/local assessments, teacher feedback, etc.)
- Method or criteria used to measure the student has been successful

(See Appendix I.16)

Annual assessment of ELLs and State Assessment Accommodations

Annually students identified as ELL will take the PSSA/Keystone and ACCESS for ELLs.

The ACCESS for ELLs meets the requirement, set forth by the PA DOE, as the annual state ELP assessment of ELLs is required by federal law. 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C),(d)(2). The ACCESS assessment must be administered annually to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. These score results are maintained in the student's permanent record folder.

ACCESS testing materials and trainings can be located at: <http://www.wida.us/membership/states/Pennsylvania.aspx>

Students that have not been enrolled in a school in the United States for a year will not be required to take the reading assessment during the PSSA/Keystone. However they are still required to participate in the annual Math assessment.

The PSSA accommodations allowable for ELLs are published annually by PDE .

Visit the PDE website for the information on testing accommodations. http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448

ELL Annual Program Evaluation

Insight PA will assess the ELL program annually. This evaluation will be part of annual evaluation process to ensure all components of the ELL educational program are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards 22 Pa. Code § 4.52, Castañeda v. Pickard, 648 F.2d 989 (1981) and 20 U.S.C. § 6841

Ongoing assessment will determine continued ELL identification and movement from level to level within the ESL program. Data reported [Name School Here] from state level assessments of ELP and academic achievement (ACCESS for ELLs® and PSSA) will be used in program review and improvement.
(See Appendix I.17)

Data and Information Required by the Department of Education

Insight PA shall enter such data and information concerning ELLs as instructed by the DOE, the Pennsylvania Information Management System (PIMS) and the Limited English Proficient (LEP SYTEM) annually. PIMS and the LEP SYSTEM provide data and information on student numbers, teachers, 22 Pa. Code §4.26, and Title III.

Exit Criteria and Reclassification

Insight PA will provide services to ELL students until they are proficient enough in English to participate meaningfully in the regular education program. The school will determine whether or not a student requires ESL service based on a

variety of measures. If the combined evidence suggests that an ELL no longer needs direct service and has achieved advance on the Annual Assessment, the student may be exited from direct ESL service.

Exit and Reclassification is based on the following criteria:

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learner

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, Insight PA must use **both of the required exit criteria** listed below. In addition, [Enter Name Here] must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

- *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.*
- *For students who are in a grade that is not assessed with the PSSA, LEAs must use each of the remaining criteria listed below to exit students.*

2. *A composite proficiency score of 5.0 on an ACCESS for ELLS Kindergarten assessment (Accountability Score) or a composite proficiency score of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)*

A. Following the scoring criteria in the table below, the W-APT™ may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS for ELLs® in order to demonstrate sufficient progress to justify exit.

*NOTE: The W-APT™ may ONLY be administered to a student **once** in any school year.*

Grade Level	ACCESS Score	Required W-APT Scores*
K	(Cutoff score flexibility not allowable for Kindergarteners)	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

** A student must score 5.0 >in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.*

B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS for ELLs®. In this case, W-APT™ scores are not necessary to demonstrate progress from the time of ACCESS for ELLs® administration to the end of the school year.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

(See Appendix I.18 Annual parent notification of exit and reclassification criteria.)

Post-Exit ELL Monitoring

A requirement of NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students is to monitor transitioned (exited) students’ academic achievement and progress for a period of two years after exit from an ESL/bilingual program. Specifically the law states:

Section 3121(a)(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.

Any student referred to be exited from Insight PA ESL services will be *informally*

monitored during their first two years prior to being reclassified, to ensure they are keeping up with their mainstream peers. During this two year time period students must be monitored quarterly by their classroom teacher(s) and ESL Staff. For middle and high school students, progress monitoring must take place in the area of English, Math, Science, and History and in collaboration with the ESL Staff.

Data must be collected through quarterly review of classroom, ACCESS for ELLs Results, PSSA test results for Reading, Mathematics and Writing, special service support, and overall academic performance.

In collaboration with the ESL Staff, General Education Teachers will report on the students' performance as, never, seldom, sometimes, often and always in the following areas:

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Specifically answering the following two questions:

- Have ESL strategies been implemented to respond to the language needs of the former ELL?
- Do you recommend that this student be considered for reclassification as an ELL?

This monitoring will occur over a 2 year time period and tracked through the state post exit monitoring form submission.

If during the two year monitoring process, a student shows they are experiencing academic difficulty due to their English language skills, they may

be reclassified as an ELL and appropriately placed back into an ESL program, as needed.

Parent communication is a critical component of student success in school and with English acquisition. Parents must be notified quarterly of the student's academic progress. Any testing conducted to reclassify a student for ESL instruction should also be communicated clearly with the parent, in their primary language.

See Appendix I.19 for middle and secondary and Appendix I.20 for elementary students.

Retention of ELL Students

Retention of an LEP student **should not** be based solely upon their level of English language proficiency.

Prior to considering retention of an LEP student, the following points will be addressed in an English Learning Plan (ELP) meeting comprised of the student's teacher(s), ELL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ILP meeting must be kept in the student's cumulative folder.

- The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.
- The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.
- Every LEP student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP's for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ELP. The ELP is a fluid document that should be re-visited and updated as new data becomes

available but not less than once per school year.

- An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ESL course specifically designed to support language development.
- There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

(Refer to Appendix I.21 for a FAQ Retention Sheet)

ELLs with Disabilities

Insight PA understands that English language learners may be eligible for Special Education. The IEP team will consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams will consider both special education services and ESL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction will be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

ELLs with Disabilities

Insight PA understands that English language learners may be eligible for Special Education. The IEP team will consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams will consider both special education services and ESL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction will be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

The IEP Team

The IEP team for an ELL with disabilities must include an ESL professional familiar with the student's language needs as well as the nature of his/her disability. If a student is identified as an ELL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

The Academic Program

ESL /Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an ELL with a disability must consider ESL just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELLs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an ELL with a disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English language instructional program.

Requirement for annual English language proficiency assessment

Both Titles I and III of NCLB require LEAs and state educational agencies (SEAs) to provide an annual assessment of English language proficiency for all ELLs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities.

Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

Participation in assessments

ELLs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA (or PASA, if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An ELL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
 - based on a student’s disability,
 - made by the student’s IEP team,
 - properly documented in the student’s IEP, and
 - properly coded on the assessment.

For PSSA accommodations guidelines, reference the appropriate documents on the following website: http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448

For WIDA ACCESS for ELLs® accommodations guidelines, refer to the information contained on the following website: <http://wida.wceruw.org/assessment/ACCESS/accommodations.aspx>

Additional Components of the Insight PA Instructional Model

Data Driven Instruction

Insight PA understands that the school will be made up of unique students with multi-dimensional learning styles and will come with unique instructional needs. Insight PA will respond by serving every student in an academic program appropriate to individual student needs. Insight PA leaders, supported by the regional and national academic services teams from K¹², will train all teachers to utilize a data driven instructional (DDI) model. This model, as developed by Paul Bambrick-Santoyo, focuses instruction through four key elements:

1. **Culture:** Nurturing all stakeholders toward the same goal of preparing every student for college and career readiness ;
2. **Assessment:** Define the roadmap for rigor;
3. **Analysis:** Determine where students are struggling and why;
4. **Action:** Implement new teaching plans to respond to this analysis.

Data Driven Leadership

All Insight PA Instructional leaders will be trained and mentored on the DDI method and will continue to drive a culture of coaching into each Insight PA academic department. The core idea to effective instruction “is not about whether we taught it. It’s about whether the students learned it.” (Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco: Jossey-Bass, 2012.) This philosophy will be carried across all academic departments creating an effective framework for coaching and teacher development.

Time is precious to our staff and leaders. Classroom observations and feedback will be informed by the progress staff are making in utilizing both the research of their Professional Learning Communities and the expectations of the DDI approach. Leaders also drive teachers to study analysis on interim assessments to help teachers develop effective data analysis skills in order to determine and employ the most appropriate and effective instructional strategies in the online classroom.

Insight PA Academic Leaders will facilitate Professional Learning Communities (PLCs) where staff members gather weekly (virtually) to conduct item analysis of student performance on test assessments following the Data Driven Instruction Framework. These teams will collaborate to share best practices and develop more sophisticated conversations around student achievement striving each week to reach the root cause of student deficits and develop stronger remediation practices to intentionally impact learning.

Career and Technical Education Focus

As discussed earlier, Insight PA plans to offer our students, (beginning in the Fall of 2016) a series of Career Pathways courses and options that cohere with the guidelines and regulations established by PDE’s Bureau of Career and Technical Education. Two of our board members, Dr. Joseph Jacobsen and Ajay Raju, are experienced leaders in this field. Dr. Jacobsen serves as Executive Director of Academic Programs for the Pittsburgh-based Energy Innovation Center (EIC). Mr. Raju serves as a member of the Board of Directors of both the Philadelphia Workforce Development Corporation, and the Greater Philadelphia Chamber of Commerce. Together they will chair the School’s Career Pathways Advisory Council (CPAC) and lead our efforts to develop meaningful partnerships across the state which will allow us to best match the interests of our students with

the needs of regional and local economies. The CPAC will be comprised of community leaders from industry, business, government, and education around the state. This group will serve as a complementary role to the Board of Directors with respect to the career technical education component of the school. The primary function of the CPAC is to provide market-based expertise, guidance and assistance around the development, structure and implementation of the School's CTE offering. CPAC members will be asked to focus on developing partnerships that can lead to internship opportunities for our students.

During the 2015-16 academic year, the School's CEO will connect with leaders at some of the state's County Technical Centers (CTCs) to seek ways of working together. We will also present to PDE additional CTE courses for review and approval. Where possible, we will seek (PDE approved) dual-credit options for our students. Our work will be informed by the PDE's Bureau of Career and Technical Education's "Best Practices Initiative."

Additional information which informs our CTE approach:

Students will engage in an academic program that they find relevant to their future. One of the most powerful means for achieving this objective is through career technical education (CTE). According to national statistics highlighted by the Pennsylvania Department of Education, (CTE programs have a profoundly positive impact on secondary education and our nation's businesses.

CTE works for America's jobs of tomorrow. Experts project 47 million job openings in the decade ending 2018. About one-third of those jobs will require an associate's degree or certificate, and nearly all will require real-world skills that can be mastered through CTE.

CTE works to reduce high school drop-out rates. High-risk students are 8 to 10 times less likely to drop out in 11th or 12th grades if they are enrolled in a CTE program compared to general education.

CTE works for post-secondary placement. Seventy percent of students concentrating in CTE areas stayed in post-secondary education or transferred to a four-year degree program. That compared to an overall average state target of 58 percent.

As a result, Insight PA will offer a Career Technical Education offering as part of its virtual learning model that allows students to pursue a distinct academic

pathway based on the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium as adopted by the PA Department of Education. Each pathway is designed to accommodate a student's specific career interests and capabilities. The specific pathways we establish, beginning in the Fall of 2016 will be informed by where our students live, the needs of their regions, the PDE –approved courses available to us, the (PDE-approved) internship partnerships we can establish, and of course, the interests of our students. We will seek, where possible, to focus our work on the Pennsylvania Department of Labor and Industry's High Priority Occupations (HPOs).

Program Framework

The basic framework of the CTE offering includes the following components:

Individualized Learning Plan

The ILP discussed above in the Education Plan is the starting point for identifying and selecting a career pathway. This is where students are introduced to CTE options and enrolled in the applicable exploratory course depending on their grade level. This process is usually led by a Guidance Counselor or Advisor.

Courses

In addition to their core general education courses, students will complete a sequence of elective courses designed to provide foundational and advanced learning in the specific pathways. A course of study will be created for each available pathway. This document will outline the course requirements and options for the student.

The various types of pathway-related courses include the following:

Exploratory Course

An exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers seminars and online assemblies with guest speakers focusing on specific clusters and pathways. Students will have general exposure to the pathways in Middle School and engage in a specific Exploratory Course at the High School level.

Pathway Courses

Each pathway has one or more foundation courses as well as various pathway electives. Generally, students must generally earn 3-4 units within a specific pathway to earn an endorsement.

Both courses will be sent to PDE for approval prior to commencing.

Internships

Some students will be able to pursue internships in their selected pathway. This is usually completed in their senior year through two separate courses.

Internship I: Preparation is semester course in which individuals identify, secure, and prepare for their specific internship.

Internship II: Practicum is a semester course consisting of the student's internship experience. In some cases it may be possible for a student to partake in a virtual internship program.

Pathway Portfolio

Upon completion of a pathway, students will have a unique portfolio of course work and projects to demonstrate their achievements to future employers or as part of college applications.

Diploma Endorsement

We will work with PDE's Bureau of Career and Technical Education to ensure that our offerings both meet their standards and guidelines and are eligible for a diploma endorsement. Students who successfully complete a (PDE-approved) pathway will receive a special endorsement on their high school diploma indicating that the student has fulfilled all the requirements of the designated pathway as well as any industry certification that the student may have received.

Industry Certification

There may be opportunities for students to earn industry certification through several of the pathways. For example, a student might become a Certified Manufacturing Associate through the Advanced Manufacturing pathway.

Technology Centers and Regions

In some cases students might be able to attend one of the technology centers and schools around the state to complete a specific site-based program or pursue a particular industry certification offered at that center.

The following diagram illustrates the basic framework of the career pathways

Research-Based Curriculum

Extensive and ongoing research ensures that the K¹² curriculum is based on sound principles of instructional design and delivery. The research base includes:

- cognitive science research into how children learn;
- work with subject area experts (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area;
- empirically-tested principles of online instruction using multimedia resources;
- studies of effective teaching strategies to help students overcome misconceptions related to complex instructional objectives;
- standards published by the International Association for K-12 Online Learning (iNACOL) , which outline quality guidelines for online courses, including content, instructional design, student assessment, technology, and course evaluation and support.

Tools to Deliver Strong Student Achievement and Outcomes

- To complement and augment the core curriculum, K¹² provides various programs to support engagement and academic growth for students at different levels across all grades. Two examples are Study Island — a standards-based online program that prepares students for state tests; and K¹²'s National Math Lab — daily synchronous instructional sessions that focus on changing the culture of learning mathematics by promoting self-confidence through real life applications of mathematical concepts.
- K¹² is systematically studying these programs to gather data on student academic growth, and then use this data to assess and improve the effectiveness of curriculum and instruction.
- Numerous districts and cyber charter schools in the state use the K12 Curriculum as the core or as a significant part of their offering.

Please see Appendix I.22 which shows how the Insight PA board has added complementary curriculum options for teachers to utilize when addressing any gaps which previous reviewers raised about the alignment documents.

Curriculum Tailored to Insight PA Needs

In addition to being aligned to the Pennsylvania Core Standards, the K¹²

curriculum is also aligned to Insight PA's mission to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning.

The new generation of Pennsylvania state testing is unfolding in a national context of challenging assessments, driven by the two national consortia creating assessments for the Common Core State Standards. In Pennsylvania, both the state-specific PSSA and Keystone assessments reflect these evolving and more sophisticated assessment models. To properly prepare students for this new testing environment, K¹² has rolled out more performance tasks and teacher-graded constructed response assessment items.

Since a significant percentage of Insight PA's students could be considered at-risk, our instructional aim is to match teaching methods to individual needs and performance. This approach coordinates curriculum and systems with the support of Insight PA's certified teachers online for remediation. Student services (such as diagnostic achievement testing, contracted health services, or college and career counseling), coordinated with a detailed instructional model and intensive academic intervention programs, will help Insight PA's at-risk students succeed.

In previous submissions, we included physical learning centers in our instructional model. Because we are followed PDE's recent guidance about not establishing physical sites as places for regular learning instruction, the Insight PA Board has redirected the bulk of these funds to additional support for teachers and students. Among these supports will be family outreach coordinators who will help to encourage students to become more engaged, social service coordinators who will ensure students who qualify for additional services are aware of them and the programs designed to pay for them, reading and math specialists who can offer precise, targeted support, and others. While we liked the idea of site-based learning centers, we are quite enthusiastic about developing other ways to meet the needs of all students, but especially those most at-risk.

A Curriculum Designed to Meet Diverse Needs

Each K¹² course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what

students should know and be able to do at the end of the course. To help students master the objectives, K¹² creates and assembles a wide variety learning components to satisfy the diverse needs of students in multiple learning environments.

K¹² lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

Online and offline activities within the K¹² curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.

The K¹² curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.

K¹² is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

Curriculum with Multiple Assessment Tools and Strategies

K¹² assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.

K¹²'s assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

With 24/7 access to course progress tracking tools, students can monitor their progress and make informed decisions on whether to review content or advance in the course.

Curriculum Integrated with K¹² Systems and Support

Curriculum—systems—teachers: by careful design, all work together, and work both with and for Agora’s families, to help students succeed academically.

Insight PA’s certified teachers are key to engaging students in the coursework, motivating them, monitoring their progress, evaluating their efforts, and providing instructional feedback.

Communication tools integrated with K¹²’s learning management systems (including KMail and Class Connect synchronous instructional sessions), as well as frequent telephone conversations, help develop constructive working relationships between the teacher, student, and learning coach.

Online Curriculum & Related Instructional Materials

Curriculum includes scope and sequence for K-12, demonstrating alignment to the Pennsylvania Core Standards (*a – o*)

- K¹² offers a comprehensive catalog of over 700 courses for students from pre-kindergarten through 12th grade.
- Detailed scope and sequence documents provided for all grade levels
- Aligned with both PCS and Common Core State Standards
- Extensive and ongoing research ensures that the K¹² curriculum is based on sound principles of instructional design and delivery.
- Combines innovative online (games, virtual labs, audio, and video) with high-quality offline instructional materials (maps, textbooks, workbooks, reference books, anthologies, learning coach and teacher guides)
- Provides appropriate assessments built into almost every lesson to evaluate mastery and point the way to remediation or enrichment
- Carefully integrated with K¹²'s learning management systems to allow automated capture of assessment data and student progress through each course
- Designed to integrate the efforts of students, learning coaches, and teachers to promote their mutual interaction and engagement, focused on helping all students meet or exceed all proficiency and competency
- Coordination and integration of more than 20 supplemental products/curriculum to support students with disabilities
- Fourteen years worth of research-based and proven curriculum
- Award winning curriculum recognized by peers throughout the industry

<p>Curriculum incorporates a student assessment component</p>	<ul style="list-style-type: none"> • K¹²'s assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge. • Coherent alignment of objectives, instruction and assessment • K¹² assessments employ a variety of formats • Detailed rubrics and grading information for teachers • 24/7 access to course progress tracking tools. Students can monitor their progress and make informed decisions on whether to review content or advance in the course. • New generation of assessments to prepare for SBAC and PARCC including performance tasks • Access (for additional fee) to Scantron performance and achievement series AP course reviews prepare students for the AP exams
<p>Student/teacher/parent communication, academic integrity, privacy, internet etiquette, and plagiarism</p>	<ul style="list-style-type: none"> • Curriculum—systems—teachers: by careful design, all work together, and work both with and for Insight PA's families, to help students succeed academically. • Multiple options and tools for communication including: Kmail, Raise Your Hand, instant messaging, phone, BlackBoard Collaborate • ExamGuard for exam security • Turnitin as a plagiarism tool • Orientation courses that teach academic integrity, internet etiquette, and plagiarism
<p>Course materials comply with copyright laws and provide guidelines for students on the use of copyrighted materials.</p>	<ul style="list-style-type: none"> • K¹² guarantees that all course materials developed by K¹² Inc. comply with all copyright laws • Copyright training course for instructors • Copyright training for students
<p>5. Instructional tools and supplies</p>	<ul style="list-style-type: none"> • Offline and online balance in materials and instruction to maximize student interest • Extensive backend forecasting and procurement systems ensure that instructional materials are ready to ship to Insight PA families just prior to course start. • K¹²'s processing and fulfillment systems deliver 99%+ order fulfillment accuracy and 48-hour shipping from our warehouses.

New/Additional Components

- *To complement and augment the K¹² curriculum, K¹² provides various programs to support engagement and academic growth for students at different levels across all grades such as Study Island and the K¹² National Math Labs.*
- *MARK¹² remedial reading program to increase literacy levels using adaptive, individualized learning.*
- *Partnership with LearnBop (supplemental Math remediation program) for tutoring assistance*
- *Development of and significant investment in new approaches to blended learning for struggling students*
- *Continuing large investment in curriculum to improve accessibility and interoperability with mobile devices*
- *K¹² systematically gathers and studies data on student academic growth.*
- *K¹² uses assessment data to assess and improve the effectiveness of curriculum and instruction.*
- *Collaborative Group Learning and Classroom specific activities such as: new or modified activities for small groups; face to face projects that support curriculum; differentiated activities (student choice and different learning styles), etc.*
- *Teacher support such as templates for teacher-led group activities*
- *EmbarK¹² available for remediation for kindergarten*
- *Integration with Engrade for better grade reporting*
- *Provision of e-reader device (Kindle or similar) to all students (grades 1 through 12).*
- *Development of CTE offering to increase student options and to improve school accountability rating*
- *Central control and configuration of devices*
- *Cloud provisioning of K¹² texts and many existing 3rd party books – fewer physical materials shipped to home and needing reclamation.*
- *Provide visibility of following info per kindle/student: books/pages read, books untouched, time spend per page.*
- *Access to K¹² Kindle storefront; includes ability for teachers to provision selected additional titles of books to an individual student or entire class*

The curriculum is to include a complete scope and sequence of courses for Kindergarten through Twelfth Grade including documentation that such courses align to Pennsylvania Core Standards.

K¹² Scope and Sequences

K¹² Scope and Sequence documents may be found in Scope and Sequence See (Appendix I.23)

K12-Pennsylvania Core State Standards Alignment

The K¹² curriculum is aligned to the Pennsylvania Core Standards (PCS), and K¹² is committed to updating its curriculum as needed to remain fully aligned to the PCS as they continue to evolve. For this submission, the Insight PA Board directed K12 to research and include additional content available for teacher-use in synchronous sessions to address gaps PDE reviewers highlighted last year. Our curriculum offering is now far more robust than a year ago.

From K¹²'s earliest years, Pennsylvania's standards have formed an integral strand in the DNA of the K¹² curriculum. Nearly 14 years ago, development of the K¹² curriculum began with the creation of a matrix that integrated standards from six leading educational states: Pennsylvania, California, Colorado, Georgia, Ohio, and Texas. This standards matrix was complemented by research into the content recommended by the Core Knowledge Foundation, whose work has influenced the Common Core State Standards. K¹²'s creation of what was, in effect, a proto-Common Core meant that the actual alignment of K¹² courses to the Common Core State Standards published in June of 2010 required relatively minor changes.

Detailed course alignments of the K¹² curriculum are provided in the Appendix I.19.

K¹² actively monitors each state's review and adoption of the Next Generation Science Standards (NGSS), which, for many states, including Pennsylvania, is still in preliminary stages. As with the Common Core standards, K¹² is committed to supporting the NGSS standards and is currently reinforcing its science courses to meet this goal.

Alignment to Pennsylvania's standards is overseen by K¹²'s curriculum support and alignment group, within the Product Development department. Before course development begins, K¹² alignment researchers prepare a state-specific

matrix of standards. Once the course is completed, that same group uses the standards matrix to document alignment between K¹² curriculum and the state’s standards, to ensure there are no gaps. For each standard at each grade level, alignment specialists identify where in the K¹² curriculum the concepts are addressed, and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Pennsylvania Core Standards.

An Overview: K¹² Core and Elective Curricula

The K¹² curriculum combines innovative online technology with, when appropriate, high-quality offline instruction and materials. Students in grades pre-K through twelve receive online lessons and assessments, as well as hands-on materials kits shipped directly to the student. These kits include related books (textbooks, workbooks, reference books, anthologies, learning coach and teacher guides), maps, and other hands-on activity materials such as phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.

Most K¹²-produced print materials are delivered online as well—as PDFs or in eBook formats—and can be printed by the student. This dual format allows each school, family, and student to have online access to materials that, in many brick-and-mortar schools, are available solely in offline formats.

Elementary/Middle School Core Curriculum

From kindergarten through 8th grade, K¹² courses are categorized into six core subject areas: Language Arts/English, Mathematics, Science, History, Art, and Music. (See K-8 courses in Appendix I.3 and curriculum descriptions below.) In addition, K¹² provides multiple levels of World Languages. The proprietary K¹² curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education—embodied in more than 700 engaging lessons in each subject. All of these courses develop fundamental skills and teach the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum for K-8 is mastery-based, with assessments built into every lesson to evaluate mastery and point the way to remediation or enrichment where appropriate.

Enhancements to the K¹² K-8 curriculum include a variety of innovative games. — As of summer 2014, there are full “stand-alone” but instructionally

integrated games in over 500 locations throughout core subjects in grades K-8—plus countless smaller, game-like interactive instructional pieces. The K¹² inventory of games is growing each semester. K¹² has also launched mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. The K¹² inventory of games is growing each semester.

Innovative Games

- xGerms Computational Fluency
 - Features colorful germ characters and a fun laboratory theme
- Spell-n-Stack
 - Arcade style drill game

Mobile Applications



- **K¹² Choc-It-Up**

Play fun games, collect chocolate, and stock the Choc-It-Up store with yummy treats. Choc-It-Up is a game for practicing number, letter, shape and color recognition



- **K¹² Classics A**

Read and listen to 19 classic stories and plays for young readers. K¹² Classics A includes illustrated versions of "Stone Soup," "The Water of Life," "The Tortoise and the Hare," "King Midas," "Issun Boshi," and many more from K¹²'s First Grade Language Arts course.



- **K¹² Classics A Lite**

Read and listen to classic stories and plays for young readers. K¹² Classics A Lite includes illustrated versions of "Stone Soup," "The Tortoise and the Hare," "The Poor Man's Reward," and more. Download the full K¹² Classics A to enjoy all 19 stories and plays.



- **K¹² Phoneme Videos**

Perfect for early readers or language learners, K¹² Phoneme Videos lets you hear and see American English 44 phonemes—the basic speech sounds that make up words—pronounced correctly by an expert speaker.



- **K¹² Read Aloud Classics**

Read to yourself or listen along to 36 brightly illustrated classic stories, poems, and plays like Little Red Riding Hood, The Wheels on the Bus, and Jack and the Beanstalk. Created as part of K¹²'s Kindergarten Language Arts course.



- **K¹² Timed Reading Practice**

K¹² Timed Reading Practice lets readers in levels K–4 practice fluency by reading short, timed stories. This offering includes 250+ stories covering 46 Flesch-Kincaid reading levels between 0.0 and 4.7. Helps students calculate their reading pace in words per minute



- **Counting Coins**

Counting Coins lets you practice working with U.S. pennies, nickels, dimes, and quarters. Users will be challenged and engaged with four unique activities.



- **K¹² Money**

K¹² Money lets you practice identifying and solving math problems with money. Count, match, and make change with coins up to quarters and bills up to \$20. Users will be challenged and engaged with five unique activities and three difficulty levels.



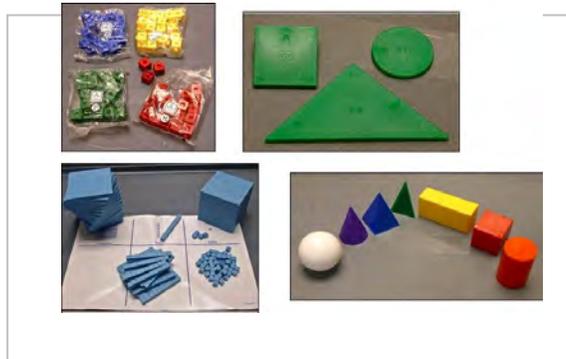
- **K¹² xGerms Counting**

Practice counting up to 50 by capturing hordes of goofy germs. You'll count by 1s and then by 10s, 5s, and 2s. Perfect challenge for early learners just learning to count.

Math: K¹²'s current elementary Math program is designed to establish fluency in arithmetical computation (daily-life, functional math) while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Math+ represents K¹²'s second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

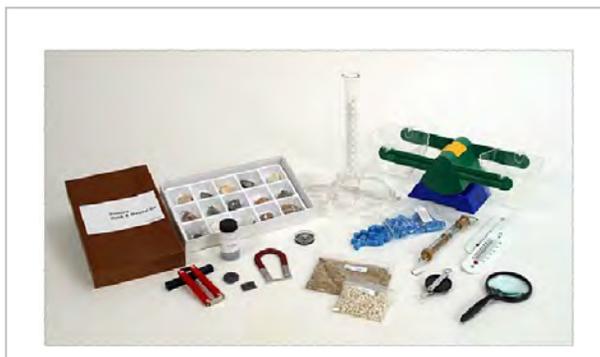
K¹²'s Math courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills. In Math+ courses,

many lesson assessments are linked to backup adaptive lessons for students needing extra practice. The engaging approach features colorful graphics and animation; learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and focused support for families at home to help their children succeed. From helping younger students make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of Algebra, K¹² Math provides a thorough mathematical grounding.



Examples of Math course materials

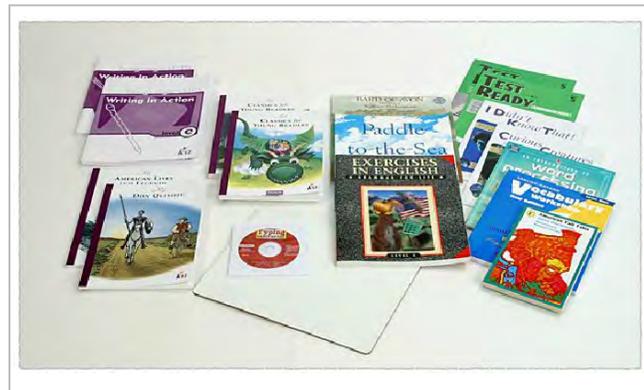
Science: K¹² offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Student receive lab supplies and materials that give them a hands-on experience to enhance their understanding of experimental procedures and scientific concepts. Exploring life, earth, and physical sciences in each grade, K¹² science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and



Sample of Science course materials

analysis, and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has set the K¹² science courses up well to be ready for the Next Generation Science Standards,

Language Arts/English: K¹² Language Arts/English courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works from a diverse range of cultures and traditions, documentary and non-fiction texts, and writing as a process, and so prepares students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. For students who need remediation, MARK¹² Reading uses individualized adaptive technology to improve reading for elementary students reading two or more grades below grade level. The three stages of the MARK¹² Reading program provide students with the important foundational skills that so often constitute the root of reading difficulties in upper elementary grades



Sample of Language Arts materials



Sample of Phonics Materials

History: K¹² emphasizes the story in History—a story that includes not only great women and men but also everyday people. With integrated topics in Geography and Civics, K¹² History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. The kindergarten History program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American



Sample of History materials

and World History. Lessons for state specific history requirements are embedded in Grade 4 (as required by the state). History courses also include lessons on Social Studies topics as required by Pennsylvania state standards.

Art: Following timelines parallel to those of the History lessons, K¹² Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, including painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They



Sample Art materials

study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism, and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

Music: Music teaches basic music concepts at different, age-appropriate levels, so that all music students have a consistent understanding of the essential concepts governing music. Musical instruments such as a slide whistle and tambourine are included in K¹² materials students receive. The curriculum builds quickly, in a structured, sensible way. The concepts in the lessons are critical to fostering both music appreciation and music comprehension, an approach that helps students train their ears, voices, and bodies in the fundamental building blocks of music.



Sample Music materials

World Languages: K¹² offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The K¹² offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to generate language—to put their new language to use—incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive

development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs. And it improves the learner's ability to understand and communicate with people from different walks of life.

(source: American Council on Teaching of Foreign Languages)

High School Core Curriculum

Whether targeting a top-tier, four-year university, a local community college, or an immediate career, Insight PA high school students choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K¹² courses when combined with the additional resources mandated by the Insight PA Board meet all PA graduation requirements, and the diversity of electives (from Anthropology to World Languages to Web design and a new broader array of vocational and STEM courses) is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). Unlike other programs, where a student must be in a particular “academic path”, the K¹² program allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. Or that pattern can be reversed, and mixed and matched. These multiple course levels prevent students from being “locked in” to one level of a particular subject, and reflect and support the natural progress and growth of each student.

Foundational and credit recovery courses are offered to meet the needs of diverse learners.

K¹² continues to invest in the high school curriculum to improve accessibility and interoperability with mobile devices. Most K¹²-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. Plus, K¹² has launched new mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. These apps include “K¹² Algebra I Study and Review” and “K¹² Periodic Table,” which students can use to reinforce course concepts. The catalog of apps is growing quarterly.

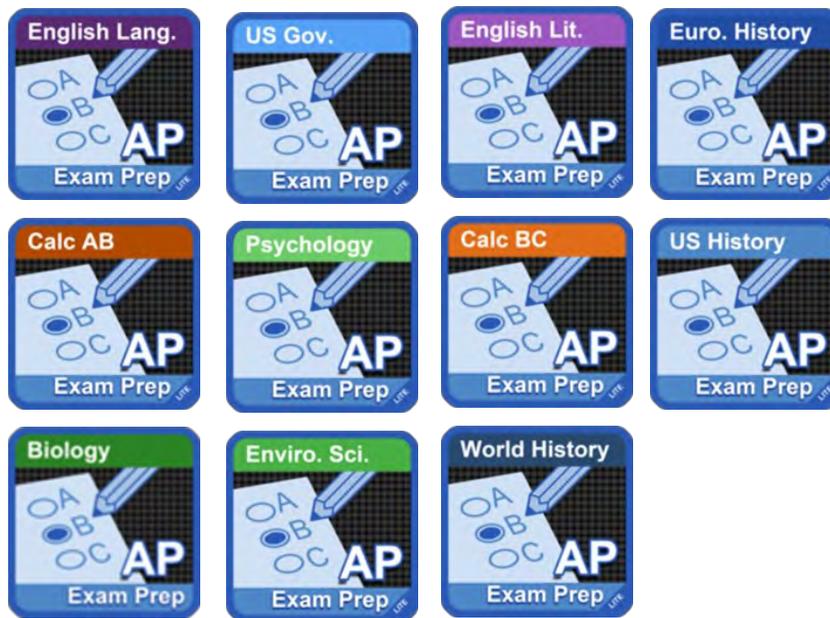
By using the K¹² high school curriculum, the school allows students to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

- **Core courses:** Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **Comprehensive courses:** Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- **Honors courses:** Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.
- **Advanced Placement (AP) Courses:** The K¹² curriculum offers an AP array that far larger than that in most conventional brick-and-mortar schools. K¹² re-evaluates their AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation’s colleges and universities.

K¹² currently offers 19 Advanced Placement courses that have been authorized

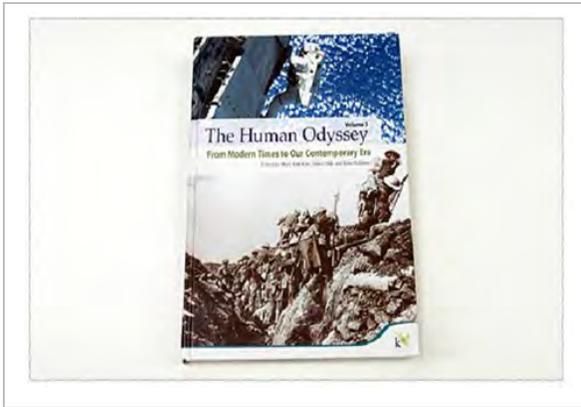
by the College Board. These courses were officially re-approved through the AP audit process in July 2014 for the SY 2014-15. K¹² shoulders the responsibility for ensuring that these courses maintain their official approved status with the College Board, reducing this burden on the individual school administration and faculty members.

- Mobile Apps for AP Exams
K¹² has developed AP Exam Review Apps to help students prepare for success on AP Exams. Apps available include:



There are also opportunities to work with K¹² to create a “dual pathway” for students to earn college credit while enrolled at Insight PA: AP courses provide one path, but another lies in a dual-enrollment partnership with regional institutions. K¹² can help Insight PA reach agreements with local colleges to articulate a structure for co-enrollment, in which students can earn high school credits and college credits at the same time. Students might earn such credit in a variety of ways, including direct enrollment in college classes at a community college or other post-secondary institution, and virtual courses offered by Insight PA that have been designated as “dual-enrollment courses” by an accredited community college or post-secondary institution. For the 2016-17 academic year, we hope to offer partner with local colleges and universities to offer more PDE-approved dual-credit courses. Our CEO will lead this process with PDE.

History: K¹² high school History emphasizes the narrative of History—a narrative story that includes great historical figures as well as everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student’s needs. Courses in World History, Modern World History, United



Sample History material

States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by K¹², integrated with interactive online lessons that guide students’ reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in

Geography, Civics, and Economics into the study of history. Economics and U.S. Government courses are also offered to meet graduation requirements.

English: K¹² High School English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses, in the Core, Comprehensive, and Honors curricula offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary



Sample English materials

analysis and interpretation. K¹² English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic



Sample Science materials



Students receive equipment and materials required to conduct real life experiments



Science courses also feature virtual labs to simulate a true laboratory experience

practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

Science: K¹² offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science.

K¹² science courses provide hands-on exploration: courses have the option to use real materials to conduct scientific laboratory investigations at home. Options also exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K¹² high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each K¹² high school science course prepares students for college science courses, not only by

WORLD LANGUAGES: K¹² offers a selection of World Languages for high school students that will meet or exceed the graduation requirements for the 24 Credit Standard High School Diploma (electives), the Scholar Designation Diploma (Foreign Language) as well as the 18 Credit College Prep Diploma (Foreign Language).

Elective Curriculum

K¹²'s core curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will leave Insight PA students well-prepared for the world beyond high school. K¹²'s elective curriculum includes courses in:

- **World Languages:** World Languages are increasingly important in the economy today, and students can take up to four years (including college-level AP) from a variety of World Languages. K¹²'s online language courses include recording technology so students' speaking ability can be accurately assessed by their teachers. Languages include: Spanish, French, German, Latin, Japanese, and Chinese
- **Science:** Special interests in science can be pursued in Environmental Science or Forensic Science, a course that guides students through the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and the law and courtroom procedures from the perspective of the forensic scientist.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, Psychology, Economics, Civics, Sociology, or Contemporary World Issues
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP Art History.
- **Technology and Computer Science:** A variety of technology and computer science courses are offered, ranging from basic Computer Literacy to AP Computer Science. Students may explore career avenues with courses including Digital Art, Image Design and Editing, Audio Engineering, Engineering Design/CAD, C++ Programming, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- **Business:** Students are given additional opportunities to explore careers with Introduction to Marketing I and II and Accounting. They can get practical experience in creating budgets, developing long-term financial

plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math’s comprehensive review and study of arithmetic skills has both personal and vocational applications.

- Health and Physical Education: Students can earn credit and learn essential skills with the courses Skills for Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state standards, requires daily physical activity, verified by a parent or mentor. Both courses are also available as credit recovery.
- Communications: Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- Elective Advance Placement courses: Including Macroeconomics, Microeconomics, and Psychology
- Students may receive college credit
- Career Readiness: Students are guided through high school with a series of courses called Finding Your Path. These courses, which include K¹²'s school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. College and Career Readiness





CTE at K¹² – Present and Future

K¹² recognizes that student plans after high school will vary, and may include immediate immersion in the work force as well as post-secondary education plans. K¹² has recently augmented the catalog and will continue to expand offerings in the area of Career Technical Education (CTE) to increase students' career and industry readiness in advance of high school graduation. Examples of these CTE offerings extend from individual courses that are part of their catalog to sequences of courses in programs that result in preparedness to earn industry-recognized certifications.

In the K¹² 2014-15 catalog, Insight PA has the opportunity to enroll students in 13 new courses ranging from Introduction to Agriscience to Careers in Criminal Justice. These courses provide students with an opportunity to explore occupations in addition to learning valuable content.

Additionally, K¹² offers at least two (2) and as many as six courses providing in depth content in 30 of the Career Pathways™ in the 16 National Career Clusters,™ with courses that span all 6 of the more generalized Career Fields.

K¹² also offers a set of intensive course pathways to prepare students with work-ready skills and credentials. These pathways can be embedded in any school and could easily represent a “school-within-a-school” allowing students to leave high school with qualifications in demand in today’s labor market. The pathways currently being implemented are in the fields of Manufacturing, Business, Healthcare and Web Design. Future implementation of similar programs in other high-demand fields, such as STEM-related fields and Energy, is under development. (As with any new courses Insight PA hopes to offer, the School will follow PDE guidelines for submitting courses for review and will only offer courses PDE has approved.)

An example of a pathway is the K¹² four-year manufacturing pathway program. This consists of an exploratory experience in manufacturing, and six, one-semester courses in automated manufacturing. This pathway prepares students for credentials associated with CNC manufacturing, including multiple certification opportunities. These courses will be available to Insight PA in the 2016-17 academic year (after they have been vetted by PDE). In the future, K¹² will be fulfilling requirements needed to meet the rigorous standards to qualify as an Accepted CTE Program in the state. This designation, if earned, will in turn provide an opportunity for improvement in Insight PA’s Building Level Academic Score on their Academic Performance Measure.

All of these efforts are supported by a series of opt-in programs called the “College and Career Workshops.” These are available as a series of asynchronous presentations on college and career-related topics and may be used in a variety of ways including in homeroom and in student and parent engagement sessions.

Remediation and Credit Recovery

While most Insight PA high school students will be prepared to enroll in one of the four levels of academic courses described above, we can also assume that some students will have gaps in their proficiencies, most notably in math and reading. Our teachers and staff are prepared to meet all students where they are. The K¹² curriculum provides two kinds of courses for struggling students, “at risk” students, and students who have not successfully completed courses required for graduation:

- Remediation courses: These courses bring students up to grade level in math and English—guiding them through the skills and knowledge

needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to successfully continue their studies at a high school level.

- Credit recovery courses: These courses allow students to gain credit for courses they have previously taken and not completed successfully. They include diagnostic unit tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

Course Updates and Pennsylvania State-Specific Course Customizations

K¹² reviews course content on a regular basis to update and enhance course content and materials. Every student and teacher benefits from courses that take advantage of the newest standards, proven instructional methods and the latest technology.

Each year K12's content development group prepares a development plan for new course development and course enhancements based on emerging needs, client feedback, and input from the Insight PA teaching staff. In general, courses are revised or redeveloped every 3-5 years, depending on age and changes in academic standards. These updates are provided to us at no charge. State and national standards are subject to review and change for any given year due to real world contexts. Regardless of the reason, K¹² is committed to maintain up-to-date, standards-based, fully aligned courses. K¹² has an in-house product development team that stays in touch with changes and quickly acts to keep courses current. Courses are continually updated as new information is needed and based on user feedback. User feedback is reviewed daily and minor changes are made throughout the year. Feedback is a crucial part of the course development process and maintenance of the courses.

From the beginning, the K¹² Product Development group has partnered with teachers and administrators to customize courses according to the needs and specifications of the school.

The goal of the curriculum is that all students will meet or exceed all proficiency and competency standards as are applicable. The curriculum shall incorporate an instructional design in which the program/course design reflects a clear

understanding of student needs and incorporates varied ways to learn and multiple levels of mastery of the curriculum.

K¹² program/course design is based on a 14-year relationship with the students in Pennsylvania (and other states). K¹²'s first-hand experience working side by side with teachers, parents, students across the Commonwealth over such a long duration provides the curriculum developers with a valuable institutional knowledge of our students' needs.

In addition, the K¹² program/course design rests on a solid foundation of research-based instructional design from several areas of study.

Curriculum Research Basis

K¹² bases key principles of curriculum development on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To ensure that K¹² course developers draw on methods shown by scientific research to be effective in improving learning, K¹² has dedicated an Assessment and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Assessment and Research team, which is guided by Ph.D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K¹² curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K¹² curricula.

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge

develops. K¹² uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers. K¹² has longstanding experience in translating the large all-compassing findings of major research initiatives into the particularities of course structure, individual units and lessons, and the structure, scaffolding, and sequence of individual interactive assets.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which K¹² draws on as organizing principles for curriculum development:

- **Instruction must engage students’ prior knowledge**, because “new understandings are constructed on a foundation of existing understandings and experiences” (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings, particularly in science and math that must be addressed during instruction. Consistent with these and other widely-replicated research findings, the K¹² curriculum has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.
- **Both factual knowledge and conceptual understanding** are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations: “knowledge of facts and knowledge of important organizing ideas are mutually supportive” (p. 7) and both must be taught effectively. To address this challenge, K¹² has developed frameworks for organizing curricula around the “big ideas” in

a subject area and for teaching for the integration of conceptual understanding and factual knowledge across the curriculum

- **Metacognition, or self-monitoring of learning and thinking**, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, K¹² incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies the K¹² team relies on include:
 - Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003).
 - Modeling of self-monitoring behaviors (Palincsar & Brown, 1984).
 - Comprehension questions before, during, and after instruction (National Reading Panel, 2000; Paris & Stahl, 2005).
 - Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975).
 - Self-explanations (Trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded [Aleven & Koedinger, 2002; Chi, 2009]).
 - Strategies for remembering information, which younger and lower achieving students need to be taught (Keeney et al., 1967).

Research on the Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas. Memory and classification studies have repeatedly shown that human memory is not best conceived as a storehouse of a large number of discrete pieces of information unconnected to each other (Bransford, Brown & Cocking, 1999), but

as an organized structure of interrelated pieces of information. Extensive research on differences between the knowledge of experts and novices in many different fields has further shown that the long-term memory of someone who has mastered a subject area appears to be highly organized around a relatively small number of core principles (Bransford, Brown & Cocking, 1999; Bereiter & Scardamalia, 1986; Hiebert & Carpenter, 1999; Glaser & Chi, 1988; Niemi, 1996). For someone who has advanced knowledge in a domain, every element of that knowledge is connected to other elements in a highly organized structure, with the core principles, or “big ideas”, dominating and organizing the others.

Unfortunately, curricula and instruction do not always reflect what is known about subject area knowledge and how it develops. Too often, students are taught in a way that leads them to believe that learning means acquiring a huge number of unrelated and essentially meaningless facts and skills. K¹², however, has worked with subject area experts including mathematicians, scientists, historians, writers, and others, to identify big ideas and map the relationships among big ideas, facts and skills in each subject area. These analyses are used to organize curriculum development and to help students to see the “big picture” reflecting all the connections among different kinds of knowledge in a subject area. Big ideas are highlighted and explicitly taught using a variety of research-proven methods (e.g., Chi, 2009; Clark, 1998; Mayer, 2008; Merrill, 2000, 2008):

- Clearly state, explain, and exemplify the idea through illustrations, objects, situations, simulations, etc.
- Give students opportunities to demonstrate their understanding of the big idea in a variety of situations.
- Give examples and non-examples; show when the idea applies and when it doesn't.
- Show how to use the idea to understand and explain phenomena (e.g., how can counting be used to solve addition and subtraction problems; how can the multiplicative identify be used to find equivalent fractions).
- Demonstrate how the idea can be used to solve problems and justify solution procedures.
- Show how other ideas, facts and skills connect to the big idea. Show “concepts maps” of the structure of knowledge as it develops and enable students to modify these maps or build their own.

Research on General Instructional Principles

For both online and offline instructional activities K¹² draws on empirically-tested general principles of instruction, including multimedia design principles. Assessment and Research and Instructional Design staff have created summaries of these principles and course development teams are trained on

the principles and how to apply them before and during course production.

Their research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge include the following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. K¹² uses empirically-validated techniques to build student motivation to learn.

Several research-based strategies are implemented to help students overcome misconceptions related to big ideas (e.g., Klahr, 2000; Minstrell & Kraus, 2005; White, 1994; Vosniadou et al., 2001; White & Frederickson, 1998):

- Introduce known examples and bridging analogies.
- Create cognitive conflict, e.g., students predict what will happen in a situation, then see that the prediction is wrong. Then show students how to resolve this conflict.
- Present analogies and visual models.
- Use computer-based microworlds.

Since many different researchers (e.g., Clark, Mayer, Sweller) have demonstrated that work examples are the best way to show students how to solve problems, K¹² makes extensive use of worked examples to teach problem solving across grade levels and curricula. The basic components of a worked example are: (1) a problem, (2) an expert solution with each step shown, and (3) an explanation for each step. For more complex problems, K¹² applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

Strategies for improving metacognition are described at the end of the section on How Students Learn above. Their strategies for building motivation draw on the finding that the real motivation for learners is learning and that the ability to demonstrate improvement in a skill provides motivation (Merrill, 2006). Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998;

McCombs, 1996; Pintrich and Schunck, 1996), K¹² also reinforces throughout its curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

Research on Teaching Specific Topics and Addressing Possible Misconceptions

In addition to synthesizing research on learning and instruction that applies across subject areas, the Assessment and Research team (or in some cases content specialists) compiles summaries of research on teaching strategies and misconceptions related to specific instructional objectives or topics, such as “Demonstrate that addition and subtraction are inverse operations” or “Identify the theme of a story.” Some examples of this type of research for different subject areas are given below.

Design of the reading program, for instance, is consistent with key findings of the National Reading Panel (2000):

- Results of a meta-analysis show that “systematic phonics produces significant benefits for student in kindergarten through 6th grade and for children having reading difficulty” (p. 9). Accordingly, K¹²'s reading program has a strong and systematic phonics component, and it focuses as well on skills that low-achieving third through fifth graders often lack, according to literacy researchers such as Louisa Moats: that is, phonological awareness, syllabification, morphology, and reading fluency.
- “Guided repeated oral reading ...had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels” (p.12) The K¹² reading program provides frequent opportunities for students to read aloud from poetry, fiction, nonfiction, and dramatic texts.

“Teaching a combination of reading comprehension techniques is the most effective” (p. 15). K¹²'s instructional methods include question generation, summarization and use of organizers, mirroring techniques recommended by the National Reading Panel.

In addition to being aligned to the Pennsylvania Standards, the K¹² curriculum is also aligned to the mission and philosophy of Insight PA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging,

individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise.
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and offline tasks to carefully probe mastery

iNACOL National Standards for Quality Online Courses, version 2

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations can use these standards as a rubric for evaluating the quality of any online courses they wish to offer. The iNACOL standards were revised in late summer 2011. K¹²'s courses have been so widely recognized for embodying best practices for online learning that K¹²'s curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online

scenarios.

A K¹² evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review. -----

References

- Aleven, V. & Koedinger, K. (2002). An Effective Meta-cognitive Strategy: Learning by Doing and Explaining with a Computer-Based Cognitive Tutor. *Cognitive Science*, 26(2), 147-179.
- Bransford, J., Brown, A., & Cocking, R. (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Academy Press.
- Carpenter, T., & Lehrer, R. (1999). Teaching and learning mathematics with understanding. In E. Fennema, & T. Romberg (Eds.), *Mathematics classrooms that promote understanding*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Chi, M. (2009) Active-constructive-interactive: a conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, 1:73-105
- Clark, R. (1998). *Building expertise: Cognitive methods for training and performance improvement*. Washington DC: International Society for Performance Improvement.
- Ehri, L., Nunes, S., Willows, D., Schuster, B., Yaghoub-Zadeh, Z. and Shanahan, T. (2001), Phonemic Awareness Instruction Helps Children Learn to Read: Evidence From the National Reading Panel's Meta-Analysis. *Reading Research Quarterly*, 36: 250–287. doi: 10.1598/RRQ.36.3.2
- Ericsson, A., Charness, N., Feltovich, P., Hoffman, & Robert R. (2006). *Cambridge handbook on expertise and expert performance*. Cambridge, UK: Cambridge University Press.
- Glaser, R., & Chi, M. (1988). Overview. In M.T. H. Chi, R. Glaser, & M. J. Farr (Eds.), *The nature of expertise*. Hillsdale, NJ: Lawrence Erlbaum.
- Keeney, T, Cannizzo, S., and Flavell, J. (1967). Spontaneous and induced verbal rehearsal in a recall task. *Child Development*, 38, 953-966.
- Klahr, D. (2000). *Exploring science: The cognition and development of discovery processes*. Cambridge, MA: MIT Press.
- Mayer, R. (2008). *Learning and Instruction* (2nd ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- McCombs, B. (1996). Alternative perspectives for motivation. In L. Baker, P. Afflerbach, & D. Reinking (Eds.). *Developing engaged readers in school and home communities*. Mahwah, NJ: Erlbaum.
- Merrill, M. (2001). A knowledge object and mental model approach to a physics lesson. *Educational Technology*, 41(1), 36-47.
- Merrill, M. (2008). Converting e3 learning to e3 learning: an alternative instructional design method. In S. Carliner & P. Shank (Eds.), *The E-Learning Handbook: Past Promises, Present Challenges*. San Francisco: Pfeiffer.
- Minstrell, J. & Kraus, P. (2005). Guided Inquiry in the Science Classroom. In M. S. Donovan and J. D. Bransford (Eds.), *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington DC: National Academies Press.

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

National Research Council. (2005). How Students Learn: History in the Classroom. Committee on How People Learn, A Targeted Report for Teachers, M.S. Donovan and J.D. Bransford, Editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

National Research Council. (2005). How Students Learn: Science in the Classroom. Committee on How People Learn, A Targeted Report for Teachers, M.S. Donovan and J.D. Bransford, Editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Niemi, D. (1996). Instructional influences on content area explanations and representational knowledge: Evidence for the construct validity of measures of principled understanding. CSE technical report 403. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing, University of California.

Palincsar, A. & Brown, A. (1984). Reciprocal teaching of comprehension- fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.

Paris, S. & Stahl, S. (2005). (Eds.) Children's reading comprehension and assessment. Mahwah, NJ: Lawrence Erlbaum Associates.

Pintrich, P., & Schunk, D. (1996). *Motivation in education: Theory, research, and applications*. Englewood Cliffs, NJ: Merrill/Prentice Hall.

Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences*. New York: Cambridge University Press.

The program AND every course is organized into themes and lessons
 For any given lesson, the curriculum development team at K¹² creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. Larger themes are handled at the unit-level; component elements of those these are structured at the lesson-level. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K¹² experience that is unlike any other.

For example, Integrated Math I, has seven units per semester and an average of 13 lessons per unit



Snapshot of Integrated Math I

Integrated Math I can also be broken into each of the eight common core themes. The sample below includes the themes of Number and Quantity and Algebra.

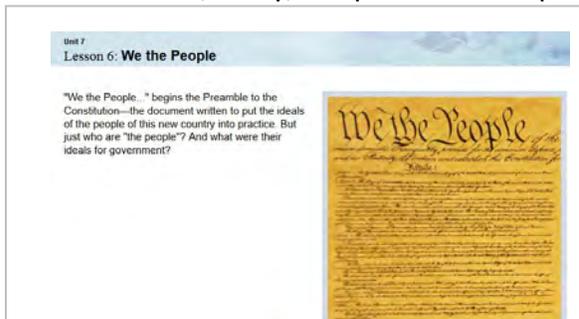
Common Core Standards for Integrated Mathematics Pathway 1 Compared to K ¹² Scope and Sequence for MTH147				
Standards	Unit Number	Unit Name	Lesson Number	Lesson Name
High School: Number and Quantity				
Quantities				
Reason quantitatively and use units to solve problems.				
HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	1	Expressions & Problem Solving	12 13	Dimensional Analysis Precision and Accuracy
HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.	1	Expressions & Problem Solving	13	Precision and Accuracy
HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	1	Expressions & Problem Solving	13	Precision and Accuracy
High School: Algebra				
Seeing Structure in Expressions				
Interpret the structure of expressions.				
HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.*	1	Expressions & Problem Solving	14	Core Focus: Structure and Meaning
HSA.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients.	1	Expressions & Problem Solving	14	Core Focus: Structure and Meaning
HSA.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	1	Expressions & Problem Solving	14	Core Focus: Structure and Meaning

8 common core themes within Integrated Math I

Each lesson includes an overview, content, and activities, assignments and assessments to provide multiple learning opportunities for students to master the content

Each lesson in the K¹² course contain a lesson opener, goals for the lesson, materials needed, direct instruction & interactive activities, individual practice assignments, and an assessment.

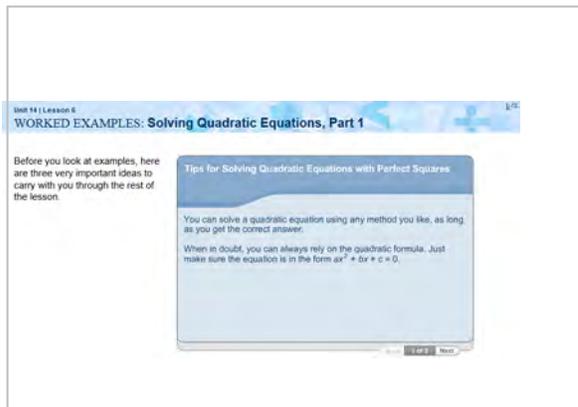
The lesson opener provides a summary of the lesson. Goals for each lesson are clearly stated in actionable terms. Students and parents are provided detailed materials lists for adequate advance preparation, which maximizes learning time. Engaging interactive activities are provided as a way to review previously learned content, serve as a method of scaffolding and a path for delivering new content. Students have opportunities for individual practice that varies from offline learning activities, practice with instant computer feedback, hands on lab activities, and teacher scored feedback. Assessments in each lesson may be in the form of multiple choice questions, true/false questions, matching, short answer, essay, or open ended responses.



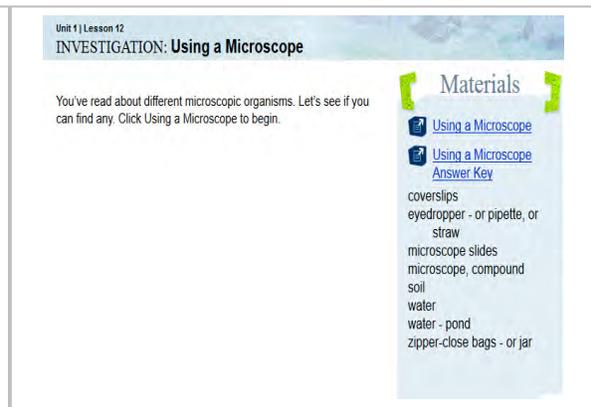
Every lesson in the K¹² contain a lesson opener



Each lesson outlines learning goals for the lesson



Direct instruction lesson content



Each lesson has a materials list so students can

An example of an instructional video may be found at:

http://k12.http.internapcdn.net/k12_vitalstream_com/CURRICULUM/328983/CURRENT_RELEASE/MS_ALG_S2_05_03_WHB_use_discriminants.htm

Unit 1 | Lesson 3
PRACTICE: Color Words

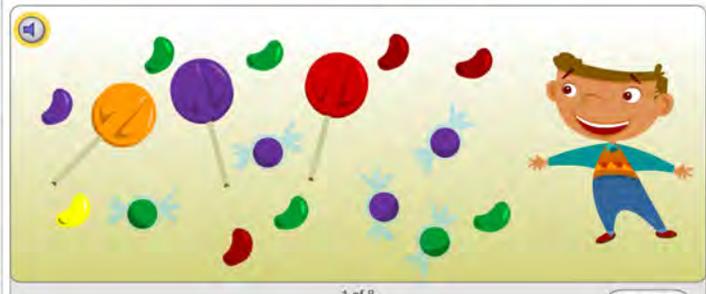
The second part of this lesson is online. Students will spend about 15 minutes completing an online Vocabulary activity.

1. Go to the next screen to begin the activity.
2. After students complete the activity, go to the final screen and mark the lesson complete.



Interactive individual practice

Unit 1 | Lesson 3
PRACTICE: Color Words



1 of 8

Check

Interactive individual practice

3. In the diagram, if electrons flow from the right half-cell to the left one through the wire, which of the following statements is true?



(Points : 1)

- The metal strip on the left is the anode.
- The glass tube connecting the beakers is the cathode.
- The metal strip on the right is the anode.
- The beakers are filled with the same solution.

Computer scored assessment item

The course goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course

Each course has unit goals and instructional lesson-level objectives that clearly state what the students will know and be able to do at the end of the course. Clearly defined objectives provide the student the means to evaluate his/her own progress at any place along the route of instruction.

Unit objectives



Unit 2: Representing Data Numerically

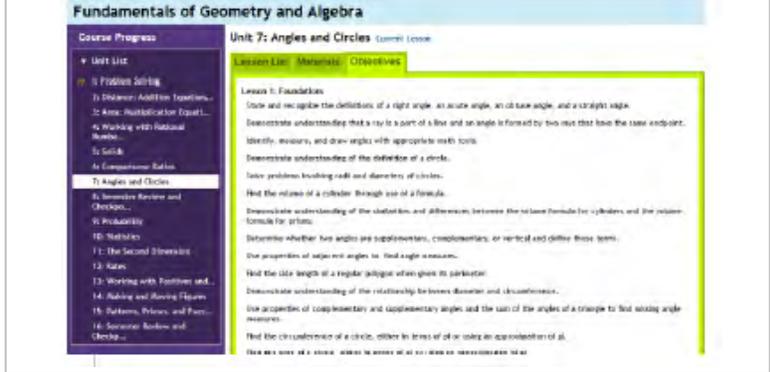
UNIT OBJECTIVES

- Find the mean, median, and mode of a data set.
- Determine whether the mean or median is a better representation of the center of a data set.
- Find the range of a data set.
- Find the five-number summary for a data set.
- Create box plots.
- Determine outliers for a data set.

Scientists at Hawaii Volcanoes National Park use a webcam to observe the hazardous Puu Oo Cone of the Kilauea Volcano. What kinds of data do you think scientists can gather with this webcam?

In this unit, you will work with real data from 55 national parks in the United States. In the process, you will learn how to represent an entire set of data by using single numbers that describe where the center of the distribution is located and how the data are spread.

Lesson Objectives



Fundamentals of Geometry and Algebra

Unit 7: Angles and Circles (Current Lesson)

Lesson 1: Foundations

Lesson Objectives

Understand the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle.

Demonstrate understanding that a ray is a part of a line and an angle is formed by two rays that have the same endpoint.

Identify, measure, and draw angles with appropriate tools.

Demonstrate understanding of the definition of a circle.

Solve problems involving radii and diameters of circles.

Find the radius of a circle through use of a formula.

Demonstrate understanding of the relationship and differences between the volume formula for cylinders and the volume formula for prisms.

Determine whether two angles are supplementary, complementary, or vertical and define these terms.

The properties of adjacent angles to find angle measures.

Find the side length of a regular polygon when given its perimeter.

Demonstrate understanding of the relationship between diameter and circumference.

Use properties of complementary and supplementary angles and the sum of the angles of a triangle to find missing angle measures.

Find the circumference of a circle, either in terms of π or using an approximation of π .

The program/course instruction includes activities that engage students in active learning and address a variety of learning styles and preference

K¹² lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities.

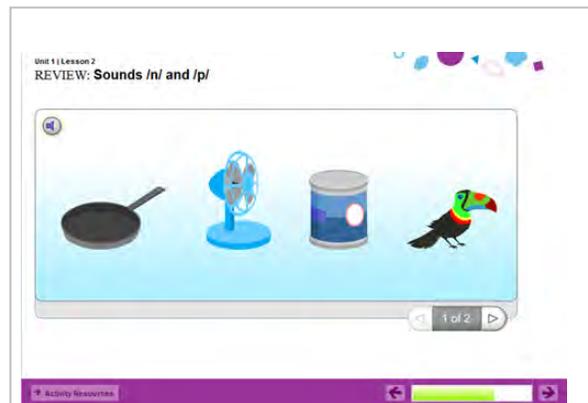
K¹²'s [online curriculum](#) is designed to engage the new generation of digital natives. Designed in a rich, multi-media format, our online courses effectively engage students who might otherwise be tuned out. The graphic elements appeal to different learning intelligences, particularly to visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

K¹² uses a variety of user-tested, educationally sound multimedia throughout each curriculum to teach and apply content, and to assess knowledge. The foundation and use of multimedia is based on several factors:

- Offer a consistent, informative, and rewarding learning experience
- Impart the right level of detail and a balanced age-appropriate cognitive load
- Engage students to provide valuable learning opportunities and encourage reflective thinking.

Several types of multimedia are used in the K¹² curricula:

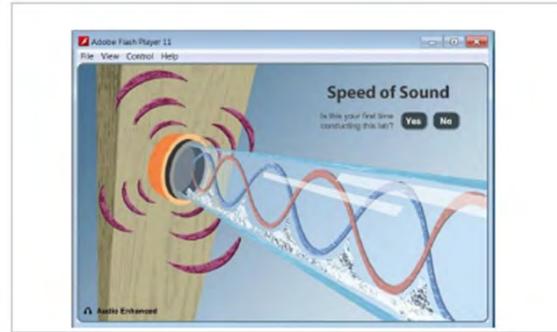
- Audio: maximize the learner's ability to process information without being overwhelmed by visuals;
- Photographs/illustrations: help represent, organize, and interpret the content
- Animations/interactive activities: used to segment content, personalize learning, promote interaction, and show relationships
- Videos: used as concrete modeling of behavioral learning objectives



Audio of the instructions

As an example of interactive activities, many K¹² science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be

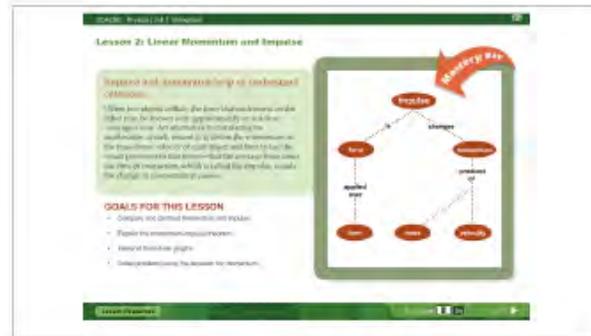
used to reinforce concepts learned in the hands-on labs when appropriate, supplement or replace certain onsite labs.



or,

Virtual Lab

- Photographs/illustrations: help represent, organize, and interpret the content



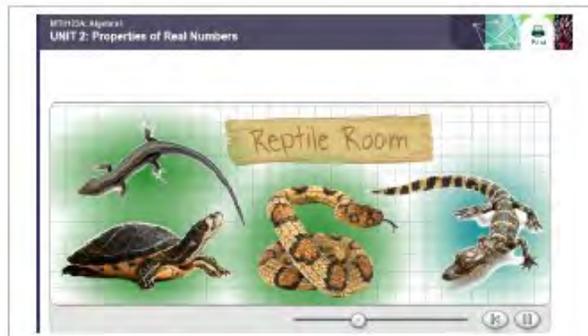
Concept map illustrations

- Animations/interactive activities: used to segment content, personalize learning, promote interaction, and show relationships (figure 3);



Forensic science animation of an impression

- Videos: used as concrete modeling of behavioral learning objectives



Algebra I MathCast video

K¹² has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- Winner, 2014 Parents' Choice Award for EmbarK¹² interactive multimedia online activities for preK learners
- Winner, 2014 Parents' Choice Award for Noodleverse, an interactive web portal for K-3 learners
- Winner, 2014 Mom's Choice Silver Award
- EmbarK Online
- Noodleverse
- Choc It Up (mobile app game)
- Winner, 2013 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Language Arts Orange, a Grade 2 comprehensive program
- Winner, 2013 Reader's Choice Award by District Administration magazine: Aventa Learning by K¹²
- Winner, 2013 Parents' Choice Approved Award for websites: EmbarK¹²
- Winner, Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category: EmbarK¹²
- Finalist, Association of Educational Publishers (AEP) Golden Lamp Award in the Whole Curriculum Program category: EmbarK¹²
- Finalist, EdTech Digest Cool Tool Award in the eLearning Solutions category: EmbarK¹² Winner, 2012-2013 eSchool News Readers' Choice Award for Powerspeak¹² world language programs, now part of Middlebury Interactive Languages, a joint venture between K¹² and Middlebury College
- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. Fundamentals of Geometry and Algebra program (online and offline)
- Finalist, 2012 CODiE Award for Best Instructional Solution: Middlebury Interactive Languages
- Finalist, 2012 EdTech Digest Digital Textbook Award for World History: Our Human Story
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)

- Winner, 2011 Readers' Choice Award by District Administration magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
- Science: Environmental Science course
- Science: Virtual Labs/Biology
- Technology: Timed Reading Practice
- Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
- Best Mathematics Instructional Solution: Math+
- Best Public Virtual School Solution for Students to K¹² Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K¹² Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: K¹² Inc. Honors Earth Science Program
- Winner, 2009 AEP Distinguished Achievement Award, High School Algebra textbook
- Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in GreatSchools.net/Business Week January, 2009 School Rankings (Both statewide online public schools use the K¹² curriculum.)
- Co-Recipient with Pennsylvania Virtual Academy, 2007 ITPennsylvania Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: K¹² Online School (Learning Management System)

The program/course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways.

K¹² addresses critical thinking skills within a cognitive science research framework. Cognitive science researchers have extensively studied critical thinking in the context of complex and non-routine problem solving, explanation and justification of problem solving procedures, inductive and deductive reasoning, transfer of knowledge, evaluation of knowledge, development of

new concepts and procedures, and metacognition. These categories are not identical to but overlap with the higher levels in Bloom's taxonomy, analysis, synthesis and evaluation. However, the cognitive science categories are embedded within a theoretical framework that has much greater empirical support than Bloom's original taxonomy. Nevertheless, the skills and types of knowledge captured within the cognitive science framework are easily mapped to both Bloom's original taxonomy and recent revisions of it by cognitive researchers.

One of the most important and most consistently replicated findings in cognitive science research is that advanced learners and subject area experts have developed extensive networks of factual and conceptual knowledge, and this knowledge base informs their critical thinking, reasoning, and complex problem solving. Because the skills that are commonly referred to as "critical" or "higher order" thinking skills depend on having a broad, deep and well-structured base of knowledge, K¹²'s curricula focus on helping students to build this knowledge base. To do this we draw heavily on cognitive science research on how students acquire skills; memorize facts; learn to identify problem types and apply appropriate procedures; develop conceptual understanding that knits various types of knowledge together; and learn to monitor and evaluate their own learning and thinking (e.g., Chi,, 2009; Clark, 1998; Mayer, 2008; Merrill, 2000, 2008; National Research Council, 2005; and hundreds of other sources).

To develop critical thinking skills in a subject area, learners need to make connections among the different facts, ideas and skills they are learning, and they particularly need to connect other types of knowledge to the big ideas. As decades of cognitive science research have shown, organized knowledge structures enable students to make inferences that go beyond what they already know; to analyze, evaluate and apply what they have learned; to bring together and compare facts and skills that would otherwise be isolated; to identify and solve novel problems; and to understand and generate new information; that is, to demonstrate many forms of critical thinking. To facilitate the development of these forms of critical thinking, K¹² has worked with subject area experts including mathematicians, scientists, historians, writers, and others, to map the structure of subject area knowledge including the big ideas. We explicitly teach big ideas across the curriculum and incorporate activities to enable students to think critically about the big ideas

and how they can be used. The big ideas in turn help students to think critically about why the rote skills and facts they're learning are important and when and where they are useful.

At K¹² the process of building a structure of knowledge and using it to develop critical thinking skills begins in kindergarten. As students develop factual knowledge, problem solving skills, and conceptual understanding, they begin to practice critical thinking through a variety of tasks that require them to think reflect on what they've learned and how it applies to new tasks and situations.

For example, in our English language arts courses, reading comprehension activities typically move from a focus on what happened in a story or other text to why it happened. Initially students develop literal comprehension skills then move toward higher level skills such as making inferences about what happened, evaluating why things happened, predicting what might happen next, and so on. They demonstrate their comprehension and then closely examine a text to see how a writer's choices in language, symbol, or other literary or poetic elements, enable the reader to infer a theme. Eventually students also learn to read like a writer, that is, to analyze the strategies the writer uses to achieve her effects and purposes. In higher level courses it is assumed that students are able to understand what happens in a text, so the curriculum focuses on developing higher level critical and analytic skills. In our British Literature course, for instance, students analyze the modernist techniques used by Virginia Woolf and deepen their understanding of those techniques by trying to use them in some of their own writing.

In math and science across the grade levels, students learn how to recognize and solve complex novel problems by reading or watching animated online examples of how experts think about and solve those problems. Typically, experts solve problems by relating them to big ideas then using procedures connected to those big ideas; for example, if a problem can be classified as a "conservation of energy" problem, then conservation of energy equations can be used to solve it. In many cases an online character is used to model expert thinking; the character thinks out loud about what kind of problem it is and how it might be solved, or she may discuss the problem and possible strategies with other characters. This strategy for using worked examples based on expert models has been shown in many studies to be the most efficient way to teach problem solving skills, and we use this method to teach not just rote procedures

but, even more importantly, the critical problem recognition and other higher level thinking skills essential to good problem solving.

To further develop critical thinking skills in science, students are asked to explain phenomena by using important concepts, theories and principles they have learned: for example, how can Newton's laws explain what happens when a car hits another car? Students also learn to make and test hypothesis and apply their conceptual understanding in a series of virtual labs, real-life computer simulations, and concrete hands-on labs. Computer simulations and demonstrations also address misconceptions that students may have developed, such as the idea that when two objects collide, the larger one exerts more force.

Given the importance of problem solving in mathematics, K¹² has devoted several types of activities to enhancing students' critical thinking in problem solving situations. One of these is to ask students to explain and justify their problem solving procedures, and to give them models, using animations and explanations, of sound mathematical arguments. Within each unit, students progress from simple problems to problems with more complex tasks demanding critical thinking skills. Practice of critical thinking skills takes place both online, via interactive activities and online discussions, and offline, in paper-and-pencil activities.

In the intermediate grades, the math curriculum presents students with online guided exploration activities in which students need to analyze and synthesize information. These online explorations provide students with the opportunity to discover mathematical relationships and formulate and validate conjectures. The guided nature of the explorations ensures that students stay focused on the relevant mathematical concepts.

Challenge activities, some of which are online, are also included in many math lessons. These activities are designed to help students extend their mathematical knowledge through problem solving, see connections between mathematical concepts, apply mathematical concepts to various real-world situations, and generalize their thinking beyond the lesson objectives. For example, K¹² introduces elementary students to Circle Math (base 8), tessellations, number puzzles, and more. In the intermediate grades, students are introduced to topics such as non-routine problem solving, financial investment, higher-level data analysis, and many others.

K¹² also exploits the unique capabilities of computer technologies to develop critical thinking on complex mathematical topics about which many children have misconceptions. For example, research has shown that most students' inadequate understanding of fractions is a major obstacle to mastering more advanced courses such as algebra. To understand fractions as rational numbers, students have to rethink what they have already learned. K¹² provides a series of online, audio-narrated, animated presentations to help students engage in the critical thinking needed to understand the concept of a fraction as a rational number and to use that concept to understand fraction operations, develop proportional reasoning, and understand rational expressions in algebra.

In history, K¹² uses many of the same techniques used in other subject areas, for example, teaching big ideas and building organized knowledge structures to support reasoning, inference-making and critical thinking. Both on- and off-line methods are used to explore students' ideas and understanding of what history is and how it is connected to knowledge of events and persons in history. These methods include interpreting historical sources (textual, visual, or in other media), making conjectures about the past, and constructing arguments using historical evidence.

The program/course reflects multicultural education and is accurate, current, and free of bias.

The motto on the Great Seal of the United States—*E pluribus unum* (“out of many, one”)—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. K¹² believes that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans. We share K¹²'s view to provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance. K¹² has always been committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who

- Understand the characteristics and contributions of American culture and cultures throughout the world.

- Understand that societies reflect contributions from many cultures.
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.

To achieve these goals, the Insight PA Board feels it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The K¹² Style Guidelines devote a section to how to guard against demographic, geographic, political, racial and intellectual bias.

The teacher can adapt learning activities to accommodate students' needs

Online and offline activities within the K¹² curriculum can be adapted in ways to accommodate student needs. At the most basic level, teachers can assist students in customizing the timeline based on the students' progress. Many activities are constructed in ways that have multiple paths and can be used and re-used for additional practice, for re-teaching or remediation. Lessons contain optional activities that give teachers opportunities to reach students in new ways.

The curriculum features additional activity suggestions (outside of the standard lesson) for the teachers to use at their discretion. Teachers can (and do) provide teacher led activities to support and accommodate the needs of individual students and/or student cohorts. K¹² Product Developers have provided whiteboard files, presentations, activities and activity ideas for use on collaboration tools. These additional curricula activities further empower teachers to conduct live teaching sessions with students. These teacher-led activities have been helpful for students who need more structure or routine, for students needing remedial work or more challenging work. The teacher uses his/her own experience and creativity to implement the K¹² curriculum in ways that facilitate the most successful outcome for their student(s). In addition to the K¹² curriculum, the Anywhere Learning System (ALS) Library provides summative and formative assessments that make it easy for teachers to create

customized learning paths for struggling students who need remediation as well as advanced learners who need accelerated coursework.

ALS allows instructors to customize and personalize their classroom. K¹² offers access to over 5,500 lessons from the Anywhere Learning System (ALS) including Study, Practice, Mastery, and Essay content items in ALS as well as adaptive assessments and the ability to create assessments. Teachers and support personnel will be able to identify student performance against standards, and immediately understand where their students need the most help. Instructors can also build adaptive assessments to their exact specifications, or select from hundreds of pre-built adaptive assessments. The diverse course catalog allows school and district teachers to easily adjust curriculum to meet the needs of all learners.

Readability levels, written language assignments, and mathematical requirements are appropriate for the course content and the students.

K¹² curriculum developers take great care to make grade/age appropriate content. With a wide range of readability levels at each grade, K¹² provides age- and grade level-appropriate text, along with plenty of nonfiction (informational) text selections to choose from (up to Lexile[®] measure 1080). Math courses are standards based for Pennsylvania Core Standards. For complex problems, K¹² applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

In addition to synthesizing research on learning and instruction that applies across subject areas, the Assessment and Research team (or in some cases content specialists) puts together summaries of research on teaching strategies and misconceptions related to specific instructional objectives or topics, such as “Demonstrate that addition and subtraction are inverse operations” or “Identify the theme of a story.” Some examples of this type of research for different subject areas are given below.

Design of the reading program, for instance, is consistent with key findings of the National Reading Panel (2000):

- Results of a meta-analysis show that “systematic phonics produces significant benefits for student in kindergarten through 6th grade and

for children having reading difficulty” (p. 9). Accordingly, K¹²’s reading program has a strong and systematic phonics component, and it focuses as well on skills that low-achieving third through fifth graders often lack, according to literacy researchers such as Louisa Moats: that is, phonological awareness, syllabification, morphology, and reading fluency.

- “Guided repeated oral reading ...had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels” (p.12) The K¹² reading program provides frequent opportunities for students to read aloud from poetry, fiction, nonfiction, and dramatic texts.
- “Teaching a combination of reading comprehension techniques is the most effective” (p. 15). K¹²’s instructional methods include question generation, summarization and use of organizers, mirroring techniques recommended by the National Reading Panel.

The program/course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.

Elementary and Middle School

Each K-8 student is instructed by a team of Pennsylvania certified and highly qualified teachers. A healthy working relationship between the student and the assigned teacher and between the learning coach and the teacher is essential. The K-8 student’s assigned certified teacher will communicate with the parent and student through e-mail, telephone, online web meetings, and direct instruction sessions. Middle school students will have content specific teachers who communicate with students and parents by subject matter. It is the teacher’s professional responsibility to ensure the academic success of each individual student in his/her class. The teacher will engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments. Each student in grades 6 through 8 will also have a homeroom teacher who addresses non-curricular questions.

The K¹² K-8 curriculum can be self-paced. Lesson plans will appear daily for each K-8 student in the learning management system called the Online School (OLS) for students in grades K-8. Lesson plans will update daily as students progress and master the content in each course. Teachers will provide both synchronous

and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' Individualized Learning Plan as described above.

Teachers of K-5 students will monitor individual student progress by setting goals, reviewing/grading assignments, giving support and advice, and direct instruction through synchronous sessions. This approach, integrated with assessments and a comprehensive learning system, will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until the lesson objectives are mastered.

In the middle school program (grades 6-8), students will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. Middle school subject area teachers "share" the same students. While they teach all of the same students (each in their own subject area), each teacher is also a homeroom teacher for a portion of those students. During team planning and meeting time they may collaborate on ILPs, review Response to Intervention (RtI) status, etc. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

High School

In the high school program, students will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. Each high school student also has an advisor or homeroom teacher who fills many roles: initially

welcomes the student; sends out progress reports and other school communications; monitors attendance; etc. The homeroom teacher may also be one of the student's subject area teachers. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

While the K-8 curriculum can be more self-paced, the high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide when work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

- Allow a class to move through material at the same time or in close proximity;
- Enable teachers to run online group activities as needed for each section of students,
- helping many students to overcome the same often complex obstacles at the same time;
- Free learning coaches from detailed academic support burdens at the high school level;
- Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill later in life.

The most successful online learning environments are those in which groups form a “community of learners” with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. Students will participate in online, teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these discussions.

Differentiated Instruction—Teacher Interaction

Teachers will regularly review data from school based and state assessments to determine a student's need for differentiated instruction. Based on data, teachers may direct students to attend one-on-one tutoring sessions, complete additional assignments in the online school or through Study Island, or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to

provide point in time assistance to students. Data are a tremendous resource that allows true differentiated instruction to occur at the point that will have the most impact for students.

Differentiated Instruction—At Risk Students

Based on the experience of K¹² working with other PA Cyber Schools and the experience of other K¹² subsidiaries providing educational services to statewide virtual schools in two-thirds of the states and the District of Columbia, K¹² knows that a significant percentage of Agora's student body will be "at risk" students requiring an intervention model to be included as a part of their Individualized Learning Plan. K¹²'s plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. This plan is based on K¹² Inc.'s National Instructional Model (NIM) plus an intervention plan which adds the support of the School's certified teachers online and, as needed, face-to-face at local physical spaces for remediation.

Student services such as diagnostic achievement testing, contracted health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs, will be part of Insight PA's approach.

Students will take the Scantron Performance Series, or a comparable assessment, in the fall of each school year. The scaled score will identify those students not performing at grade level and will provide information on subject area deficit.

Students will take Study Island benchmark assessments, or a comparable assessment, to assess each student's mastery of Pennsylvania grade appropriate standards. Study Island is an online tool used to help the School identify at-risk students in need of additional remediation and support. The assessment tool is aligned with the Pennsylvania Core Standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Pennsylvania State Standards. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the state tests. Study Island content is

available in English Language Arts (grades 2 – 12) Mathematics (grades 2 – 12 Reading (grades 2 – 8), Math (grades 2-8), Science (grades 3 – 8) Social Studies (grades 3-8), Algebra I (EOC), Biology I (EOC), Geometry (EOC), and U.S. History (EOC).

Students will complete the assigned Study Island Pathways that will assess students on all state standards. Students will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities will be automatically assigned as remediation. Those students who cannot earn the blue ribbons and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for an alternative plan). The interventions will be targeted, synchronous, teacher-led, and web-based.

During intervention sessions, students and teachers will be online at the same time in the same online classroom—using a web conferencing platform such as Blackboard Collaborate. Teachers will provide intense targeted instruction on specific state standards to ensure mastery. Students will be reassessed on all state standards to ensure mastery.

Accommodations for Students with Disabilities

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve the Pennsylvania Core Standards. Accommodations will be determined by the IEP team based upon student’s disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

Accommodations may include, but are not limited to:

- Presentation accommodations such as digital books, text-to-speech software, large print text, graphic images, or manipulatives.
- Response accommodations such as a word processor with voice recognition, graphic organizers, or the use of a dictionary or thesaurus.
- Scheduling accommodations such as extended due dates, shorter periods of work time, or assignments presented in small chunks (Beech, 2012).

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Pennsylvania Core Standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<ul style="list-style-type: none"> • Use interactive groupings of students in structured and purposeful settings. • Draw on student background and knowledge. • Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context. • Use graphic organizers to model organization skills and to engage students in the process. • Use manipulatives and connect learning experiences to real life. • Use community experts as resources and as models. • Minimize interruptions and distractions during time-on-task. • Check often for understanding among students. • Teach students’ organizational and study skills. • Ensure access to resources in the languages, reading levels, and interests of the students. 	<ul style="list-style-type: none"> • Use multiple forms of assessment such as performance-based assessments. • Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions. • Integrate technology into a variety of assessment settings. • Remind students to use self- monitoring strategies and clarify directions. • Ensure that language and academic skills are assessed appropriately. • Take dictation for students; allow for tape and/or video recordings. • Use multiple measures of assessment to access language and academic skills of two language learners. • Include samples of second language learners' work as anchors when developing rubrics and other scoring

The design, development and delivery of our curricula is grounded in a set of guiding principles. Among these are:

Base Learning Objectives on “Big Ideas”

K¹² use the expression “big ideas” for the key, subconscious frameworks that serve as the foundation to a student’s future understanding of a subject matter. For example, an understanding of waves is fundamental to a physicist’s understanding of quantum mechanics; for that reason, we teach 1st graders the fundamentals of waves in an age-appropriate form. K¹² use “big ideas” in every subject area to organize the explicit learning objectives for each course we develop.

Assess Every Objective to Ensure Mastery

Ongoing assessments are the most effective way to evaluate a student’s mastery of a lesson or concept. To facilitate effective assessment, K¹² curriculum states clear objectives for each lesson. Throughout a course, every student’s progress is assessed at a point when each objective is expected to be mastered, providing direction for appropriate pacing. These periodic and well-timed assessments reinforce learning and promote mastery of a topic before a student moves to the next lesson or course.

Prioritize Important, Complex Objectives

K¹² content experts have developed a clear understanding of those subjects and concepts that are difficult for students, from both historical and cognitive points of view (that is, from both the “tried” and the “true” perspective described earlier). Greater instructional effort is focused on the most important concepts (the biggest ideas) and on the most challenging concepts and skills (as revealed by experience and research). K¹² uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities, and to modify our learning systems to guide the allocation of each student’s time and effort.

Facilitate Flexibility to Accommodate Variations in Ability

K¹² and we believe that each student should be challenged appropriately, where “challenge” is both a matter of the difficulty inherent in the subject matter, and also the pace at which the subject matter is presented. Generally, adequate progress for most students is to complete one academic year’s curriculum within a nine-month school year. Each individual student may take greater or fewer instructional hours and make more or less effort than the

average student to achieve this progress. K¹² learning systems are designed to facilitate this flexibility in order to ensure that the appropriate amount of time and effort is allocated to each lesson.

Ensure Fundamental Content Soundness

K¹² highly credentialed subject matter experts (“SMEs”) or “Content Specialists” bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from nearly 40 national and international subject-area associations.

Program/course tasks and assessments align with the required Pennsylvania Core Standards

K¹² course alignments to the Pennsylvania Core Standards are found in Appendix I.19.

K¹²'s alignment process is overseen by the Curriculum Support and Alignment Department. External Subject Area Specialists document alignment of the curriculum to the Pennsylvania Core Standards. The alignment documents provide the Teacher with a representation of the units and lessons where each standard is addressed in the curriculum. To provide for a review of the standards, teachers will use supplementary curriculum resources as needed including: The Anywhere Learning System (the remedial program mentioned previously), Study Island, educationally appropriate web resources, hands-on activities, project-based activities, additional images and artifacts, and exploratory activities for demonstration of understanding and application of knowledge. Alignment is an ongoing process as states adopt/update standards. Courses are updated to stay in current alignment.

The program/course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.

K¹² courses incorporate the most up-to-date instructional design principles and are based on best practices in education. K¹² courses are designed to be academically challenging and rigorous for all students. In any given course, students may be asked to complete substantial reading, writing, problem solving, and laboratory work (as appropriate) and must also demonstrate critical analytical thinking as well as factual content mastery.

Information literacy and communication skills are incorporated and taught as

an integral part of the curriculum

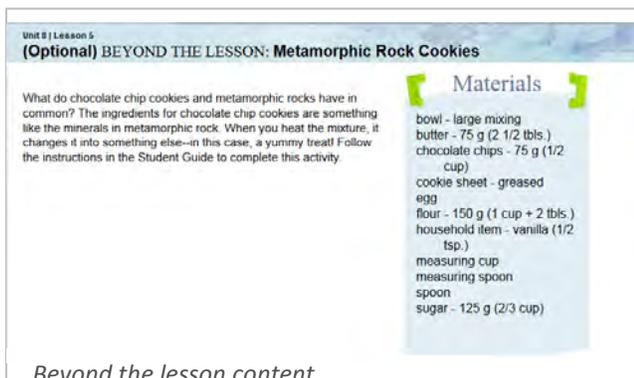
K¹² courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition and essay writing. These lessons, include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments and used in daily life.

EmbarK¹²

For students in kindergarten who are at-risk, K¹² is able to offer the award winning EmbarK¹² program. By placing students at their appropriate level, students are able to demonstrate content mastery and not become frustrated. The EmbarK¹² program is a comprehensive curriculum package that includes multidisciplinary learning experiences for children who are four to five years old. The program consists of 18 thematic units that highlight topics relevant to young children. Each thematic unit contains instructional modules in the following subjects: language arts, math, science, social studies, art, and music. The EmbarK¹² program engages learners through direct experience, interactive media, and a variety of activities guided by a teacher or learning coach. The curriculum aims to develop foundational concepts, mathematical reasoning, basic literacy, scientific observation, investigative skills, experiences in nature, awareness of the local community, knowledge of the wider world, and appreciation for the fine arts. Thematic content supports English language development and vocabulary, and the cross-curricular approach reinforces meaningful relationships among concepts. Interactive

technology, storytelling, personal narrative, and functional communication are key aspects of EmbarK¹².

The purposeful design of EmbarK¹² as a thematic program ensures that



content and learning objectives overlap across subject areas. For example, as children learn how to count and sequence numbers from 1 to 6, they apply these concepts to reading dates on a calendar, counting wheels on vehicles, identifying hearts on Valentine's cards, finding numbers in phone numbers and addresses, and telling time to the hour.



Virtual field trip to the Smithsonian

Optional Beyond the Lesson

Courses offer optional beyond the lesson content which includes additional web resources and enrichment activities.

Virtual Field Trips

The Internet can extend the educational value of field trips to levels previously unimaginable. Virtual field trips—field trips taken online—can take a student to locations too far away to travel to or too expensive to visit. Virtual field trips can take a student back in time, into outer space, or into the microscopic world. Teachers and staff offer multiple opportunities for field trips during the school year. Some field trips are packaged and some are personalized by the instructors. Our virtual field trips are conducted in the same meticulous fashion as a real-life field trip, students will be able to acquire the same cognitive and affective gains that previous research has found true in face to face trips. Because this is possible, an entirely new world of experiences will be opened to all students regardless of the school field trip budget, so they can all experience firsthand the potential of the Internet as a valid curricular device.

Clubs, plus College and Career Workshops

More than 100 stimulating, national clubs are available to students, with many of particular interest to the highly gifted: from chess and stock market, world language conversation clubs, quiz bowls, book clubs, astronomy, and

many more for most grades (<http://www.k12.com/take-a-peek/student-activities-support/clubs>).

We connect students to the information and resources they need to identify their interests and make informed decisions: [college, careers, and beyond](http://www.k12.com/take-a-peek/student-activities-support/college-career-workshops#.UzDJCfdU4U) (<http://www.k12.com/take-a-peek/student-activities-support/college-career-workshops#.UzDJCfdU4U>). Once a student is enrolled in a participating K¹² program, they will receive information about our weekly live workshops, hosted by experts on college and career preparation, and featuring guest speakers who represent a wide array of exciting job industries.

National Math Lab

National Math Lab (NML) is an innovative program aimed at addressing students' weaknesses in math—a national concern. Designed by a team of curriculum and instruction specialists at K¹², in cooperation with school leaders from K¹²-managed schools, and launched as a pilot at the beginning of the 2011-2012 school year, NML provides twice the usual coverage of math instruction to students in grades 5-10 who are identified as academically at-risk in math. In addition to the students' regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. NML sessions are offered many times throughout the day and are designed to meet students where they are, provide remediation, and, over time, bring them to grade level.

The curriculum should incorporate a student assessment component assessment component that provides that:

Supporting Curricular Engagement and Assessing Academic Growth

An effective school needs a strong curriculum and teachers who are dedicated to accelerating student learning, especially for students who enter behind grade level. A significant component of success in school is engaging in the curriculum—doing the hard work required to learn and to grow academically. K¹² provides various programs to support curricular engagement and academic growth for students at different levels across all grades. K¹² is systematically studying these programs to gather data on student academic growth, and then use this data to assess and improve the effectiveness of curriculum and instruction.

Supporting Student Engagement

Study Island: To complement and augment the K¹² curriculum, K¹² provides the Study Island® Pathways program to the School and other K¹²-managed public schools. This online program focuses on preparing students for state tests by administering practice questions similar in form and content to state test items. In 2012–2013, Agora strongly encouraged students to participate in this program and complete 100 percent of assigned Study Island topics in both Reading and Math prior to state testing. The Study Island program has a built-in system of “blue ribbons” to motivate student engagement. K¹² is gathering data from schools it supports to assess the effectiveness of the program.

National Math Lab: In 2011–2012, K¹² implemented a program called National Math Lab (NML) to promote engagement and academic achievement by providing synchronous direct instruction in mathematics. Specialized mathematics teachers support the regular mathematics classroom teacher by offering standards-based synchronous sessions for students in grades 5 through 10 who are achieving below grade level.

The NML course is synchronously delivered to students in grades 5 through 11, running one hour per day, Monday through Friday. The program focuses on changing the culture of learning mathematics by promoting self-confidence through thematic and real life applications of mathematical concepts.

K¹² continues to refine the NML program and carefully evaluates each iteration. In 2013-14, data on program effectiveness indicate that within a 9-week content block, students on average gain 8 percentage points from pre-assessment to post assessment. Moreover, both students and parents are seeing an increase in self-confidence in mathematics. Parent testimonials, while anecdotal, nevertheless attest that the National Math Labs are helping students engage with the Math curriculum and make progress in their understanding.

Assessing Academic Growth

Student evaluation strategies are consistent with program/course goals and objectives. K¹² ensures the validity of its evaluation strategies by employing a process that results in assessments that explicitly reflect and measure course objectives. The starting point for K¹² course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e.g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After

the course objectives are finalized, assessment items are written to capture the depth and breadth of each course objective. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

New K¹² Assessments in a Changing Assessment Landscape

The new generation of Pennsylvania state testing is unfolding in a national context of new, more sophisticated assessment. The two national consortia creating assessments for the Common Core State Standards—SBAC (Smarter Balanced Assessment Consortium) and PARCC (Partnership for Assessment of Readiness for College and Careers)—have released sample items and full assessments showing a much wider range of types of assessment items than has historically been part of state-based high-stakes testing. While both consortia are still using multiple-choice items, they are also including, at the complex end of the spectrum, long multi-stage items that include several sub-tasks, evaluate much higher-order thinking skills, may be answered correctly in several different ways, and require teacher grading even if they still incorporate some computer-grading. These complex items from both consortia are raising the bar for assessments even among those assessment-developers, and within those states, that are not associated with the CCSS or the two consortia creating assessments for the CCSS. Pennsylvania has adopted the CCSS, but devised its own tests rather than using the national assessments from either consortium. Even in Pennsylvania, however, both the state-specific PSSA and Keystone assessments reflect the evolving and more sophisticated assessment models.

To properly prepare students for this new testing environment, K¹² has developed (and will be developing) more teacher-graded constructed response assessment items for the 2014-15 school year. K¹²'s new items are devised, much like Pennsylvania's own assessments, to be independent of both the PARCC and SBAC assessments, and yet to evaluate student success per the same sophisticated criteria. K¹² is using the shorthand label "performance task" to describe these new items.

In each two-semester course in grades 3-8 Math and ELA courses, K¹² is providing performance tasks (with three versions apiece, for a total of nine) to be graded by teachers. Other performance tasks and constructed-response type assessments and assignments will also be included in courses; these can

be evaluated, as assignments or assessments, by either the learning coach or the teacher, as Insight PA staff and teachers deem appropriate. These will complement similar assessments our teachers will develop as part of their PLCs.

These teacher-graded performance tasks will be spaced appropriately throughout courses to show progression of student learning and application of skills in a timeline leading up to state testing.

Rubrics will be provided to assist with scoring. As previously mentioned, the versions provided will be three-deep to give teachers more choices about how to implement them, and alternate versions to use should academic integrity questions arise.

The program/course structure includes adequate and appropriate methods and procedures to assess students' mastery of content

The K¹² program makes use of a variety of formative and summative assessment instruments:

- K¹² Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or all, of the lesson is advisable.
- K¹² Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.
- K¹² Semester Assessments verify student mastery of key learning objectives for the semester.
- English Language Arts 3-8 has item pools for most objective questions and rubric based grading for most extended responses. Math 3-8 provides lesson and Unit assessments with question pools (3 deep) to ensure that students retaking assessments do not receive the same assessment. Science and History 5-8 have question pools at the Unit and semester assessment level.

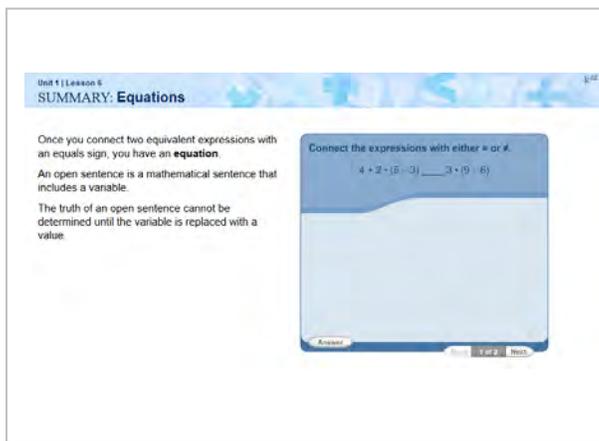
Students perform a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussion questions, group and individual projects, formative assessments, objective tests, and written exams.

Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades

K¹² continues to approach adaptive remediation (and adaptive learning for all

students) with keen interest. Existing courses in math (K-5), and MARK¹² Remedial Reading (3-5) offer various approaches to adaptive remediation. A new partnership with LearnBop, an innovative self-tutoring approach, will give teachers data to determine specific areas where students need help. Some of the adaptivity is technology driven, some is driven by the teacher or learning coach or a combination of both approached. The program evaluates student performance immediately and loops the student back to additional instruction, practice and assessment of skills so the student demonstrates mastery before advancing in the curriculum.

With 24/7 access to course progress, students can monitor their progress and



make informed decisions on whether to review content or advance in the course. Self-checks and checkpoints are present to provide immediate feedback on whether a student has mastered the skill or if the student needs additional practice or needs to repeat the instructional section of the course.

Self-check assignments

Assessment materials provide the teacher with the flexibility to assess students in a variety of ways

K¹² assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and scored online, and others are short and extended constructed responses that are evaluated by the teacher. Item types included multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge.

Teachers can assess students by using the computer-scored quizzes, teacher scored items, open response questions, presentations, or the teacher can

administer the assessments orally. In early grades, learning coaches and/or teachers assess students through observation, oral questioning and hands-on manipulatives. As students move into middle school, teachers are able to assess progress based on observation and written responses. Teachers use rubrics to grade open-ended responses and course projects. Teachers may assign partial credit or modify rubrics if needed.

Grading rubrics and models of partially to fully completed assignments are provided to the teacher

Teachers are provided detailed rubrics and assignments have detailed solutions or possible solutions. Rubrics include suggested feedback for varying answers.

The grading policy and practices are easy to understand

Points	Concept Addressed	Feedback for
5	Description of early Puritan voices	You need to this Unit 1. For exam voices? How do relationships? V Nice work. You voices.
4	Change in voices	Think about how something write become importa they approach it is their basis for Good. Your ans evolved.
3	Reason for change	The first genera Revolutionaries society change writings? Excellent. This understand cha

Feedback for completely correct answer:
Excellent. You have clearly expressed and developed your ideas, and you have supported them with relevant examples.

Graded Assignment Answer Key
Unit Test, Part 2

Start feedback for correct and incorrect answers is as set. Use or adapt the feedback in the Answer Key as you grade each student paper. If you have suggestions for improving this Key, send them to curriculum_support@pa-cyber.org.

Directions:

- Renting a bicycle at a local bike shop costs \$40 for the first day and \$5 for each additional day.
 - Create a chart of values and write an equation to find the total cost, C, in terms of the number of days, d.
 - Use the equation you created in Part a to find the cost of renting a bike for 5 days.



Model Answer

a. Let d = the number of days the customer rents the bike.

Days	Total Cost
1	40
2	40 + 5(1) = 45
3	40 + 5(2) = 50
4	40 + 5(3) = 55

b. According to the chart above, the formula for the cost in terms of the number of days the bicycle is rented is $C(d) = 5d + 40$. A more involved equation is $C(d) = 5d + 35$.

Using the formula above when d = 5 we have $C(5) = 5(5) + 40 = 25 + 40 = 65$. The total cost of renting the bicycle for 5 days is \$65.

Award points for specific answers as shown below (for a total of 0-5 points).

Points	Concept Addressed	Feedback for Student Answers
5	Applications of the distributive property	Review the distributive property.

Students in high school are provided a Grading Information Document for each course. This document shows a checklist of all assignments in the course along with the point values.

Students in grades K-8 are provided grading information on the course landing page in the OLS. (The grading

Graded Assignment Answer Key

information relates to their progress or mastery of the lesson.) Assessments are identified as Lesson Checkpoints.

A placement process for full-time students to evaluate students by skill and or grade level and enable them to be assigned appropriately

Steps are taken to determine the student's academic knowledge and abilities. Interviews with parents/guardians and the student, teacher-made tests, tests of academic skills, and the review of prior school records and transcripts are used in determining the appropriate grade placement of the student. The school will attempt to locate student records by asking parents for any available information and by requesting records from previous schools. Grade placement decisions will be age appropriate, based on documented prior educational experience and assessments, and information from parent/student interviews. Parents may appeal the grade placement decision to the

CEO. K¹² works closely with our school partners to assist in this process.

Assessment and assignment answers and explanations are included

In grades K-8, teachers and parents are provided answers with explanations. In high school, teachers are provided detailed answers and explanations. Parents are given the correct answers and the assessment questions are linked to the unit objectives.



Assessment questions are linked to the unit objectives

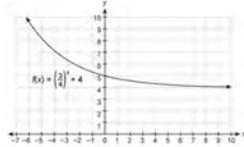
Probability and Statistics

Counting Methods

Pages 90-91

- Since repetition of digits is allowed, the previous digit does not affect the choice of the digits following; independent
- The standing position taken by the previous musician affects the position taken by the musician afterward; dependent
- The position the previous bicyclist receives affect the position of the bicyclists afterward; dependent
- The type of bread, cheese, or meat chosen does affect one another; independent

2. Describe the graph's end behavior.



$f(x) = \left(\frac{1}{2}\right)^x + 4$

Model Answer
 As x decreases without bound, $f(x)$ increases without bound.
 As x increases without bound, $f(x)$ approaches the line $y = 4$.

Award points for specific answers as shown below (for a total of 0-4 points).

Points	Concept Addressed	Feedback for Student Answers
2	Correctly determines the end behavior as x decreases without bound.	As the graph continues to the left, the outputs continue to increase. Go back and review the Features of Exponential Functions lesson to revise end behavior.
2	Correctly determines the end behavior as x increases without bound.	As the graph continues to the right, the outputs continue to approach the asymptote. Go back and review the Features of Exponential Functions lesson to revise end behavior.

Feedback for completely correct answer:
 You correctly described the graph's end behavior.

Detailed solution manuals are provided in the K¹² math

- B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.**

Special Education Program

The mission of the Insight PA Cyber Charter School comprehensive Special Education Department is to recognize each student as an individual with strengths, potential, and a purpose. The Department strives to equip and empower each student to become a lifelong learner and active member of the community. The Special Department has a Certified Special Education Director, special education coordinators, lead teachers, certified special education teachers specializing in serving students with autism, life and social skills needs, other health impairments, specific learning disabilities etc., certified school psychologists, related services coordinator and certified speech and language therapists. This team will expand according to the needs of the department.

The Insight PA Cyber Charter School follows federal guidelines in regards to providing a free and appropriate public education (FAPE) to students eligible for special education services. Guidance from the Pennsylvania Department of Education serves as a basis for policies and procedures for the Insight PA special education department.

Insight PA projects to educate a population of students where 20% qualify as a Student with Special Needs. Approximately 60% of these students could possibly have related service needs. Insight PA will provide a Fair and Appropriate Education pursuant to IDEA and the Pennsylvania Department of Education.

Students who qualify could receive any of the following services as defined by IDEA 300.34 Related services.

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech- language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services,

including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Insight PA will contract with providers across the Commonwealth to ensure that all students' needs are met according to their Individualized Education Plan (IEP). A sample contract is attached.

- a. Insight PA will provide great care and service to all students with special needs according to the Student's IEP pursuant to Chapter 711 and IDEA and Insight PA will strive to meet the following goals: Each student with a disability will show 10% improvement in both reading, math, and writing on PSSA tests from prior year's scores or from baseline assessments given upon enrollment if previous PSSA scores are not available.
- b. Each special education teacher will be responsible to assess the baseline level of each student in: math calculations and applications, reading fluency, and reading comprehension and writing using various assessment tools.
- c. Assessment probes will be aligned with core standards and can be used diagnostically to identify target areas for each student within each of the anchor areas.
- d. Special Education Teachers will utilize supplementary and teacher made resources and materials to facilitate the improvement of each child. Each student will have a prescriptive plan for improvement indicating materials and specially designed instruction.
- e. Each student will have a target goal for each of the anchor areas.
- f. Progress monitoring reporting by teachers will indicate each student's progress toward each targeted goal in at the end of second quarter marking period. Reporting should reflect adjustments to the student plans if the student is not making progress.
- g. Special Education teachers will include practice for students that

resembles actual test taking materials and format.

- h. Each newly enrolled student with a disability will be a part of an enrollment and on-boarding process guided by enrollment specialists and special education teachers for the appropriate assessments, IEP development, and as well as guidance, monitoring and support to maximize the probability of a successful transition or start with Insight PA.
- i. The average teacher student ratio will be 20:1 recognizing that students requiring more intensive life skills support will have lower ratios.

Instructional Enhancements/Assessment Enhancements

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Pennsylvania Core Standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<ul style="list-style-type: none"> • · Use interactive groupings of students in structured and purposeful settings. • · Draw on student background and knowledge. • · Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context. • · Use graphic organizers to model organization skills and to engage students in the process. • · Use manipulatives and connect learning experiences to real life. • · Use community experts as resources and as models. • · Minimize interruptions and distractions during time-on-task. • · Check often for understanding among students. • · Teach students’ organizational and study skills. • · Ensure access to resources in the languages, reading levels, and interests of the students. 	<ul style="list-style-type: none"> • · Use multiple forms of assessment such as performance-based assessments. • · Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions. • · Integrate technology into a variety of assessment settings. • · Remind students to use self-monitoring strategies and clarify directions. • · Ensure that language and academic skills are assessed appropriately. • · Take dictation for students; allow for tape and/or video recordings. • · Use multiple measures of assessment to assess language and academic skills of two language learners. • · Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.

Confidentiality

Confidentiality is one of the rights afforded to parents in the Parent Rights document (procedural safeguards). Confidentiality of educational records is a basic right shared by all children in public schools and their parents.

These fundamental rights are described in the Family Educational Rights and

Privacy Act (FERPA) of 1974, which applies to all students, not just those with disabilities.

All school personnel (including contracted employees) are governed by confidentiality requirements and will receive annual training and information regarding the law. Written and dated parental consent must be obtained before personally identifiable information can be disclosed to unauthorized individuals, organizations, or agencies (unless otherwise authorized to do so under FERPA).

Personally identifiable information includes the following:

- the name of the student, the student's parent, or other family member;
- the student's address;
- any personal identifier such as the student's social security number or student number; and
- any personal characteristics or other information that would make it possible to identify the student.

FERPA allows parents to inspect and review all educational records of their child maintained by an educational agency that receives federal funds. This includes all public schools and most private schools. The school must comply with a request to inspect records within a reasonable amount of time, and in no case more than 45 days after the request has been made.

The Insight PA Cyber Charter School staff adheres to all portions of FERPA in regards to student educational records and personal information.

Any correspondence, electronic or otherwise, referencing a student will only include the student's first initial, last name, and student identification number.

Parent Engagement

The Insight PA Cyber Charter School views parents as a vital part of the learning process and encourages parents to not only take a leading role in their child's education but to be an active participant in the IEP process. Insight PA Cyber Charter School staff work to provide parents with the support and tools necessary to ensure that their student is successful in the virtual learning environment.

Parent and Student Rights

Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). It is important that parents and children understand their rights to a free appropriate public education (FAPE). The term “appropriate” is based on the educational needs of the individual child that are outlined in the Individualized Education Program (IEP). The IEP is deemed a working document created by a team of educators and the family that establishes goals for a child to achieve in order to succeed.

It is the responsibility of the school to provide parents with notice of their rights in an understandable language. Parents also have a responsibility to participate in the education of their children. Parents do so by participating in meetings and giving consent to allow the school to provide the supports and services that both the parents and school agree are necessary for a child to be successful.

Parents will be provided a copy of the state parental rights notification at least once a year and at the following events;

Parent request

- Initial referral or parental request for evaluation
- Receipt of the first state complaint
- Receipt of the first due process hearing request
- Notification by the school to the parent of a disciplinary removal of a student from school that would constitute a change of placement

Child Find Query

Child find questions are completed by the parent within the online enrollment portal. These questions are asked again by the Personal Admissions Liaison (PAL) during the enrollment approval and placement process.

Once the school year begins, the assigned general education teacher will again conduct a probe to determine if the student has any academic needs.

Any student for whom a parent answers that they previously or are currently receiving special education services is immediately referred to the Special Education Director or designee. (SEE APPENDIX I.24 CHILD FIND QUERY)

Evaluations

Parents have the right to request that their child receive a full and complete evaluation to determine whether he/she has a disability and is in need of special education and/or related services. The Parent Rights also state that

parents have the right, when an initial evaluation for determination is being conducted, for their child to receive a full and complete evaluation. This includes having the child assessed in all areas of the suspected disability (including but not limited to behavior, academics, communication, social skills, and daily living skills).

This evaluation can consist of several sources of information, including more than one test. These tests must be given in the language that the child normally uses (native language), unless it is not possible to do so.

Parents have the right for their child to have a reevaluation at least every three years. The parents or the teacher can make a request for reevaluation in less than three years if needed. Reevaluations shall not occur more frequently than one time per year unless the parents and the school agree one is needed. Students who qualify as having an intellectual disability will be re-evaluated every two years.

Finally, parents have the right to be involved in the decision about their child's eligibility and the programs and services the child needs as part of the first evaluation and the reevaluation.

Parent Consent

Insight PA is required to obtain informed written consent for any action requested. Parental consent is voluntary and may be revoked at any time.

Consent is required for the following actions:

- to conduct an initial evaluation;
- to conduct a reevaluation;
- for the initial provision of special education and related services on the IEP;
- to make a substantial change in special education and related services; and
- before disclosure of personally identifiable information that is subject to confidentiality.

If a parent questions any proposed actions or changes to the IEP, it is recommended that he or she discuss the concern with the teacher or administrator. Consent for the initial evaluation does not provide consent for initial placement. Consent for the initial evaluation may be given electronically, however the parent must sign in person the electronically signed consent prior to or at the time of the evaluation.

A parent may revoke consent for the receipt of special education and related

services once the child is initially provided special education and related services. This revocation of consent must be made in writing and is for all special education and related services, not for individual services. A NOREP will be issued for the items listed above.

Eligibility

Once the evaluation is completed, the eligibility team, including the parent, will decide whether the student is eligible for special education services. This involves meeting eligibility requirements as well as not having exclusionary criteria that would prevent eligibility. The parent is included on the team and is provided a copy of the evaluation report as well as a copy of the eligibility decision.

In order to be eligible to receive special education services, the student must meet the requirements of one or more of the following categories:

- Autism Spectrum Disorder (AUT)*
- Deaf-Blind (D/B)*
- Deaf/Hard of Hearing (D/HH)*
- Emotional/Behavioral Disorder (EBD),*
- Intellectual Disability (ID)*
- Orthopedic Impairment (OI)*
- Other Health Impairment (OUI)*
- Specific Learning Disability (SLD)*
- Speech-Language Impairment (SI)*
- Traumatic Brain Injury (TBI)*
- Visual Impairment, including Blindness (VI)*

Reevaluation/Redetermination

The purpose of a reevaluation is to review current evaluation information and to consider what additional information might be needed to decide whether the child continues to have a disability and to determine the needs of the child.

A reevaluation of the child's needs will be conducted at least once every three years unless the parent and Insight PA agree that a reevaluation is unnecessary. The reevaluation may be conducted at any time if Insight PA feels the needs of the child should be reevaluated or if the child's teacher or parent requests a reevaluation. However, a reevaluation may not occur more than once a year unless the parent and Insight PA agree to more than one a year.

Reevaluation Procedures

Insight PA will provide written notice (NOREP) to the parent and must receive written informed parental consent before conducting any reevaluation of a child with a disability. If the parent does not respond after several attempts, Insight PA will go forward with the reevaluation but it must document the reasonable, varied efforts to contact the parent. The reevaluation committee will review the reasons for the reevaluation, as well as existing evaluation data, including any information provided by the parent.

Review of Existing Evaluation Data

As part of an initial evaluation, and as part of any reevaluation, the parent and other qualified professionals will review evaluation data on the child that is already available. This review may be conducted without a meeting and may include evaluations and information provided by the parent, current classroom-based local or Pennsylvania assessments, classroom-based observations, and observations by the teacher and related service providers. The team will, on the basis of that review, and considering how long it has been since formal assessment of the student last occurred, identify additional data needed, if any, to determine the following:

- the present levels of academic achievement and related developmental needs of the child;
- whether the child continues to have a disability or has an additional disability;
- whether the child continues to need special education and related services;
- whether the child needs any additions or modifications to the special education and related services to meet the measurable annual goals set in the IEP; and
- whether or not the child can participate in the general education curriculum, as appropriate.

If the IEP/reevaluation committee determines that no additional information is needed, then the committee can proceed with eligibility. If additional information is determined to be needed, the committee determines which assessments are needed to provide it. The parent has a right to request assessments for the determination of eligibility for the child's educational needs, even if the committee had concluded that no additional data was needed.

Evaluation before Termination of Eligibility

Insight PA must reevaluate a child with a disability before determining that the child is no longer a child with a disability who requires special education services. However, reevaluation is not needed:

1. when the student graduates from high school with a regular education diploma, or
2. when the student has exceeded the age of eligibility (22nd birthday) for free appropriate public education (FAPE).

Insight PA will, however, provide the student with a summary of academic and functional performance that includes recommendations for meeting postsecondary goals when the student is graduating with a regular diploma or aging out of school. Best practice would also include providing the summary of performance for the student who receives a special education diploma or other exit document. It is up to Insight PA as to whether services cease exactly on the student's 22nd birthday or continue until the end of the school year in which the student turns 22 years of age.

Parent Request for IEP Meeting

Upon request for an IEP meeting from a parent or other team member, the assigned special education teacher will gather parent input for meeting time and date within 48 hours of the initial request, with every attempt for 14 days notification of the meeting time/date to the IEP team.

Notice of Meeting will be sent to parent via kmail/email.

If the request is not honored or the meeting is unnecessarily delayed the parent may contact the Lead Special Education Teacher (Elementary, Middle, or High School) or the Director of Special Education at the school for assistance.

IEP Team Members

At a minimum the IEP team must include

- the parent (or the person acting as the parent/legal guardian under the IDEA);
- not less than one of the student's general education teachers, if the student is or may be participating in the general education environment
- not less than one of the student's special education teachers or providers; and
- an Insight PA representative who meets the following requirements:

- is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child,
- knows about the general education curriculum, and
- knows about the availability of resources in the school.
- Other members required under certain circumstances:
- someone who can interpret how evaluation results relate to classroom instruction and settings (this person may be one of the persons already listed above);
- other individuals who have knowledge of the child or special expertise, such as related services personnel (based on the discretion of the parent or school);
- the child with a disability, when the transition services plan is being discussed or earlier when appropriate; or
- a representative of any agency that is likely to provide or pay for any transition services, if appropriate and with consent of the parent or student (if he or she has reached the age of 18).

Excusal from the Meeting

Two circumstances may allow a required member of the IEP team to be excused.

- When an IEP team member's area of curriculum or related services is NOT being changed or discussed at that IEP meeting, the parent and Insight PA may agree to excuse an IEP team member from all or part of a meeting if the parent consents, in writing, to this excusal.
- When the IEP team member's area of curriculum or related services is being discussed at the meeting, the parent and the school may excuse an IEP team member from all or part of a meeting if the parent consents, in writing, to the excusal and the excused person submits relevant, written input to the IEP team prior to the meeting.

Development of the IEP

The development of the IEP is done during the IEP meeting using information provided by individual IEP team members through an open discussion of current student needs, progress and goals. The IEP will meet all guidelines in regards to its required components.

Changes to the IEP

After the annual IEP meeting, the IEP may need to be changed. This can be done

either by reconvening the IEP team to amend it or by mutual agreement between the parent and school to make changes to the written document without a meeting. The parent always retains the right to request a meeting for any and all changes or amendments to the IEP. Regardless of the method of changing the IEP, the parent must be provided with both a copy of the changes and an explanation of those changes in a timely manner.

Related Services

Insight PA will provide related services to all eligible students according to what is prescribed by the IEP. Contracts are secured with private clinics, therapists, hospitals and local Intermediate Units throughout the state to provide therapy for Insight PA Cyber Charter School students. The Insight PA Cyber Charter School is responsible for providing related services and will attempt to secure services within a reasonable distance from the student's residence.

Related services may include but are not limited to:

- audiological services;
- psychological services;
- physical and occupational therapy;
- social work services;
- counseling services, including rehabilitation services;
- orientation and mobility services;
- speech therapy
- occupational therapy
- interpreting services;
- school nurse or other medical services;
- counseling services;
- parent training;

Since Insight PA must provide Related Services to students across the Commonwealth, the following list of providers could provide services to Insight Students. Insight PA will collect Background checks and clearances and ensure that all providers are compliant and qualified to serve Insight Students. Upon entering agreement with these providers, Insight PA will agree on location, transportation and other costs associated with serving individual students with unique needs. This list is not meant to be exhaustive.

Name of Provider	Services
Advantage Physical Therapy	Occupational Therapy Evaluation
Advent Speech and Feeding Therapy	Hearing Support, Occupational Therapy, Occupational Therapy Evaluation, Speech Therapy
AERI Behavioral Health Services	Behavioral Support, Functional Behavioral Assessment, Personal Care Assistance
AOT Inc	Occupational Therapy, Physical Therapy
Behavior Interventions Inc	Behavior Support
Beth Gustafson	Physical Therapy
Bethlehem Pediatric Therapy Services	OT, PT, Speech Eval, Speech
CAIU capital area IU	PT, Tutoring
CARE for Children	OT, PT, Speech
Carol Walck and Assoc	Social Skills, Speech
Center for Pediatric Therapy	OT, PT, Social Skills, Speech
Connecting the Pieces- LLC	Behavior Support, Behavioral Consultant/ABA, Bulk, Functional Behavioral Assistance, Social Skills, Tutoring
Easter Seals of Eastern PA	OT
Easter Seals of SE PA	Assistive Technology, Evaluation, OT, PT, Speech
Ellingsen & Associates (Mary)	Aural Rehabilitation Therapy, Speech
Elliot Enterprises	OT, PT, Speech
Exceptional Kidz	OT, Speech
Humanus Corporation*(USE)	Functional Vision Assessment, Hearing Support, OT, PT, Speech
Intermediate Unit 1	OT, PT, Speech
Julie Haas	Speech
K12 Therapy	OT, PT, Speech
Kerry Smith (Cordes)	Speech
Lancaster Lebanon IU 13	Evaluation, Hearing Support
Maxine Young	Audiological Services, Fast Forward, Reading Assistant, Speech, Tutoring
Medley & Mesaric Therapy Ass Inc	Speech
New Story Schools	Behavior Support, Behavioral Consultant/ABA, Crisis Intervention, OT
Next Step Therapy	OT, Speech
NHS Autism School	OT, Personal Care Assistance, Speech, Tuition
Oxford Consulting	Hearing Support

PA Lehigh Career & Technical Institute	Approved Private School
Pam Woods	OT
Pediatric Therapy Associates	OT, Speech
Pocono Speech Center	Speech
Sandra Tommarello	Speech
Sayegh Pediatric Therapy Services	OT, PT, Speech
The Physical Center & Wellness Institute	PT
The Washington Hospital	OT, PT, Speech
Therapy Bridges	OT, Social Skills, Speech
Therapy Services	OT, PT, Speech
Therapy Solutions	OT, PT, Speech
Therapy Source Inc.	Audiological Services, Evaluation, Hearing Support, OT, OT Eval, Personal Care Assistance, PT Eval, PT, Social Skills, Speech Eval, Speech, Spelling Therapy, Tutoring, Vision Therapy
Therapy Works for Kids	OT, Speech
Tuscarora Intermediate IU	PT
US healthcare Services	Evaluation, Hearing Support, OT, Psychological Services, Speech Eval, Speech
Western PA School for the Blind	Vision Therapy

Insight PA will Provide Extended School Year Services (ESY)

Extended school year (ESY) refers to special education and/or related services provided beyond the normal school year of a public agency for the purpose of providing a free, appropriate public education (FAPE) to a student with a disability in accordance with the child’s IEP, at no cost to the family. ESY services are only necessary to FAPE when the benefits a disabled child gains during the regular school year will be significantly jeopardized if the child is not provided with an educational program during breaks in instruction. ESY services are intended to address critical life skills. ESY is not about gaining new skills or making progress above what is gained during the regular school year. ESY is NOT the same as compensatory.

If ESY is determined as appropriate, the type, frequency and duration of service must be identified on the IEP. Frequency and duration of services do not have to be at same level as during the school year.

Goals must be identified to be worked on during ESY. These will not be new goals rather goals carried over from current regular school year IEP.

Transfer of Rights

At age 18, students become their own educational decision makers, unless a court decides they are not able to make these decisions. On or before a student's 17th birthday, Insight PA will inform the parents and the student that, at age 18, the student attains the age of majority in Pennsylvania and will become his or her own educational decision maker. Insight PA will also inform parents of other options or about where to get more information about guardianships, powers of attorney, and any other options. For example, it may be that for some students, a guardianship or a more limited form of transfer of rights would be necessary. Beginning at age 18, Insight PA is to send all notices to both the parent and the student, but the student will provide informed written consent for any action requested by Insight PA. When the student turns 18, he or she becomes the educational decision maker; but, while the student is eligible under the IDEA, the parents retain the rights to all notices of meetings, notices of changes in program or placement, and notices of evaluations.

Accessible Instructional Materials and Assistive Technology

Insight PA will provide print instructional materials in an accessible format to students who are blind or other print disabled. These materials will be provided in a timely manner, usually about the same time as the traditional materials are received by other students, unless unusual circumstances exist. Accessible formats include braille, audio, or digital text, but do not include the altering of the content.

Insight PA will consider each student's need for assistive technology devices and services. Assistive technology will be considered by each IEP team in the development, review, and revision of student IEPs. When the IEP team determines that a student requires assistive technology devices or services, this should be clearly documented in the IEP, and the assistive technology will be provided to the student in a timely manner. The provided assistive technology will be integrated into instructional activities, and data should be collected on the use of the technology. If the IEP team determines that the student requires school purchased assistive technology at home or in other settings to receive FAPE, the assistive technology will be provided to the student at no cost to the parent. The student, staff, and family, if appropriate, will be trained in the use of any assistive technology made available to the student.

Notice of Educational Placement (NOREP)

Insight PA will inform the parents of actions being proposed or refused regarding their child by giving written notice before Insight PA proposes or refuses to initiate or change the following:

- identification (process to determine eligibility),
- evaluation (nature and scope of assessment procedures),
- educational placement (educational placement of children including graduation), or
- FAPE (the provision of a free appropriate public education to children).

The NOREP will contain:

- a description of the action refused or proposed by Insight;
- an explanation of why Insight PA refuses or proposes to take the action;
- a description of the evaluation procedure, assessment, records, or report used as a basis for the proposed or refused action;
- a statement that the parents have the protections of the procedural safeguards;
- the sources for the parents to contact to understand the procedural safeguards;
- a description of other options the IEP team considered and the reasons why those options were rejected; and
- a description of other factors that are relevant to Insight PA's proposal or refusal.

Independent Educational Evaluation

A parent is entitled to one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees. (Public expense means that the school either pays for the full cost of the evaluation or ensures that the evaluation is provided at no cost to the parent.) The qualifications of the independent evaluator must be the same as those required of the school evaluators. Insight will set a reasonable limit on the cost of the independent evaluation. If a parent disagrees with the results of a completed evaluation conducted by Insight PA, the parent may request an outside independent educational evaluation (IEE) paid for by the school. Insight PA must agree to pay for the independent evaluation or begin due process procedures to show that the school's evaluation is adequate. If there is a due process hearing and Insight PA's evaluation is judged to be sufficient, then it will not have to pay for an

IEE.

Parents are not entitled to an independent educational evaluation at public expense before they allow the school to conduct its own evaluation. Once the school evaluation occurs, and the parents disagree with the results of the evaluation, they can request one at public expense. If granted by Insight PA, the school will provide the parents with a list of qualified examiners from which to choose for the independent educational evaluation. Many times the school will work with the parents to find a mutually agreeable evaluator. Usually a parent will make all the arrangements and provide the transportation.

If a parent obtains an independent educational evaluation at his or her expense, the results of the evaluation that meet state and school criteria shall be considered by Insight PA in any decision made with respect to the provision of FAPE for the child.

Complaint Process

Parents are encouraged to contact their child's teacher and, if necessary, building level administrators when a concern arises. If concerns cannot be satisfactorily addressed at the school level, parents should contact the school's special education director.

Parents may file a formal complaint with the Department of Education when they believe a violation of the IDEA has occurred. A formal complaint investigation is a procedure to determine whether Insight PA is complying with federal or state laws and/or regulations regarding the provision of special education and related services to children with disabilities.

In addition to filing a complaint with the DOE, the party filing the complaint must forward a copy of the complaint to the school serving the child. The party filing the complaint will address the complaint with Insight PA in writing and will request a response from the school within 10 business days. The parent who filed the complaint will have an opportunity to engage voluntarily in mediation with Insight PA to resolve the dispute.

Least Restrictive Environment (LRE)

The Individuals with Disabilities Education Act, 2004 (also known as the Individuals with Disabilities Education Improvement Act), requires . . . (1) That to the

maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20 USC 1412 Section 612 (a) (5), and its implementing regulation found at 34 C.F.R. §300.114(a)].

Insight PA will follow the Basic Education Circular (BEC) 22 Pa. Code §14.102 (a) (2) (xxiv) reviewed in July 2009 and will remain abreast to updated BECs as they become available.

Insight PA IEP teams will adhere to the following requirements to ensure LRE:

1. A Free and Appropriate Public Education (FAPE) will be provided to every student with an IEP; moreover, FAPE will be delivered in the LRE as per the IEP team.
2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, local education agencies are obliged to ensure that those services are provided;
4. IEP teams will determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom;
5. Insight PA will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

Insight PA will meet all state and Federal discipline Requirements for Students with Special Needs Under Chapter 14.

Positive Behavior Support

The Board of Trustees of Insight PA recognizes that some students manifest behavior that may interfere with the learning of themselves and others. Whenever behavior interferes with the learning of a child or with the learning of others, the IEP team of the child experiencing the behavior shall include in the IEP and as needed, appropriate positive behavioral interventions, strategies, and supports to address the behavior. It should be noted that as students are primarily served virtually and in the security of their home environment, virtual schools experience less behavioral concerns and escalations of incidences than their traditional brick and mortar peers.

The following principles shall govern the use of behavior supports and interventions for children with disabilities at Insight PA.

1. Positive, rather than negative, measures will form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
2. Behavior support programs and plans will be based on a functional assessment of behavior (FBA) and use positive behavior techniques.
3. Behavior support programs will include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
4. When an intervention is needed to address problem behavior, the types of interventions chosen for a particular student shall be the least intrusive necessary.
5. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.
6. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into the body of the IEP.

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise.

Aversive techniques- deliberate activities designed to establish a negative association with a specific behavior.

Behavior support- the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive Behavior Support Plans -a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan (PBSPP) shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

A student needs a functional behavioral assessment, reevaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

Referral to Law Enforcement-

Subsequent to a referral to law enforcement, an updated functional behavior assessment and Positive Behavior Support Plan shall be required for students with disabilities who have Positive Behavior Support Plans at the time of such referral.

Professional Development for all Teachers of Students with Special Needs

Insight PA will provide monthly Professional Development for all staff on the provisions of Special Education and related services to ensure that all students with disabilities are served appropriately and with the best practices researched to ensure the greatest levels of achievement. (See Professional Development Section V 3c)

References:

State Board of Education Regulations- 22 PA Code Sec. 14.133,14.143,14.145

Individuals with Disabilities Education Act- 20 U.S.C. Sec. 1400 et
seq. Individuals with Disabilities Education, Title 34, Code of
Federal Regulations-

34 CFR Part 300

Basic Education Circular (BEC)

22 Pa. Code §14.102 (a) (2) (xxiv)

Date of Issue: July 1, 2002

Date of Review: January 30, 2009

C. Describe the teaching methods that will be used to deliver instruction and assess academic performance. How will this pedagogy enhance student learning?

Instruction begins with the needs of every individual student and therefore, learning begins with the Individualized Learning Plan (ILP).

Student Individualized Learning Plans

The Individualize Learning Plan (ILP) is a student centered, laser focused plan, which recognizes the students' strengths, challenges, and current academic abilities and is customized for the cyber school setting. Individualized educational goals for ALL students will be housed within their ILP. The ILP process is centered on the idea that all students are unique and serves as the compass for all services and support provided to the student.

Together, the student, the learning coach, the family coach, teacher, counselor, special education teacher, and additional specialists, determine the most appropriate academic goals based on the students' instructional needs. These needs are determined thorough review of student school records, including benchmark assessments, prior PSSA/Keystone test scores, teacher observation and learning coach input.

Students are then monitored and guided as they work through state mandated core standards aligned to the curriculum. They are evaluated throughout the school year and progress is represented in Standards Based Progress Report cards (K-5) and more traditional report cards in grades 6-12.

The Individualized Learning Plan is updated regularly according to student needs.

Data Driven Instruction

Insight PA understands that the school will be made up of unique students with multi-dimensional learning styles and come with unique instructional needs. Insight PA will respond by serving every student in an academic program appropriate to individual student needs. Insight PA leaders, supported by the regional and national academic services team at K¹² will focus all teachers, including specialized teachers such as including Special Education and math / reading, through a data driven instructional (DDI) model. This model as illustrated by Paul Bambrick-Santoyo focuses instruction through four key elements:

1. **Culture:** Nurturing all stakeholders toward the same goal of preparing every student for college and career readiness.
2. **Assessment:** Define the roadmap for rigor
3. **Analysis:** Determine where students are struggling and why
4. **Action:** Implement new teaching plans to respond to this analysis

Systems - Create systems and procedures to ensure continual data driven improvement

All Insight PA Instructional leaders will be trained and mentored on the DDI method and will continue to drive a culture of coaching into each academic department. The core idea to effective instruction “is not about whether we taught it. It’s about whether the students learned it.” (Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco: Jossey-Bass, 2012. Print.) This philosophy will be carried across all academic departments creating an effective framework for coaching and teacher development. Instructional leaders know that every minute matters and set out to build effective instructional talent across all virtual classrooms by observing classroom instruction bi-weekly and providing feedback focused on student learning (The Data) and instructional practices observed in Class Connect sessions. Leaders also drive teachers to item analysis on interim assessments to help teachers develop effective data analysis skills in order to determine and employ the most appropriate and effective instructional strategies in the online classroom.

Academic Leaders will facilitate Professional Learning Communities (PLCs) where staff members gather weekly (virtually) to conduct item analysis of student performance on test assessments following the Data Driven Instruction Framework. These teams will collaborate to share best practices and develop more sophisticated conversations around student achievement striving each week to reach the root cause of student deficits and develop stronger remediation practices to intentionally impact learning.

Programs Descriptions:

- **Elementary:** Insight PA teachers will maintain contact and build relationships with students and families via telephone, live sessions, face-to-face experiences, conferences, and during standardized testing participation. Students will be identified as asynchronous or synchronous learners based upon their needs. Teacher directed lessons

will be offered in a synchronous (real-time) environment for students for whom this format is recommended. Students who are engaged and demonstrate proficiency in skills will be able to complete lessons asynchronously (on their own) and will be monitored by the teacher. The teacher will develop clear and comprehensive instructional learning paths for each student and monitor progress towards these goals throughout the school year.

- **Middle School:** In an effort to help students prepare for the transition from elementary school to high school, middle school students will receive grades. All graded work comes directly from content in the Online School as well as essential content from the PA state standards applicable to the student's current grade level. Grades will be given each quarter and the final grade will be a cumulative grade based on the school year.
Teachers will provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for those students who are working ahead in a more independent environment, teachers will check in to monitor progress and grades. Parents are welcome to contact their teacher in order to set up a parent/teacher conference at additional times as needed.
- **High School:** Highly qualified teachers will provide differentiated instruction, provide practice and exploration and assess student learning daily, and on a schedule that fits each student. Teachers will post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. Credit recovery courses will be made available to students who need an opportunity to catch up or make up credits:
 - Students must complete the credit recovery course within the 1 quarter (9 weeks) or they will receive an F.
 - If they do fail, they can be assigned to the credit recovery course again during the next quarter.
 - If they fail the second time, they will then be assigned to a regular semester course (not credit recovery).

These are the general guidelines but students can discuss options with their guidance counselor if they have concerns or issues with their Credit Recovery courses.

Graduation Requirements:

In accordance with Pennsylvania academic standards, all students will complete all course requirements, a 12th Grade Graduation Project, and score Proficient on each portion Keystone Exams or illustrate proficiency through Project Based Assessments.* Course Requirements:

3 Credits – Math	2.5 Credits – Electives
4 Credits – English	0.5 Credits – Career Planning
4 Credits – Social Studies/History	1.5 Credits – Physical Education
3 Credits – Science	0.5 Credits – Health
4 Credits – World Language/Humanities	
1 Credit: In Math or Science, or Technology Education	

***24 Credits Total**

* Project-Based Assessment, an Alternative for Students Unable to Pass a Keystone: Students will be permitted to demonstrate proficiency in a content area through a project-based assessment if the student has:

- Met the attendance requirements
- Completed the related coursework
- Participated in at least two years of supplementary instruction, and
- Failed the related Keystone Exam twice

GRADUATION PROJECT

Students must complete a culminating project in order to graduate from Insight PA Cyber Charter School.

The project is:

- is aligned with the vision and beliefs of the Insight PA’s comprehensive plan.
- gives students learning experiences beyond the classroom;
- enhances a student’s college and career resume.

Insight PA’s Graduation Project Guidelines:

- Students earn .5 high school credits for completing the graduation project.
- The project totals a minimum of 40 hours.

- School time may not be used to complete the project.
- Students must secure mentors (adult over 21 who is not a relative).
- Students complete required forms
- Students obtain project approval by the School Counselor

GRADE POINT AVERAGE

Graded activities in Insight PA high school-level courses will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and parents/learning coaches can access the current grades for all courses by viewing their accounts in the LMS or the MyInfo area, at any time during the semester. Graded activities may include:

- Online or paper-based worksheets and practice sets
- Quizzes
- Exams (e.g. Unit, Semester, Final)
- Threaded-discussions
- Essays, research papers, and other writing assignments
- Presentations

The GPA is calculated by dividing the total number of Quality Points earned by the number of credits attempted. Quality Points are awarded depending upon the final grade earned and the credit value of the course. The credit value of the course is multiplied by quality points in the chart below. GPA can be viewed online as part of the electronic report card accessible through the parent portal.

Level 1 & Level 2 Course Quality Points:

A = 4 B = 3 C = 2 D = 1 F = 0

Honors Course Quality Points:

A = 4.5 B = 3.5 C = 2.5 D = 1.5 F = 0

Advanced Placement Course Quality Points:

A = 5 B = 4 C = 3 D = 2 F = 0

Additional information:

- Only grades from courses taken at Insight PA including dual enrollment courses, will be included in the calculation of a student's GPA. Courses, grades and credits from

- previous schools will be included in the Insight PA transcript indicating that the student earned these credits at a previous school.
- If a course is taken for grade improvement, both grades will be used to calculate the GPA but only one (1) credit will be awarded.
- Alternate credits for original courses are reported on the official transcript but the grades are not calculated into the GPA with the exception of dual enrollment courses.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

See Appendix I.25—School Calendar

The Insight PA Board approved calendar for the 2015-2016 school year that includes all school holidays, recommended Professional Development, and Department Collaboration Days during which teachers and staff will review and analyze student performance data and develop action plans to address student deficits, gaps and opportunities to enrich instruction. Other half days can be used for parent conferences, home visits, and/or participation community opportunities that may include parent workshops, student socialization through skating, bowling or other student centered activities.

The hours of operation for all school employees is from 8-4:30 Monday through Friday for each non-holiday workday. Insight PA employees will follow the board approved School Calendar that illustrates holidays, early dismissal days for students and Professional Development days for employees. Insight PA employees will be expected to serve students diligently every day that school is in session and fully participate in Professional Development as scheduled.

School Day Schedule

PA Insight leaders work collaboratively to develop an appropriate school day schedule that meets the needs of all learners. Below is an example of a K-5 and middle school schedule that takes into account Class Connect synchronous sessions, small group /1-on-1 intervention time, and Professional Development or Professional Learning Community data meeting. Leaders will ensure that student schedules are balanced and appropriate to meet the needs of all learners. The ILP should not only illustrate learning objectives and goals, but will cite the students' asynchronous or synchronous learning path. Although the

criteria below specifies the criteria to determine the learning path, parents may “apply” via the following survey if they have extending circumstances such as a medical or health impairment that may interfere with a synchronous schedule. Insight PA will permit most extenuating circumstances as long as families understand that the teachers and family coaches will be closely monitoring daily attendance and progress and an asynchronous status could be revoked and a student will be expected to attend class daily synchronously and will be marked absent if the student does not attend.

4. School Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The Board of Trustees of Insight PA recognizes that a key factor to ensuring that the school is on track with implementation of a comprehensive plan is to self assess and evaluate progress toward the school wide goals. The Comprehensive planning process is a strategic framework that can guide Insight PA to student achievement to ensure that all students are achieving at high levels.

The CEO and Executive Director will lead the PDE designed Comprehensive Planning Committee (CPC), made up of staff, teachers, students, parents, and community members, through the planning process, focusing on the nine characteristics correlated with high performing educational institutions. This Comprehensive Planning process will help Insight PA in assessing and evaluating its progress in accordance with the measures of the School Performance Profile under Pennsylvania's new accountability system. Implementation of this plan as part of the Comprehensive Planning process will ensure that the school is making constant and continuous progress with goal setting, planning and resource allocation informed by the School Performance Profile.

Insight PA also believes that the Data Driven instructional model naturally forces every member of the academic team to evaluate progress on a weekly basis. Lead teachers will be observing and coaching while understanding student performance data and improving instructional practices to ensure greater gains of achievement. Naturally if students are not reaching their goals and academic targets, the instructional teams will make adjustments, insert remedial strategies and continue to measure progress toward the measurable goals. Monthly the team will conduct department meetings to review a data dashboard of student progress aligned to the expected mastery of PA Core and Academic standards. Teachers and principals are held accountable to student performance data and progress toward the established school wide goals.

Monthly the CEO and Executive Director will provide a progress dashboard to the Board of Trustees at each board meeting to illustrate the school's progress

toward academic and non-academic goals.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Insight PA will follow the Teacher Effectiveness System in Act 82 of 2012 following PDE's overarching vision for effective instruction in the Commonwealth. Insight PA will closely align teacher and staff evaluation to the Charlotte Danielson Rubric and four domains for teachers following the Framework for Teaching <http://static.pdesas.org/content/documents/PDE%20-%20Teacher%20Evaluation%20Pilot%20II%20Rubric.pdf> focused on:

1. Planning and Preparation
2. Classroom Instruction
3. Instruction
4. Professional Responsibilities.

For the Executive Director and Principals, Insight PA will follow the framework for Principal Effectiveness and evaluation rubric that identifies the following four domains:

1. Strategic Cultural Leadership
2. System Leadership
3. Leadership for Learning
4. Professional and Community Leadership

(See Framework for Leadership http://static.pdesas.org/content/documents/Principal_Rubric.pdf)

Insight PA will utilize all of the resources in the SAS portal <http://www.pdesas.org/Instruction/Frameworks/>

The evaluation systems described below will be implemented when school opens during the 2015-16 school year. The school will provide all employees with training sessions so they are fully informed of the criteria and procedures associated with the evaluation process before the evaluations takes place.

As a part of the process for retaining highly effective teachers, Insight PA will develop and implement a teacher mentoring program to provide new teachers with peer assistance and the resources and training needed to be successful.

Teacher Observation and Practice

K¹² products and services include several online and offline tools that allow for meaningful and contemporaneous observation of teachers (scheduled or unscheduled) by the Executive Director and Principals. The DDI framework, requires frequent (Weekly or bi-weekly) “walk- throughs” where the Principal or Executive Director will log into a classroom and conduct informal observations. The observer will follow up with the teacher and discuss instructional strategies and data associated to student performance. This type of conference will occur bi-weekly at a minimum. Teachers who are new or struggling will have weekly observations and conferences.

Formal Observations will be conducted two to three times per year depending on the expertise of the instructor. More senior and distinguished teachers will have the option to reduce the number of formal observations to two. While some teachers work at a distance, the principals can use a collection of online “dashboards”, along with various reporting and data collection tools, to monitor and evaluate performance elements, including: course level progress; synchronous (i.e., real- time) instruction; teacher-student & teacher-parent communications; student attendance and performance; teacher professional development; and individual teacher training, development and/or improvement goals. Principals can review a class session by simply listening to a recording of the lesson. Some of the tools include automatic data collection with warning indicators and alerts if standards are not met, while other tools, such as observation of synchronous instruction, are similar to observation in a traditional classroom.

The Chief Executive Officer will be designated by the board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. Insight PA will train evaluators to use the Danielson protocol for teacher evaluations and participate in technical assistance opportunities offered by the Pennsylvania Department of Education. Insight PA will also host professional development sessions for teachers to learn about the protocol and teaching practices aligned with the Danielson framework.

Student Performance

Insight PA teacher evaluations will also be based on the performance of students. Three types of student performance data will be factored into this

part of the evaluation:

- 1 . building level data/School Performance Profile (e.g., indicators of academic achievement, indicators of closing the achievement gap among all students, indicators of closing the achievement gap among subgroups, academic growth on the PVAAS, credit for advanced achievement);
- 2 . teacher specific class data (e.g., PVAAS/Growth 3 year rolling average); and
- 3 . (elective data/Student Learning Objective (SLO) (e.g., measures of student achievement that are locally developed and selected by the school from a list approved by the Pennsylvania Department of Education and documented in the Student Learning Objective (SLO) or similar tool such as school-designed assessments, nationally recognized standardized tests, industry certification exams, student projects or portfolios.)

Evaluation Results

Using the Electronic Worksheet for the Classroom Teacher Rating Tool Form and the Classroom Teacher Rating Tool Form (see Appendix I.26, or adaptations of these tools, a weighted combination of teachers' instructional practice scores (50%) combined with their student performance score (50%) will yield a final performance rating of Distinguished, Proficient, Needs Improvement, or Failing. A performance rating of Distinguished or Proficient will result in a final rating of Satisfactory. An initial performance rating of Needs Improvement will also result in a final rating of Satisfactory; however, if the teacher is in the same certification within 10 years and receives a second Needs Improvement rating from the Insight PA, the final performance rating will be Unsatisfactory. A performance rating of Failing will be considered Unsatisfactory.

Insight PA will also utilize the electronic form developed for the Principal Effectiveness Rating.

Non-Teaching Professionals Evaluation

The Chief Executive Officer will be designated by the board to be responsible for ensuring that annual evaluations of non-teaching professionals are conducted with fidelity to the evaluation system. Insight PA will utilize the resources on the PDE SAS website to evaluate unique positions across the

Insight PA. Insight PA will comply with the guidance provided in the Educator Effectiveness Administrative Manual – Part 1 (September 2013) to evaluate all non-teaching professionals using approved PDE Forms; to evaluate non-teaching professional employees annually; and to base their evaluation 80% on Observation/Practice and 20% on student performance.

C. How will your school be accountable to the parents of the children attending your school?

Insight PA will be accountable to our parents in numerous ways:

a. Education Program

- Insight PA will set and publish measurable academic and nonacademic goals and objectives that are consistent with the Pennsylvania state standards and the new accountability system.
- Insight PA will make these goals and objectives known to our parents through the school website, in print reports, through online web conferencing tools, and in face-to-face meetings.
- Insight PA will acquire and devote the program and financial resources necessary to reach the goals and objectives of our School Performance Profile under Pennsylvania's new accountability system.
- The School Performance Profile score, considered Insight PA's academic performance score and detailing student performance through scoring of multiple measures that define achievement, will be made available to parents by the School on the school website and in print reports and by accessing the Profile on the website established by the Pennsylvania Department of Education.
- Insight PA will frequently and thoroughly evaluate success at meeting developed goals and objectives; inform parents about results on the school website, in print reports, through online web conferencing tools and in face-to-face meetings; and plan for ways to improve on that success.
- Parents are an integral part of the entire ILP process.

b. Governance

- We will have the highest expectations for professional and ethical behavior of the school administration, instructional and other staff, and Board of Trustees.
- We will establish policies and procedures which set the standards for that professional and ethical behavior.

- We will establish school policies which provide effective controls and oversight of the school's operations and governance including finances, personnel, meetings, and potential conflicts of interest.
- We will provide adequate training for our Board of Trustees to enable them to govern the school effectively.
- Will hold regular public meetings and post all meeting minutes and agendas.

c. Fiscal

- We will provide our Board of Trustees with the authority for proper oversight of our school's finances.
- We will engage in financial planning in the short and long term to provide for the financial viability of the school .
- We will establish school fiscal policies as needed to provide the education program in our charter, including staff salaries and benefits and procurement,
- We will establish financial policies and procedures including identifying those responsible for making and receiving regular financial reports and audits.

Insight PA will also provide many ways for parents to be directly involved in the operations of the school. To summarize the opportunities:

- serving on the Insight PA Board;
- attending Board and other school meetings and participating on ad-hoc committees appointed to address specific issues;
- participating in the Parent Advisory Council;
- contacting teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community;
- communicating on the moderated school online community discussion board;
- completing online parent surveys; and
- other contributions that parents choose to make to the operations and governance of the school.

Additionally, parents will have the opportunity to evaluate the Insight PA program, teachers, administrators, curriculum, and learning management system in an annual satisfaction survey (Appendix I.27)

D. Discuss your plan for regular review of school budgets and financial records.

The Insight PA administrative staff, under the guidance of the Board of Trustees, will be accountable for compliance with all local, state and federal laws and regulations pertaining to public schools, including budgets and financial records.

The Board of Trustees will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the Insight PA CFO will ensure that the financial needs of Insight PA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The Finance Committee and the CFO will work together to prepare and implement internal controls and processes to protect the assets of the school and minimize the possibility of fraud or misuse of funds. The internal controls and procedures will address the following, at a minimum. This is not intended to be an exhaustive list.

- **Cash receipts and disbursements**
 - Authorized signatories
 - Approval authority levels
 - Segregation of duties
 - Monthly bank reconciliations

- **Procurement Process**
 - Purchase requisitions
 - Approved vendors
 - Approved authorizers re: purchase orders
 - Reconciliations that product and services invoiced have been received

- **Human Resource Policies and Processes**
 - To address the approval of all hires and salaries
 - To ensure there are no conflicts of interest among hired Insight PA staff
 - Ensure the confidentiality of all personal and personnel information
 - Ensure benefits are competitive and provided
 - Ensure compliance with all local, state and federal laws and regulations
 - Implement an employee performance evaluation system
 - Provide staff with professional development opportunities

- **Fixed Asset Policy**
 - Dollar amount for capitalization
 - Depreciation periods
 - Asset tagging
 - Annual inventories

Budgeting, Forecasting and Reporting Processes

- All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities.
- Annually the CFO will prepare a “working budget” in May for review by the Finance Committee and the Board of Trustees. Working with the Board and Committee, the Business Operations Manager will make all necessary arrangements for final Budget approval by June 30th for the succeeding fiscal year.
- Monthly the CFO will prepare a financial report with will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.
- All variances from the approved Budget will be investigated and explained.
- Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Board of Trustees to take the necessary actions, if any, to ensure the budget is met.
- The CFO will ensure monthly that all regulatory reports are filed in a timely manner.
- The CFO working with the Finance Committee and the Board of Trustees, will identify an independent accounting firm to audit the Insight PA books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the board of Trustees.
- The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.

- For heightened accountability, both the Insight PA Administrative Assistant and the Insight PA Business Operations Manager will be trained on the Operating Budget Management System (OBMS) for the purpose of providing assurance that the information is in compliance with federal and state laws, regulations and procedures for the PED.
- The Business Operations Manager will work with the Board of Trustees to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age (“eligible student”) certain rights with respect to the student’s educational records. They are:

(1) The right to inspect and to review the student’s educational records within 45 days of the date Insight PA receives a request for access.

Parents or eligible students will submit to the Insight PA CEO or appropriate school official) a written request that identifies the record(s) they wish to inspect. The designee will arrange a records inspection for the parent or eligible student.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students (age 18 and above) may ask Insight PA to amend a record that they believe is inaccurate or misleading. They should write the CEO, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Insight PA decides to not amend the record as requested by the parent or eligible student, notice will be given to the parent or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing.

(3) The right to consent to disclosure of personal information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Insight PA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Insight PA Charter School Board; a person or company with whom Insight PA has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Insight PA will disclose education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Insight PA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Insight PA maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to

reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records may be maintained electronically, on paper, microfiche, audio and videotape. Records may be located in the central administrative offices of Insight PA, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records will be maintained in the strictest confidentiality.

Records will be maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are to:

- ensure that the child receives programs and services consistent with his or her IEP;
- monitor the ongoing effectiveness of programming for the child;
- document for the public school and the parents that the student is making meaningful progress;
- satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and
- inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the Insight PA will notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Insight PA is not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

When educational records, other than those required, are no longer educationally relevant, Insight PA will notify parents in writing and may destroy records or, at the request of the parents, may destroy these records. Insight PA is not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

F. Describe your system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.

Insight PA Cyber Charter School will require the state mandated documentation for enrollment including a copy of a birth certificate, immunization record, proof of residence, and Sworn Statement. In addition, the school will require students to complete a Student Enrollment Information form, Instructional Use of Property Form, PDE Notification Form, and Home Language Survey Form. The CEO will be responsible for overseeing the maintenance of this information. The school Registrar will be responsible for maintaining it. The records will be kept at the school's administrative office.

In compliance with Section 1748-A(1) Enrollment and Notification, within 15 days of a student's enrollment in Insight PA, Insight PA will send the PDE Notification Form to a student's school district of residence notifying the district of the student's enrollment. If a school district which has received the PDE Notification form determines that a student is not a resident of the school district, the following procedures outlined in Section 1748- A(2)(i-vii) will apply:

- i) Within seven days of receipt of the notice, the school district shall notify Insight PA and PDE that the student is not a resident of the school district. Notification of non-residence shall include the basis for the determination.
- ii) Within seven days of notification in (i), Insight PA shall review the notification of non-residence, respond to the school district and provide a copy of the response to PDE. If Insight PA agrees that a student is not a resident of the school district, it shall determine the proper district of residence of the student before requesting funds from another school district.
- iii) Within seven days of receipt of the response in (ii), the school district shall notify Insight PA that it agrees with Insight PA's determination or does not agree with Insight PA's determination.
- iv) A school district that has notified Insight PA that it does not agree with Insight PA's determination in (iii) shall appeal to PDE for a final determination.
- v) All decisions of PDE regarding the school district of residence of a student shall be subject to review by the Commonwealth Court.
- vi) A school district shall continue to make payments to Insight PA under section 1725-A during the time in which the school district of

residence of a student is in dispute.

- vii) If a final determination is made that a student is not a resident of an appealing school district, Insight PA shall return all funds provided on behalf of that student to the school district within 30 days.

Withdrawal

In order for students to have a consistent education throughout the school year, it is important that they remain with one program for the duration of the year. Unfortunately there are circumstances that occur that result in a student's withdrawal before the end of the school year. If this occurs, the following policy and procedure will apply:

Notification of Withdrawal

A family may express an interest to withdraw a student by calling the main administrative office or communicating their desire to their teacher. In each case, the office administrator or teacher will be instructed to capture all pertinent information including student name, identification number, reason for withdrawal, and effective withdrawal date on the Teacher Withdrawal Verification Form (See Appendix I.28). The school administrative staff or teacher will immediately send the family the School Withdrawal Form and Statement of Intent to Discontinue Education to be returned via mail, fax, or email. The Homeroom Teacher or Advisor must complete a Withdrawal Report within 3 days of notice of withdrawal.

In every case where a family is making a choice to withdraw, to keep continuity in each student's educational plan, the school team will try to ascertain what may have prompted the decision and determine if there is any way that the school can assist the family and resolve any possible issues.

In the case of truancy, school administrators and teachers will follow the truancy procedures in this application (see Section IV Finance and Facility Subsection 4.A Child Accounting). Families will be expected to verify withdrawal information and complete a form but in the event that a family does not complete the form, the teacher and/or office administrator will capture the information during the initial communication so the information can be logged into the school's information system.

Students over the age of 17 years of age are legally able to drop out of school, and may sign the documentation for withdrawal themselves, although they will be encouraged to continue their education, whether with Insight PA or

another education entity. These students will also be encouraged to identify where they will be going after withdrawal. They will be asked to complete the verification form as well.

Students in 12th grade will be referred to Guidance Counselors, Advisors, and/or the High School Principal for follow-up. Twelfth grade students should be afforded every opportunity to continue with Insight PA, and truancy plans or success plans should be developed to ensure they have the opportunity to complete their education with Insight PA. If a student does not wish to pursue any of the options offered by the school personnel, they will also complete the Statement of Intent to Discontinue Education Form. This information will be captured by the school and reported to the Department of Education PIMS system.

District Notification

In the event of any student withdrawal, for any reason, Insight PA will notify the district of residence within 15 days with a copy of the School Withdrawal Form and/or truancy letters if a student has accumulated too many unexcused absences with little or no attempt to resolve issues through a Truancy Elimination Plan. A copy of all withdrawal forms, and district notification will be kept in the students file.

Student Files & Documentation

Student academic and medical files will be removed from active Insight PA files. All documentation of withdrawal (letter, report, form) will be copied and filed in the student's main file. The student's medical file and main file will be merged and filed with all withdrawn students' files.

G. Describe plans to evaluate student performance.

Student performance will be evaluated continuously throughout the school year in several ways including:

- a variety of formative and summative content-specific assessments built into every lesson to guide and tailor the pace of progress to each child's needs;
- proficiency on the Pennsylvania System of School Assessment (PSSA) tests and the Keystone Exams ;
- and by using Individualized Learning Plans for each student.

Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is

advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path.

Unit Assessments show whether the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.

Semester Assessments verify student mastery of key learning objectives for the semester.

Teachers will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated assessments, and a comprehensive learning system will provide parents and teachers with the support needed to deliver an unparalleled education. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the learning management system called the Online School (OLS). Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

Insight PA students will fully participate in the **Pennsylvania System of School Assessment (PSSA) and the Keystone Exams** as applicable at the appropriate age levels to measure the extent to which students are meeting state standards, and the school meeting its Annual Measurable Objectives as reported in its School Performance Profile.

Throughout the school year, Insight PA will be proactive to ensure that its students are meeting the Pennsylvania Common Core Standards (revision and renaming to Pennsylvania Core Standards currently under regulatory review) and the Pennsylvania Academic Standards and the school is meeting the new Pennsylvania accountability system standards.

Study Island is a web-based standards mastery program that combines highly specific and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program based on the state’s standards. The content of the Study Island program is unique to each state and provides assessment and skill practice in the areas of reading and math. Students will begin with a Study Island Custom Assessment. After completing the Custom Assessment, students will be given Study Island Reading and

Pathway Assignments, which include state standard topics for focus within Study Island on a monthly basis. Students will earn Blue Ribbons or Passports for every concept for which they demonstrate proficiency, while getting needed exposure to questions and lessons in all state standard grade level topics. Teachers will be able to monitor progress and proficiency, and use data-driven decisions to drive student instruction.

Insight PA is also considering the use of aimsweb as a Universal Screener (benchmarking tool) and progress monitoring tool. Aimsweb is a form of curriculum-based measurement (CBM) which measures overall performance of key foundational skills at each grade level and draws upon over thirty years of scientific research that demonstrates both its versatility to provide accurate prediction of reading and math achievement as well as its sensitivity to growth. Special Education teachers can use Aimsweb to progress monitor skills which correlate with a student's IEP. They may use any Aimsweb assessments such as M-COMP, M-CAP, R-RCBM, Maze, Writing, etc.; it is tailored to the students' individual needs.

Individualized Learning Plans

Every student enrolled at Insight PA Cyber Charter School will have an Individualized Learning Plan (ILP). The ILP is a written plan that defines the academic needs and strengths of a student based on data. The ILP is a fluid document that evolves throughout the school year, with input in creating and revising the document coming from student, parent, teachers, and administrators. ILPs are reviewed quarterly, or more frequently at the students or parents request (Appendix I.29)

Insight PA is also aware of and currently evaluating the Pennsylvania Classroom Diagnostic Tools (CDT) for inclusion among the range of diagnostic tools the school plans to use to measure student growth and achievement. The specific needs of our students and our school will determine the extent to which we implement the CDT.

H. How will student development toward the school's overall learning goals and objectives be measured?

The Insight PA starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is

based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, and achievement on lesson assessments. As would be the case in a traditional classroom, students at Insight PA will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Students will receive quarterly progress reports. Elementary students will receive Standards based Progress Reports aligned to the PA Core and Academic Standards and Insight PA Middle School and High School students will be evaluated according to the following grading scale to evaluate a student's progress at the end of the school year:

Middle School Grading Scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 60 %

All students must pass 3 out of the 4 core courses (Math, English, History and Science) with a letter grade of D or better in order to be promoted to the next grade level in the fall. All promotion decisions are made at the conclusion of the school year. (Students who enter Insight PA after the first semester of the school year will have their current grades averaged with the grades earned at Insight PA to calculate a final grade.)

Students who enroll after the start of school or have special needs will work with their teacher to determine appropriate progress expectations for the school year.

Each student's report card will include a narrative in each subject area (math, English Language Arts, history, science, art, and physical education) about the student's progress in both academic and non-academic development. These narratives will draw upon evaluations of work samples, standardized test scores, individualized instruction sessions, and student group projects. Also included will be results of all standardized test scores including those mandated by the State of Pennsylvania. Parents will be trained to understand how to read the results of all standardized test scores.

High School Promotion

Graded activities in the Insight PA high school-level courses are assigned

points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and learning coaches can access the current grades for all courses by viewing their accounts in the LMS or the MyInfo area, at any time during the semester.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests and final exams, unless indicated in an IEP. Students are not allowed to share work with other students on unit tests or final exams. Unless otherwise noted, tests and quizzes are not "open-book" assignments. If a student does not complete his own work or shares his work with others on unit tests and/or final exams, he/she will not receive credit for the work.

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. Grades will be determined based on how students perform on teacher graded activities within each course. Graded activities may include:

- Online or paper-based worksheets and practice sets
- Quizzes
- Exams (e.g. Unit, Semester, Final)
- Threaded discussions
- Essays, research papers, and other writing assignments
- Presentations

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester, students can view their grades in the Student Progress Report. Teachers, administrators and parents also have access to student grade information.

In order to satisfy each student's individual learning needs, Insight PA Advisors and Counselors collaborate with parents and students to establish individual student goals and learning plans. Goals and plans are designed to clarify and to guide the student's learning experience while motivating the student and increasing the likelihood of high academic achievement. Student attendance and progress are factored into goals. Advisors, students and parents may modify these goals as the school year progresses. Dedicated Insight PA staff work closely with students and parents to formulate realistic

expectations, and provide feedback toward the goals, during scheduled parent/ teacher conferences.

High School Grading Scale

A = 90-100%

B = 80-89%

C = 70-79% D = 60-69%

F = below 60%

All students will be placed in 9th, 10th, 11th, or 12th grade using the credit scale below. Students who transferred into Insight PA will be placed into the appropriate grade level after a careful review of the student's transcript from the sending school district.

Credit Scale

0-5.99 Credits – 9th Grade

6-11.99 Credits – 10th Grade

12-17.99 Credits – 11th Grade

18- 24 Credits – 12th Grade

I. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Study Island and other diagnostic testing tools such as aimsweb will be reviewed in the school at the grade, subject (math and reading), classroom, and student level by administrators and teachers no less than quarterly in order to review the success of intervention strategies with struggling students. As part of the Comprehensive Planning Process, specifically as it relates to the school's Plan Overview and Action Plan, the school will develop a Student Achievement Improvement Plan based on data from all available sources which will be reviewed no less than quarterly throughout the course of the school year in order to ensure grade level progress toward Pennsylvania state academic standards and the improvement of student performance in accordance with the new state accountability system under the ESEA waiver.

Additionally, every student enrolled at Insight PA Cyber Charter School will have an Individualized Learning Plan (ILP). The ILP is a written plan that defines the academic needs and strengths of a student based on data. The ILP is a fluid document that evolves throughout the school year, with input in creating and revising the document coming from student, parent, teachers, and administrators. ILPs are reviewed quarterly, or more frequently at the

student's or parents' request. ILPs will help manage student achievement and support Insight PA in attaining a positive School Performance Profile and meeting the standards of the new state accountability system.

5. School Community

A. A. Describe the relationship of your school with the surrounding community. Describe the nature and extent of parent involvement in the school's mission.

Insight PA will be open to all kindergarten through twelfth grade students in the Commonwealth of Pennsylvania—which is our “surrounding community.” Many of the students coming to our school, especially those in middle and high school, will do so because something was not working well for them in their previous school. Insight PA students will include special student populations such as gifted and talented students (particularly those identified as twice exceptional), students attending schools designated as “Priority” and “Focus,” those who are struggling academically, those having special needs, and those students in need of a quality educational option. The school will invest in a full time staff person to coordinate volunteers and community outreach to maximize the support necessary for all students to achieve. Insight PA will solicit many volunteers to support the instructional model. We will look to the community, businesses, law firms, and colleges and universities across the Commonwealth to leverage every possible resource available for all students to succeed.

Because of the Career and Technical Education (CTE) components of our offering, we will be establishing direct partnerships with local employers – seeking with many of them to provide internship opportunities beginning in the Fall of 2016 for our juniors and seniors. One of our new Board members, Joe Jacobsen is a leader in this field nationally and across the state. Joe Jacobsen is the Executive Director of the Pittsburgh-based Energy Innovation Center. His organization partners with some of the state's leading innovators and employers (<http://eicpittsburgh.org/stakeholders/>) including Shell, Bayer, Scalo-Solar, and others to provide training and support. Among his other contributions to the Board, Mr. Jacobsen will work with our school leaders to help develop meaningful partnerships with companies, not-for-profits, and others.

Part of the reason we plan for roughly half of our teachers to work from home is so that we can have our teachers located around the state and they

can help lead local community-building activities. Our students will experience the importance of engaging in their communities as active, contributing, members.

B. Describe the nature and extent of parent involvement in the school’s mission.

Direct parental (and/or guardian) involvement is fundamental to the success of Insight PA. The most fundamental role parents will play as learning coaches is to support their child’s learning and to help continuously evaluate Insight PA’s operation, governance, and instructional program. Parents will be asked to support school wide initiatives, participate in learning center activities, and be committed to support the school’s goal for every student to reach their full academic potential. The school will offer support through monthly parent training, speakers, and modeling. These sessions, conducted (and recorded) through Backboard Connect will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivation struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and converting early struggles to a successful year. Most of the sessions are planned to be webinars or synchronous online sessions using web conferencing tools to make them most accessible to parents. Face-to-face sessions will be an integral part of the program and will be provided rented space sites across the state.

At Insight PA, parents will help guide students through their daily coursework using the school’s curriculum offerings and the OLS. Parents will be expected to partner with teachers via phone, email, synchronous sessions using online platforms or in person to ensure students are on track and in line with the expectations set by the school. Insight PA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. The school also expects parents to volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events.

In addition:

- Parents can hold a direct leadership position and influence the management of the school by serving on the Insight PA Board. The Board sets policy and provides governance and oversight on Insight PA academic, extracurricular, finance, personnel, daily operations, and

legal matters.

- Parents who are not members of the Board are actively encouraged to attend Board and other Insight PA meetings and to participate on ad-hoc committees appointed to address specific issues.
- Insight PA will organize a Parent Advisory Council. The Parent Advisory Council is parent-driven and is recognized as the official voice of Insight PA parents. The group serves as a direct communication link between Insight PA families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- The Insight PA website will have a moderated Insight PA online community discussion board to facilitate a constructive and interactive communication process.
- Parents will help us to continuously evaluate the operation and governance of the school both online and offline. Insight PA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other Insight PA students and parents. Parents may supply critiques and/or endorsements regarding their experience at Insight PA.
 - Throughout the school year, the CEO, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

Insight PA is interested in achieving and fostering student/family satisfaction. If parental complaints arise regarding the operation of Insight PA, school personnel and parents will collaborate to seek solutions.

The following procedures have been drafted for consideration and adoption by the Insight PA board. The procedures are intended to ensure that student/family grievances are addressed fairly by the appropriate people in a timely manner. Insight PA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin or religion.

1. All concerns and issues should first be directed to the student's teacher. If an Insight PA teacher cannot resolve the issue (e.g., materials and computer issues), he or she will direct the parent/responsible adult to the appropriate contact for assistance. The Insight PA teacher will monitor the concern to ensure resolution.
2. If the issue or concern is about the Insight PA teacher, parents are advised to contact the Lead Teacher for that particular teacher or the Academic Leader for that grade level (i.e. principal of elementary, middle, or high school).
3. If the concern is not resolved at the teacher, lead teacher, or Academic Leader level, students and parent(s)/responsible adults, custodian(s), or legal guardian(s) should address any concern or grievance in writing to the Chief Executive Officer. The Chief Executive Officer will respond within ten (10) working days.
4. If the concern or grievance is not resolved by the Chief Executive Officer, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Chief Executive Officer's response, request a meeting (via phone or in person) with the CEO to discuss the concern or grievance. The meeting request must be in writing. The Chief Executive Officer shall investigate and respond within ten (10) working days.
5. If the family's concern is not resolved at the meeting with the Chief Executive Officer, the family may file a complaint with the Insight PA Board of Trustees. The Insight PA Board may address the complaint directly, or the family may file a complaint in writing with the Division of Nonpublic, Private, and Charter School Services Pennsylvania Department of Education. After receiving the complaint, the Department will determine if it merits referral to an existing complaint procedure (e.g., special education, professional employee misconduct). If the complaint cannot be referred under existing procedures, the redacted, written complaint, (or paraphrased oral complaint), will be forwarded to Insight PA for a

response. Insight PA will have ten business days to issue a written response. After receipt of the Insight PA response, the Department will determine if the complaint is resolved, or if further investigation is required.

6. Extracurricular activities (athletics, publications and organizations)

A. Describe the program of extracurricular activities planned for the charter school.

In addition to their academic needs, Insight PA will serve students' social, emotional, and physical needs. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. For instance, there will be frequent opportunities for socialization with fellow Insight PA students including special interest clubs, community-based service projects, leadership training, and field trips.

We plan to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.).

Insight PA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. It is typical for new schools to wait for student interest before making a final decision on what the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of Insight PA and is an important part of a successful virtual school in just the same way as in a traditional school.

Clubs are run by school staff. Generally each Teacher will sponsor a club. Most clubs will meet at a regular time - weekly or biweekly or monthly - in the web based classroom using *Blackboard Collaborate*. In that platform clubs can play chess, work to prepare for an upcoming event, give speeches or conduct elections, etc. Many clubs will meet face to face at times. For example, the robotics clubs or LEGO clubs will usually find a central area in which to meet, say weekly, and then will work towards competition. Other K¹² managed schools have had travel clubs with destinations all over the world and student councils that attend state conventions.

In addition, unlike most other schools, Insight PA's students will be able, with parents permission, to connect with K¹² students around the world in robust online extracurricular programs via K¹² International Clubs. These clubs for students in Grades 6 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga.

Insight PA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation in the School's offerings. Each interest or activity group develops a presentation to be offered on *Blackboard Collaborate*. All of these clubs will have a space on the K¹² Online School Community, an online community designed to bring together our parents, students and schools to share information and resources specifically focused on their school. Students are encouraged to share their ideas and thoughts on each club space.

The Insight PA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning. Pursuant to Section 1719-A, Insight PA will work with the sponsoring district to ensure eligible students access to participation in district extracurricular activities.

In particular, we will focus extracurricular activities on developing a strong sense of "community" among our students. They will be encouraged to work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. An example of our plans to build commitment to community is to involve all students in a "Semester of Service." Insight PA students will join others across the country in "A Semester of Service" that encourages young people, ages 5-25, to develop a semester-long service-learning project. Projects take place in classrooms as part of the academic curriculum; in schools as part of the extra-curricular activities; in congregations of faith; and in youth development groups in neighborhoods across the United States. During the "Semester of Service", young people from elementary schools to graduate universities will identify a problem or unmet need that affects their community, the nation, or the world. They will prepare a plan to address the problem or need; take action to implement their solution; reflect deeply on their progress and next steps; and

celebrate their success. Insight PA students will experience the impact they can make as individuals in their local community contributing to a cumulative impact on a global scale.

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

Pennsylvania Public School Code (24 P.S. § 17-1719-A-14) requires that charter school students be permitted to participate in extracurricular activities offered by their school district or residence, provided that they are not offered by their charter school. Students must be “able to fulfill all of the requirements of participation in such activity.” Student athletes must also satisfy eligibility requirements established by the Pennsylvania Interscholastic Athletic Association. Student members of a sports team of their home school district must continue to meet grade requirements to be part of the team. Coaches needing academic information from Insight PA must make a request in writing to the Chief Executive Officer. Whenever possible, Insight PA will assist students and parents to secure the opportunity to participate in extracurricular activities.

7. Technology Support

- A. Describe how your cyber charter school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means.**
- B. Describe how you will improve student achievement through effective uses of technology.**

In the virtual learning environment, the Learning Management System (LMS) is the engine that drives the learning experience. An effective LMS must be designed with an understanding of curriculum and content, pedagogical strategy, instructional models, and adjacent systems for the input/output/integration of data. Insight PA has selected the K12 LMS. K¹²'s early success was achieved in part because of a proprietary LMS that offered a student experience highly integrated across curriculum, device, and instructional approach. In K¹²'s early years—when industry standards for interoperability of content, devices, browsers, and learning systems were not yet mature—this strategy served schools well. Today, as industry standards are improving, interoperability remains a significant challenge, and K12 is pursuing a path toward greater interoperability by design.

Accordingly, in the summer of 2012, K¹² undertook a process to evaluate LMS vendors to replace the high school LMS platform, and, in time, the middle school and elementary school LMSs as well. Given the complexity of requirements at Insight PA and other large schools, the evaluation of the top three LMS vendors took 12 months. In the summer of 2013 K12 selected Desire2Learn as the vendor best prepared to meet K¹²'s unique requirements and operate at the large scale of a school such as Insight PA.

While there are many interesting newcomers to the LMS space, they are unproven or lack the architecture to meet the operational and security requirements of very large full-time virtual schools. What makes K¹² partner schools uniquely challenging is the number of concurrent users accessing the system for hours and hours. Most systems providers do not design for these long hold times or for having tens of thousands of users online at the same time. Desire2Learn has proven it can operate at the scale Insight PA requires.

This LMS will provide for more robust functionality and a superior user experience, as explained in more detail below. It will enable a richer

experience across mobile devices. And importantly, it will provide industry-leading levels of accessibility for students with disabilities. The D2L platform is standards-compliant, allowing for greater ease of integration with other content providers and vendors as Insight PA continues to implement solutions that best meet the varying needs of individual students.

K¹²'s Learning Management Systems

- offer a suite of tools that enable teachers, academic administrators, and learning coaches to create outstanding learning experiences to help Insight PA students reach their potential both academically and personally.
- provide tools that support grading and data reporting in a variety of ways, and allow high school teachers to determine how to set up reports that best reflect Insight PA's approach to evaluation.
- give users multiple tools for communication and collaboration through both synchronous and asynchronous exchanges.
- include a series of Alerts and Reminders that help Insight PA's teachers and families keep track of attendance, progress through lessons, and cumulative mastery.
- allow students and teachers quick access to courses and lessons through easy-to-navigate interfaces.
- enable teacher-augmented instruction, especially in high school, where new tools will give teachers the ability to create their own content, activities, and assessments.
- embody best practices in instructional design research, and meet universal design principles.

Integrated Tools and Comprehensive Support

K¹²'s learning management systems:

- are designed with a comprehensive, end-to-end user experience in mind, from registration through course completion to high school graduation and beyond.
- are supported by a series of services, including training for teachers and school staff, parent and student seminars, and dedicated technical support.
- are enhanced by providing Insight PA teachers and staff access to knowledge banks and systems experts via the Teacher Help Desk, Academic Services, and the School Operations and Regional Operations teams.

Developmentally Appropriate Design

- The K¹² learning environment is designed to be both age and developmentally appropriate for students from pre-k through high school. For younger learners, the K-8 Online School (OLS), K¹²'s proprietary LMS, provides ease of use for younger learners and peace of mind for parents who are just embarking in their online school experience.
- At the high school level, K¹² is launching a new state-of-the-art LMS platform in the 2015-2016 school year. K¹² will utilize experience in the development and implementation of the High School LMS to undertake improvements in the K-8 LMS.
- Due to the unique developmental needs of students in grades 6-8, K¹² will work with Insight PA to determine how we can create a learning environment that best supports the developmental and academic needs of increasingly autonomous Middle School students.
- K¹² is committed to creating online learning experiences that work for students with different learning style and accessibility needs, and accommodate students who work at varying paces. Our learning management systems and complementary platforms support this commitment.

A Commitment to Continuous Innovation and Improvement

Insight PA chose the K12 LMS because of its strategy to invest in a platform that will allow for easier and faster integration with other capabilities to empower our teachers, staff, and students to achieve greater academic outcomes for each individual student. K¹²'s implementation of Desire2Learn is part of a commitment to constantly evaluate ways to improve the online learning experience. Working closely with Insight PA and an extensive network of schools and partners, K¹² leverages the breadth of its nationwide network of administrators, teachers, students, and Learning Coaches to gather ongoing feedback on its curriculum and platforms.

K¹² conducts both internal and external surveys multiple times each year to provide insight into how products and services are being received in the field, and to help identify additional opportunities for improvements. K¹² has also established a Learning Experience Feedback team, for which school staff from across the country have volunteered to participate in focused usability studies and provide their feedback to help guide K¹²'s product designs.

In addition to ongoing research, surveys, and focus groups, K¹²'s Academic Services Group and School Operations team will work directly with Insight PA to ensure the school operates as effectively and efficiently as possible. Whether creating training for new products, or supporting staff in the schools, these teams act as valuable conduits between the schools and K¹² and its systems, confirming our commitment to ongoing improvements that maximize student academic achievement.

Comprehensive and support in grading, communication, and reporting;

The K¹² learning experience and learning management systems support young learners from pre-K through high school graduates in a comprehensive manner.

Embracing formal and informal approaches to learning, Desire2Learn Learning Environment is propelling eLearning forward by helping educators provide an experience that is personal, perceptive, and pervasive. A mobile-ready environment combines usability, sophistication, and accessibility with integrated social and collaborative tools to facilitate opportunities for students to learn wherever and whenever they can. By offering premium teaching and learning resources and powerful assessment and analytics capabilities, the Desire2Learn learning environment is challenging conventional ideas about what a learning environment can and should be.

Grading, communication and reporting are included in the learning management system (LMS) and are important and pervasive components throughout the system.

The learning management systems support grading and student evaluation in a variety of formal and informal ways.

In the High School platform, the gradebook tool is seamlessly integrated and stores and displays scores and grade items earned by students through every assessment tool available in the system. Teachers can add custom grade items, and grade items from external systems may be reported through the Grades tool.

In the current K-8 platform there is a robust and seamlessly integrated online gradebook that is fully integrated with the K¹² curriculum and content. The K-8 gradebook also allows teachers to add custom grading items and enables grades from other sources, weighting and other features that school leaders and staff have requested.

With these tools, student grades are accessible to teachers, students, and their parents/learning coaches inside the learning environment and are updated in near real time.

Grading in High School

Assessment of students, grading of student work, and the provision of feedback to students is integral to the High School LMS. Students can be assessed electronically through the integrated Quiz tool which can use several types of system-scored assessment question types, but also accepts teacher-scored short-answer and open-ended responses. The Dropbox accepts student files and delivers teacher access to answer keys and rubrics that permit an efficient and consistent grading workflow for teachers. Online asynchronous discussions are prevalent in our high school courses, and the LMS permits teachers to moderate rich classroom discussions. At any time, school staff can add additional or alternative assessments as required using all of these assessment tools.

Instructional feedback based on student responses can be provided to the student in both rich text and multi-media format, including short audio messages from the teacher. The same robust feedback tools are available for teachers to use in assessing student performance in these discussions. While K¹² provides the configuration of content and teachers are provided with answer keys, rubrics and other key grading and feedback information, teachers have the ability to create their own scoring and feedback guidance documents for use in their courses and to replace those provided with their own. Comments and notes can be exchanged between the student and teacher inside the dropbox tool, providing the discussion of results and feedback. Integrated plagiarism detection technology provides both students and teachers with information as to the quantity of un-cited material in a text-based Dropbox file that matches to previously submitted student files or to resources found on the Internet.

Grading is provided for all of the assessment tools included with the High School platform. The gradebook for all K¹² courses is pre-configured and ready for use; it is set up to reflect the design of the course. Teachers or other designated school staff may make revisions to these settings if the grade book needs to better reflect a different approach to evaluation. Such changes might include the grading system or the grade scheme that is most appropriate for

the course. Teachers can select how grades display to students, how they update in the grade book, and how to deal with ungraded items. Grade items for projects, assignments, discussions, quizzes, etc. can be created to include in the grade book.

Selecting a grading system is the first step in setting up the grade book. Insight PA teachers will receive guidance to enable them to set up their own grading system, consistent with board policies. The grading system determines how the grade items in the grade book contribute to users’ final grades. There are three options:

- Grade items can be worth a certain amount of points that are totaled for a final grade (Points System). This is the default setting for all K¹² courses and reflects the point-based design
- Grade items can count as a percentage of a final grade worth 100% (Weighted System).
- A custom formula can be defined to reflect the contribution to the final grade of specific items (Formula System).

While the Points system is the default for all K¹² courses, teachers or other school staff can choose to change to a different system at the individual course level at any time.

Grade Schemes Available in High School

A grade scheme enables teachers to organize student performances on grade items into levels of achievement. A grade scheme can include any number of achievement levels. Each achievement level has its own range of acceptable grades and a symbol, such as a numeric value, letter, or text description, to represent it. Teachers can create their own grade schemes or use schemes set up by your organization.

Grade Scheme	Example
Letter	F, D, C, B, A, A+
Numeric	2.0, 2.5, 3.0, 3.5, 4.0
Text	Below, Meets, Exceed Expectations

Grading K-8

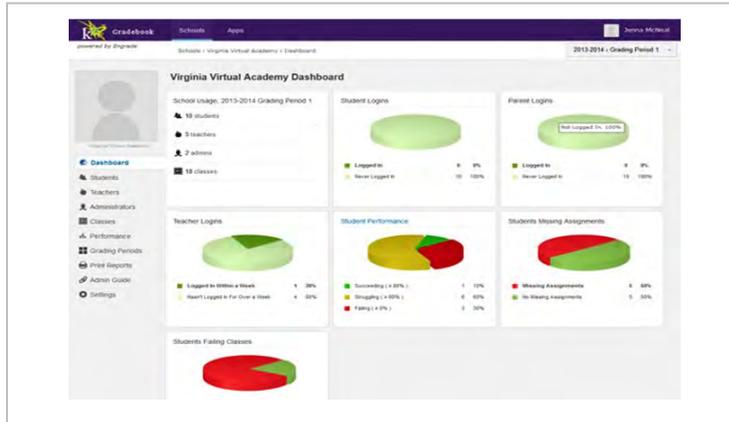
There is an online gradebook powered by Engrade that is seamlessly integrated into the K-8 Online School. The Integrated Gradebook enables one repository for Students, Learning Coaches, Teachers and Academic Administrators to see graded items from multiple sources. Students, parents and teachers can easily access the Gradebook via the K-8 platform to check grades, assignments and read teacher comments on recently graded items.

The integrated gradebook by Engrade provides dashboards for teachers and academic administrators to understand the usage and how students are trending. This includes seamless integration with the K-8 Platform and TotalView School with no additional authentication, classroom set up in the gradebook, direct import of grades from the K-8 curriculum as well as a progress import, in addition to the ability to choose the way to create weighting and add their own assignments and evaluations. This work helps to offset the administrative work from Insight PA teachers – particularly in Middle School - and to enable more focus on teaching.

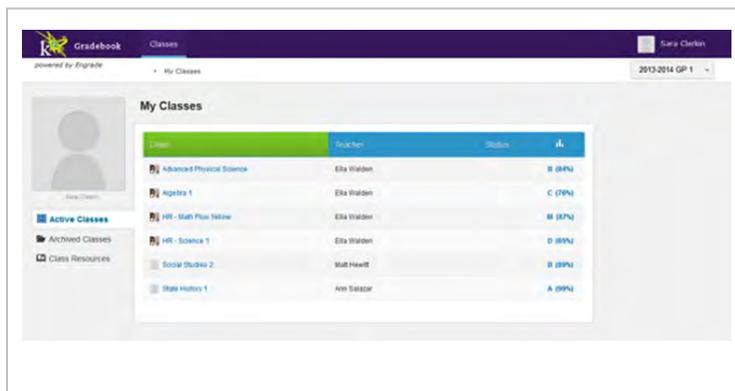
The integrated Gradebook gives Insight PA the ability to define grade set options for the entire school and allows teachers to select a predefined option for their classrooms. With this integration, curriculum assessment percentages are conveyed to Engrade which then calculates grades, including additional teacher added items (i.e., Class Connect Sessions and work samples) and applies weighting as defined by the School, displaying the related calculated letter grade based on the predefined grade sets.

The K-8 curriculum is mastery-based. All lessons and units are built from clear objectives, and assessments are based on those objectives. Lessons are followed by assessments to ensure that the Student has mastered specific skills or content before moving on to the next lesson. Lessons are followed by assessments to ensure that the Student has mastered a particular area before moving on to the next lesson. Assessment information in the curriculum automatically appears in the Gradebook allowing teachers to save valuable time in data transfer activities, providing Learning Coaches and Students a snapshot of how their grade is trending at any time.

Insight PA teachers and staff can add their own assignments, assessments and other criteria in the gradebook to include in consideration of student performance.



Engrade Dashboard



Engrade Student View

Supporting Communication at Insight PA

Frequent, open, safe, and accurate communication amongst students, teachers, and parents is of paramount importance in any educational endeavor, and more so in online and hybrid settings. The Learning Systems provides many avenues of both asynchronous and synchronous communication to encourage interactions between Students, Teachers and Learning Coaches and to help Students reach academic and personal goals. These tools are incorporated in a manner that allows Insight PA to access data that can be used to demonstrate and document interactions between Teachers and Students.

Communication Tools

The High School platform enables collaboration, connection, sharing, and social learning through integrated learning tools that provide communication experiences that promote an engaging, social, and collaborative usage environment. These tools include:

- **Kmail:** Integrated into the platform, Kmail is a safe, private messaging system for Learning Coaches and Students to communicate with teachers and their school. K¹²'s proprietary messaging service enables secure communication and because it is a private system, there are no scams or spam. The messaging system helps ensure the system is secure for our younger students and enables 1:1 communication with full visibility by the K¹² Learning Coach and Teacher.
- **Email:** Supports basic integration for certain email providers which can be configured for send-only messaging.
- **Calendar:** The Calendar tool provides teachers and learners with a variety of options for creating, managing, viewing, and printing a clear timeline of course events.
- **News:** Insight PA school staff can create personalized and group announcements using the News tool at both the school and course levels. These can be conditionally released to users based on any combination of 28 triggers, including their role in the system, performance on assessments, or completion of course content.
- **Instant Messaging (Pager Tool):** Students and teachers can communicate asynchronously, or in real-time, through the use of Pager. Pager works very much like an instant messaging tool, but users can receive messages even when not logged in. Pager also indicates to Insight PA students when their teachers are online and available to help.
- **Chat:** Teachers and learners can use the Chat tool as a real-time, text-based collaboration tool to brainstorm ideas, hold a question and answer period, have a debate or discussion, or organize a remote study group.
- **Discussions:** The Discussions tool allows learners to rate one another's message postings. It can be configured to offer participation incentives, and empowers teachers and learners to call out key contributions.
- **Notifications:** The Notifications tool allows teachers to help learners to stay up-to-date on new or updated grades, replies from discussions, upcoming dropbox or quiz due dates, updates to course news feeds, and much more.
- **Profiles and Sharing:** Insight PA students can add information to their profiles which allows them to make connections with friends, mentors, colleagues, and peers as an integrated part of the learning process.

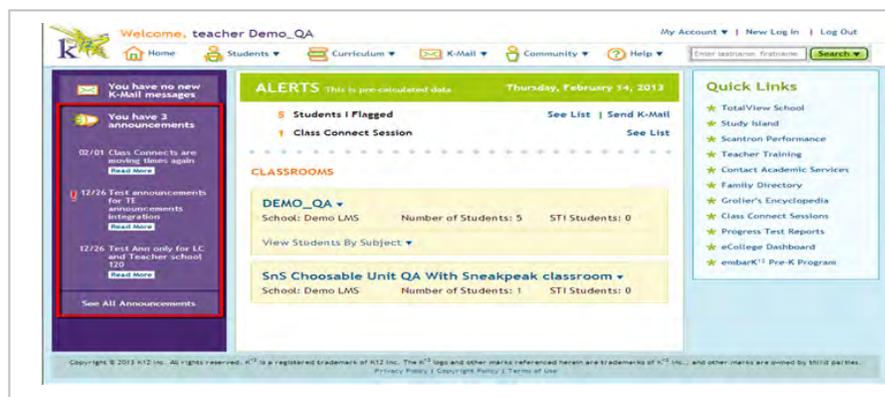
- **Video Note™:** Insight PA teachers and staff can extend a personal touch using the Video Note tool. Located within the Insert Stuff Framework, the Video Note tool can be used to create short videos with a webcam. Save time and clear up confusion by providing assignment instructions via Video Note. Personalize communication with learners.
- **Blog:** Students and staff can be provided with the ability to create a blog that is private, used for self-reflection, or public and shared with all users.
- **Insert Stuff:** The Insert Stuff tool permits users a fast and easy way in which to add multimedia and web-based resources to communication tools throughout the LMS, resulting in more engaging and effective communication with students and parents.
- **Wiggio:** Wiggio provides an online collaborative workspace in which school staff with appropriate permissions can work together on creating and editing documents of all types, hold assignment-related chats, and share files related to project work.

In the K-8 Learning Management System, asynchronous communication and collaboration tools include:

- **Kmail Integration:** Kmail is a safe, private messaging system for Learning Coaches and Students to communicate with teachers and their school. The messaging service enables secure communication and because it is a private system, there are no scams or spam. The messaging system helps ensure the system is secure for our younger students and enables 1:1 communication with full visibility by the Learning Coach and Teacher.
- **Fileshare:** The K-8 Fileshare feature allows teachers and students to easily share files, receive comments and exchange information in a safe and secure manner. Students can upload files like homework and other assignments to be shared with one or more teachers at once. Teachers can view shared files from students and add comments for student and parent viewing. Teachers can also upload files to be shared with a single student or with many students at once.
- **Announcements:** Teachers and School leaders can easily create short announcements that post directly to the K-8 OLS landing page to alert School Staff, Students and Learning Coaches about timely information.

Announcements help families stay connected to all of the exciting and important things happening at Insight PA.

- **Alerts and reminders:** Alerts and Reminders assist teachers in identifying and communicating with students who are in need of additional assistance. They are found on the teacher landing page in the OLS and allow teachers to view specific students showing alerts and communicate directly with them and/or parents. The alerts have been created based on ongoing feedback of the most frequent actions taken by teaching staff.
- **Global Navigation:** Persistent presence of the Global Navigation Bar with notifications keeps teachers, students and parents up to date with in-system tool updates
- **Daily & Weekly Plan:** Communicates what students should be working on when and allows students and parents to plan their week



K-8 Announcements from teachers for students and learning coaches appear on the left-hand side of the OLS landing page

Synchronous Instructional Tools:

K¹²'s Class Connect

Synchronous instructional tools offer students the benefits of face-to-face interaction in a virtual environment. The power of interactivity is one of the greatest advantages of a technology-powered education. Part of this interactivity occurs during live class sessions called Class Connect sessions, where students, teachers, and parents in many different locations can simultaneously enter a virtual classroom, see teacher demonstrations and lectures, have discussions, breakout into groups for collaborative learning, and much more.

Insight PA will use Class Connect sessions for many different purposes:

- Virtual meeting spaces for national clubs such as chess, choir, and book clubs, etc.
- Advanced learning programs to facilitate discussion of topics both global and local
- Staff professional development
- Parent/family conferences
- Staff meetings
- One-on-one sessions that focus on specific skills
- Small group sessions to reinforce learning and confirm content mastery and identify gaps
- Classes that include those for special education and credit recovery
- Homeroom for non-curriculum-centered activities to build community
- School-wide assemblies
- Online physical education, including personal activity journals
- National clubs and discussion groups

In grades K- 12, Class Connect is currently powered by industry education technology leader Blackboard Collaborate. Blackboard seamlessly integrates a customized version of collaboration tools that enables enhanced data collection for school administrators than some current standard integration options available with other learning management systems. The customized integration enables Insight PA to generate custom reports and secure key information for custom reports to ensure Insight PA has the data to meet applicable state and federal laws.

Examples of How Synchronous Instructional Tools Help Students and Teachers Interact “Face to Face”:

1st Grade Language Arts



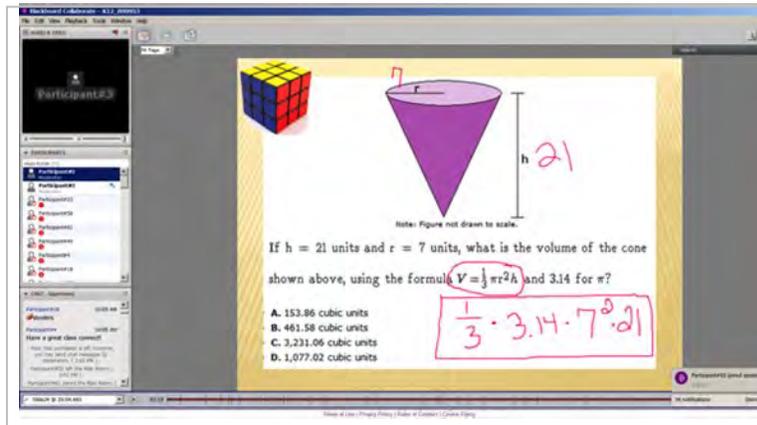
Students responding to teacher’s question at the start of class

8th Grade English Language Arts



Teacher introduces a new lesson in an 8th grade language arts class

8th Grade Math



Ongoing Evolution of Communication and Collaboration Systems

Google

Insight PA's curriculum and LMS partner, K¹², has partnered with industry leader Google and has recently begun the process of providing



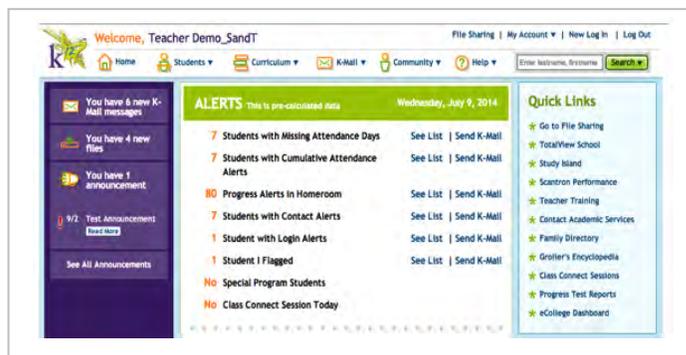
Google Apps for Education to enable additional tools to schools, students and teachers. Google Apps for Education makes academic tasks like project collaboration and class scheduling easier for students and teachers as many users can work together on a piece of work in Google Docs, and see suggestions, comments and changes in real time

rather than waiting for versions to be sent via email. By providing real-time collaboration tools, Google Apps for Education frees users up to spend more time on learning and teaching.

The formal agreement between K¹² and Google will enable Insight PA’s instantiation of these tools to address the privacy, compliance and intellectual property concerns unique to virtual education that are not necessarily thoroughly addressed when independently implementing the Google Apps For Education suite.

Insight PA will also use the Google Apps for Education “Vault” product for all teachers which will enable storage.

K-8 OLS: Alerts and Reminders Details

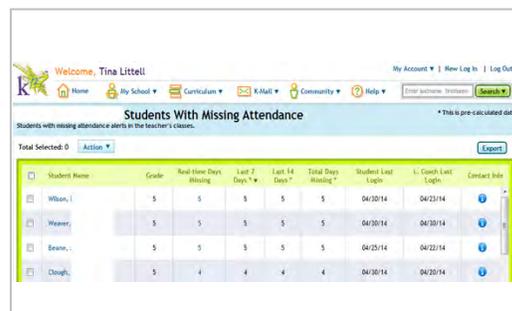


Mastery Alerts

Mastery Alerts show students who have taken an assessment the maximum number of times allowed which allows the teacher to determine best next steps to help the student learn the material and remediate.

Missing Attendance

Students with missing attendance in terms of days only will show on this report. A student can have more than enough hours logged, but missed some days over the school year. This report can also alert teachers to students who have stopped working for one reason or another.



Student Name	Grade	Real-time Days Missing	Last 7 Days	Last 14 Days	Total Days Missing	Student Last Login	Teacher Last Login	Contact Info
Wilson, J	5	5	5	5	5	04/20/14	04/23/14	
Weaver, J	5	5	5	5	5	04/20/14	04/20/14	
Beane, J	5	5	5	5	5	04/25/14	04/22/14	
Dough, J	5	4	4	4	4	04/10/14	04/20/14	

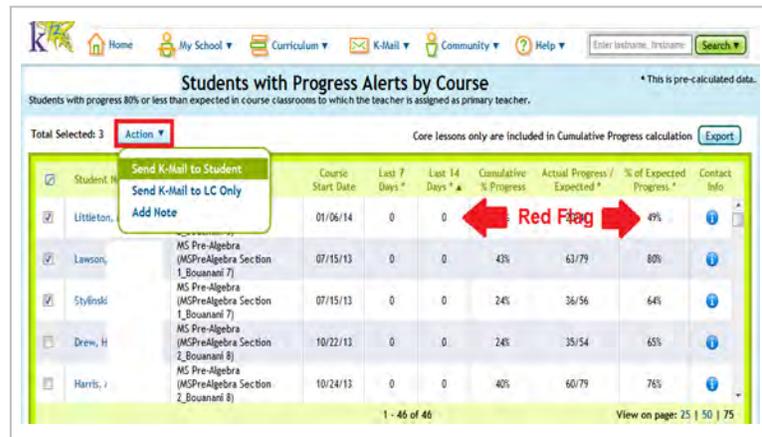
Teachers’ view of students with missing attendance

Cumulative Attendance

Students with cumulative attendance alerts have fewer hours than they need to date.

Progress Alerts

Progress Alerts give teachers several data points that include the student falling behind and their level of engagement with the curriculum. Including Contact Alerts, Last 7 Day, last 14 day lesson completion, and percent of expected progress as determined by the settings set by the teacher.



Student	Course	Course Start Date	Last 7 Days *	Last 14 Days *	Cumulative % Progress	Actual Progress / Expected *	% of Expected Progress *	Contact Info
Littleton, [redacted]	MS Pre-Algebra (MSPreAlgebra Section 1_Bouanani 7)	01/06/14	0	0	49%	63/79	49%	[info icon]
Lawson, [redacted]	MS Pre-Algebra (MSPreAlgebra Section 1_Bouanani 7)	07/15/13	0	0	43%	63/79	80%	[info icon]
Stylinski, [redacted]	MS Pre-Algebra (MSPreAlgebra Section 1_Bouanani 7)	07/15/13	0	0	24%	36/56	64%	[info icon]
Drew, H [redacted]	MS Pre-Algebra (MSPreAlgebra Section 2_Bouanani 8)	10/22/13	0	0	24%	35/54	65%	[info icon]
Harris, [redacted]	MS Pre-Algebra (MSPreAlgebra Section 2_Bouanani 8)	10/24/13	0	0	40%	60/79	76%	[info icon]

Progress Alerts

Contact Alerts

Students with Contact Alerts do not have a note on their account left by the teacher for over 14 days.

Login Alerts

A Login Alert indicates amount of time since last login for either student or parents.

Student Planning and Support at Insight PA

Landing Page

The landing page is the first page students, teachers, and parents see when they log in to the learning management systems. Information provided to users on these pages is designed to support Insight PA users to quickly identify the most important tasks to complete, be it lesson study, assignments, and assessments for students, checking student performance for parents, or

grading, remediating, and communicating with students for teachers. Students, parents, and teachers can reach all of their courses easily from this landing page. The landing page experiences vary from K-8 to High School Platforms.

High School Platform Landing Page

The High School landing page is customized to meet the needs of different Insight PA users: students, teachers, parents, etc. This is accomplished through the use of widgets – tools that provide information and links to tools, courses, and personal settings. Course Homepages also feature user-specified widgets and tools. The landing page can provide access to supplemental tools and resources such as college and career services, Scantron, Study Island and others.

The most commonly encountered widgets on the High School landing page include:

My Courses

The My Courses widget shows course offerings users are enrolled in and can access. Users can navigate to course homepages by clicking the names of course offerings in this widget. Insight PA students, staff, and parents also are provided with an overview of current happenings in the course, such as unread Discussion posts or teacher feedback.

Calendar (Course Schedule)

The calendar items and appointments from the courses in which a user is enrolled appear in the Calendar widget on the landing page. This allows students to easily decide in which course they'll work next, allows parents to see what is expected of their students, and reminds teachers what students should be working on today and in the near future.

Given the importance of communication in online learning, direct access to Kmail and Class Connect tools is available to all Insight PA users from the High School landing page.

For Parents - Easy Access to How Their Students are Doing

Insight PA parents will see the names of their students in this widget, as well as *an indication* of their overall performance and progress in their online

courses. Parents can then click through to further details as to the types, frequency, and quality of their students' activity in their courses. Parents can also choose to impersonate their students, allowing them to briefly experience the course as their students in order to assist the student.

News & Announcements

Insight PA wide announcements for some or all users can be presented on the landing page, as well as the news items from the courses in which they are enrolled. This allows Insight PA students and parents to quickly read announcements from school staff and course teachers. Once read, users can dismiss the announcement from appearing on the landing page, but still revisit it at any time from the News tool.

High School Course Homepages

Each course has its own Homepage which also features the Calendar (Course Schedule), Kmail and Class Connect, Quick Links, and News tools. It also features the following course-specific widgets:

Updates

A lot can happen in a course while an Insight PA student is logged out. The Updates widget lets them know of anything they have not yet reviewed, like posts to discussions, a recently entered grade, or feedback from their teacher on an assignment.

Units and Lessons

The Units and Lessons widget not only provides access to the course content and activities, but it remembers the location where the user was the last time she accessed the course. This allows Insight PA students to quickly pick up where they have left off.

Tasks

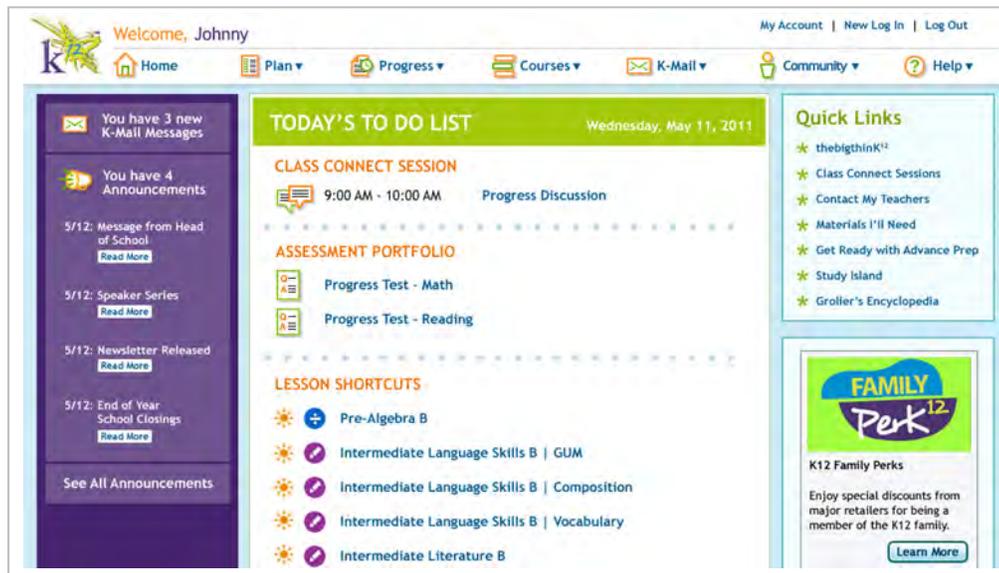
For help with time management and study skills, Insight PA students can set tasks for themselves that can appear as reminders on their course Calendar. Insight PA teachers can also create tasks for themselves as reminders to take care of crucial course tasks.

Mini-Bar

The mini bar is found at the top of the browser window whether someone is at the school Landing Page or inside a course. The mini-bar provides one-click access notifications. It also houses a drop-down menu that lets you navigate from course to course without returning to the school Landing Page. When a student is ready to return to the school landing page for Insight PA within the learning management system, just click on a link in the mini-bar.

K-8 Platform Landing Page

Upon sign in, the K-8 platform landing page helps students, parents, and teachers find the information they want quickly and easily. The K-8 landing page is customized to meet the needs of different Insight PA users: students, teachers, and parents. On the landing page, pertinent information is provided as are links to tools, courses, and settings. At a glance, students can easily access their classes, access their Kmail and Class Connect sessions, check announcements, easily understand their progress, and check their plan, among other daily activities that are key to their learning experience. The K-8 landing page is designed to be easy to navigate and used by younger students, allowing students to spend more time focused on their schoolwork.



Example school landing page in high school platform

The High School Platform

The High School LMS powered by Desire2Learn is unwavering in its adherence to all applicable industry standards. The LMS was one of the first academic CMS/LMS to be SCORM certified. The LMS adheres to the following standards:

- SCORM: 1.2 RTE 3, 2004 Certification with logos
- IMS: IMS-CP, IMS-Enterprise IMS-RDCEO, IMS-QTI, IMS-CC, IMS LTI v1.1.1 and others
- IEEE: IEEE-LOM, Learning Object Standards for Metadata Profiles
- Metadata: Dublin Core, CanCore, GEM (metadata)
- OAI-PMH - Open Access Initiative protocol for metadata harvesting
- Web: HTML, XML, REST

SCORM incorporates the AICC specification via the IEEE Data Model and AICC API Standards to which the LMS is fully SCORM conformant, and supports both the data model and the API standards.

The K-8 Platform

The learning management system in K-8 is a Software as a Service (SaaS) based architecture that supports a high volume of users and transactions while enabling a user experience that maximizes students outcomes and the ability for school staff to empower students.

The software architecture of the learning management system is a web service based architecture built upon common service oriented architecture principles and standard web transports such as REST, SOAP, and other HTTP compliant transports. The LMS is based upon common web standards and technologies such as HTML, CSS, JavaScript, and Adobe Flash and requires no non-browser based software to be installed on the user's computer. Through this extensible architecture the LMS supports a web based platform and mobile applications such as the Attendance application for Learning Coaches. The LMS is built upon a virtual and physical architecture that supports scalability, reliability, fault tolerance, and disaster recovery.

The LMS supports multiple methods of enrolling users into schools, classrooms, and courses.

The learning management system is integrated with the SMIS, TotalView, and other SMISs via the SISync platform.

The CMS and LMS can publish to Blackboard and eCollege via their standard package format. To publish content into the learning management system, an XML based ingestion format is used and it is based upon standard curriculum concepts such as Units, Lessons, Activities, Assessments, and Questions.

High School Personalization and Customization

Courses will be pre-published and pre-configured to allow teachers and staff to focus on instruction. Within the high school learning management system, Insight PA teachers and staff will find tools that allow them to customize and personalize the learning experience for Insight PA students in the following ways:

Advanced Content Creation Tools

YouTube Videos, images from Flickr, and content from open educational repositories are easy to add into teacher-created lessons with the D2L high school platform. Insight PA teachers will actually be able to search for content directly from the content editor to efficiently find and add content to a course.

Reusability and Sharing of Staff-Authored Content

Teachers will be able to store the content they create in a Learning Object Repository (LOR) for use the next time they teach the same course. Teachers can also share content they store in the LOR with other teachers at Insight PA. Similarly they can search for other teachers' shared content to use in their courses.

Personalization with Replacement Strings

Teachers can create course content, assessments, and announcements that use replacement strings to personalize the content for each individual student. Announcements can be directed to "Dear Susan" and not "Dear Students."

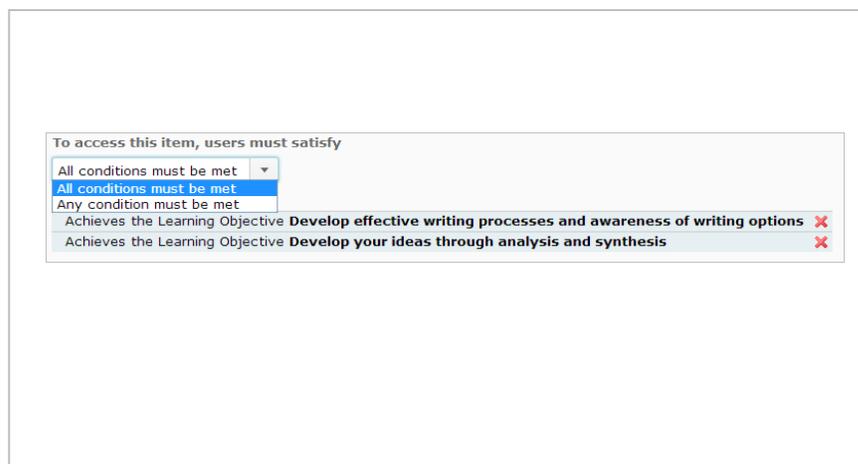
Extensive and Reusable Release Conditions

The LMS provides Insight PA teachers the ability to granularly customize learning paths through the materials in a course with the use of Release Conditions. The ability to create release conditions is available to almost every tool in the platform. Release conditions take the concept of content delivery to the next level, empowering the creation of learning paths that guide learners through the materials in customized learning sequences. Release conditions can be applied to the following tools or items:

- Checklists
- Content modules and topics
- Custom widgets
- Discussion forums and topics
- Dropbox folders
- Learning objectives
- Announcements
- Quizzes and Tests
- Rubric Evaluation
- Surveys
- Grade items and categories

Once a release condition is attached to an item, learners cannot see that item until they meet the associated condition.

Insight PA teachers can combine over 28 different triggers they can use to determine which content is – or is not – displayed to a student. The results are pathways through their Insight PA courses that are as complex as teachers need to make them. Once created, teachers can reuse release conditions elsewhere in their course.



Teachers select from drop down menus whether a learner needs to satisfy

K-8 Platform Personalization and Customization

The K-8 platform has the ability to customize the learning paths of students in content based on the student's exposure to content and the results of assessments they have attempted. This adaptive behavior enables content authors to remediate, accelerate, and/or reinforce learning objectives appropriate to the student's mastery of an objective or standard. Content authors can create these learning paths in the Content Management System and designate the content for each path based on student outcomes.

In the Content Management System, Product Development authors can create multiple learning paths per learning decision point. For each learning decision point the author may specify a path based on completion of an activity, score of an assessment, score on an assessment part, or a user selected learning path. A user selected learning path is commonly used for students to select a novel to read and learn about.

The personalization and customization of content in the K-8 platform is centralized and managed by the Content Management System.

Using Reports to Drive Student Achievement

The learning management systems in K-8 and the High School platform using Desire2Learn enable robust reporting that allows teachers and schools to take appropriate action, early and often, to help students reach their maximum potential.

Data and Reporting from the High School Platform

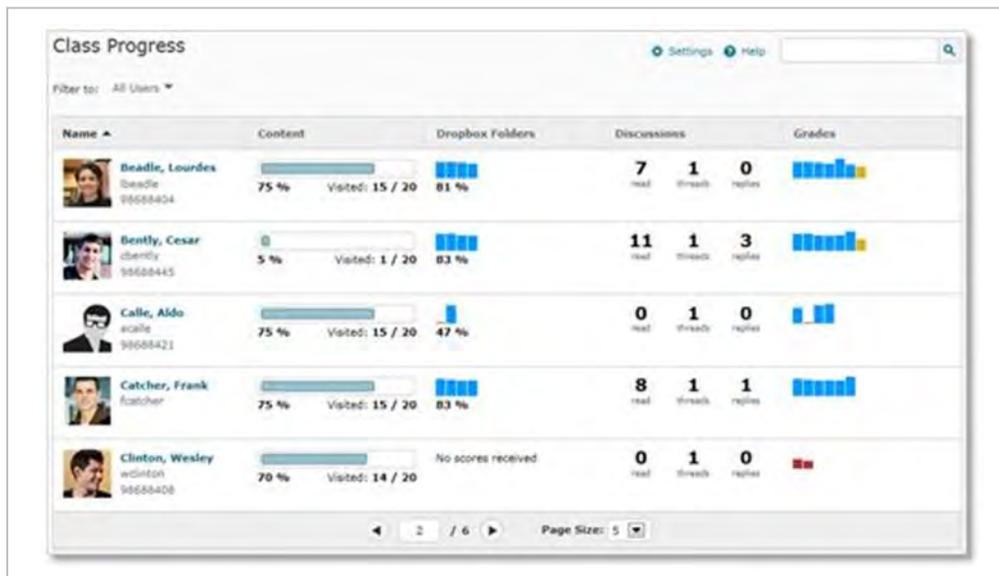
The high school platform provides a rich set of reporting tools for teachers. The data provided on demand and near real time in the integrated platform to Insight PA teachers will help teachers understand how their students are performing and how they can best help them reach their academic potential. The in-system data will also help teachers inform their instructional strategies and identify opportunities for remediation or acceleration.

These features include:

Class Progress

The Class Progress view provides the Insight PA teacher a visual overview of all students in a course, group, or section that imparts a quick view as to any four of the following metrics:

- progress through course content
- student activity in discussion forums
- learning objective completion summary
- logins during the past 30 days
- percentage of checklist items completed
- grades earned on the last 15 quizzes
- the last 15 grades earned by date
- grades on last 15 dropbox items
- summary of survey completion



In the Analytics Essentials, Class Progress Dashboard, Insight PA teachers can, at any time, exchange the default view within this selection of metrics in order that it best meet

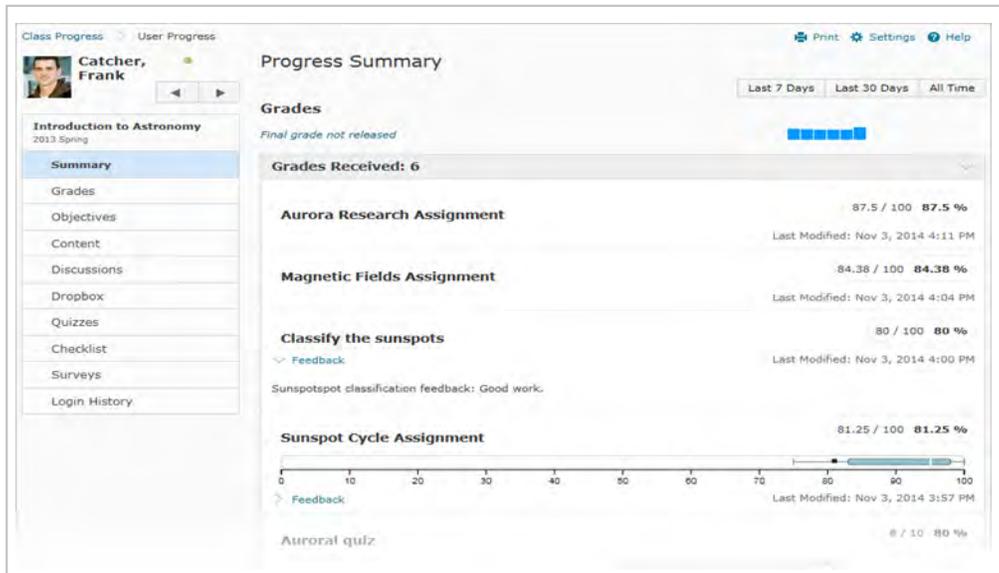
Student Progress

The Student Progress view provides a more detailed overview of real-time student progress and performance data in a course across the following metrics:

- the current grade in the course
- content completed
- online quiz/test performance and attempts
- grades received
- activity on discussions
- checklist completion
- objectives completed
- submissions to and performance on dropbox items
- login history

Users can click into any metric to see the details, for example, the specific attempts on each quiz reflected in the summary.

Insight PA teachers and students with appropriate permissions can click through this detailed data to visit the actual content, assignment, or assessment listed. This view can be filtered for the last 7 days, last 30 days, or for the full course. This report is always available to parents, teachers, and students and the data is near real-time data.



The User Progress tool | User Progress Dashboard

Content Completion Summary

For every content item in the course, teachers can access a real-time report displaying which students did and did not complete the topic, and the date on which it was completed. This data can assist Insight PA teachers in identifying students who may be accessing the course, but not progressing through the content as expected – for example taking lesson quizzes but never completing the lessons themselves.

Quiz Statistics

The quiz statistics provide Insight PA teachers with information about overall class performance on any online quiz or test, including grade distribution and frequency. Question Detail statistics provides Insight PA teachers with insight into which questions students struggled with most, as well as the frequency with which students chose one response over others. Insight PA teachers will benefit from this information for all pre-loaded content and any online assessment that the teacher chooses to author. Teachers then can use this information to drive remedial instruction after the assessment.

Rubric Statistics

To support Insight PA staff and teachers in evaluating their students, rubric statistics provides the Insight PA teacher with the frequency at which students scored at various levels for each criteria on a rubric-scored assignment. Teachers can create their own rubrics in the platform and also see an individual student's performance against the rubric which can then be used to drive remediation and re-teaching.

Forum Statistics

The Forum Statistics is available for every discussion forum and topic. The tool provides data on the number of new threads started, replies to threads, and posts read by every student in the course, as well as summative data about the overall use of this powerful communications tool. Summary data is also available at the individual topic level. Insight PA teachers can use this data to determine which students are or are not engaging in forum discussions and can then drive appropriate interventions.

Insights

The High School platform includes its own business intelligence tool, Insights, which can be used by school staff and teachers to access more detailed and custom-built reports on activity usage, grades and progress, enrollments and course information. The data on Insights reports are not real-time, but generally do not need to be as they are most often used in identifying trends over time. For example, the Grade Patterns report is a heatmap that shows grade results for all students in a course. Other reports available from the Insights tool include, but are not limited to:

- Academic risk: Names of students whose grades fall below a teacher-indicated threshold
- Competencies: Student completion rates of competencies over time
- Course Access: Detailed course access report over a selected date range

Inline Tool Reports

Reports can also be generated for the following tools or features within the High School platform:

- Content
- Discussions
- Quizzes
- Survey (Self Assessment)
- User Progress
- Competencies and Rubrics
- Dropbox
- Grades

For example, inside the Quizzes tool users can access tool-specific reports and statistics to view statistics such as class averages based on individual tests. Statistics can even drill down to the individual question including how frequently wrong answers are selected. Statistics are also equipped with search functionality so that specific data can be retrieved. All reports can be exported to a CSV file for analysis.

Administrative Reports

Administrator reporting dashboards give administrators the ability to create custom reports that detail learning environment activities offering 22 datasets, multiple filters, and five different report render types.

Student Success System (S3)

The platform includes a predictive analytics package called the Student Success System (S3). This tool is focused specifically on identifying trends, comparison against peers, and prediction of outcomes based on previous user patterns and course trends.



Student Success System, achievement analysis

There are data management/data reporting portions of the platform available only to school working with the Insight PA curriculum and LMS partner, K12.

This custom functionality includes:

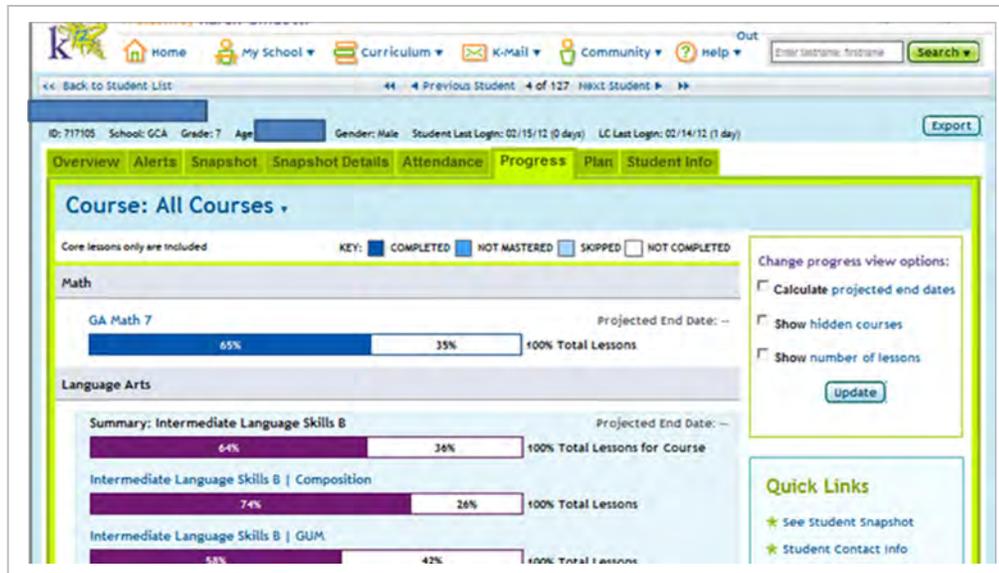
- A security framework allowing different staff and teachers to run the same report, yet receive securely filtered results showing only the data they should see.
- Information across all courses at once. Most LMS systems today provide reports that show information about only one course at a time. A student or teacher must visit many pages or run many reports to obtain an overall picture of their full course load.
- Information panels on the homepage: For Student and Learning Coaches, showing at-a-glance information on grades, progress, activity usage and communication patterns for all of the student's enrolled

courses. These information panels will allow the Student or Parent to click into the course to quickly see additional detail on the student's submitted work, grades, overdue or outstanding items, teacher feedback, activity time and usage, and frequency of communications.

- Engagement monitoring reports: These reports allow teachers and staff to view information in aggregate across their classrooms or the entire school (depending on the chosen security rights), and to also filter to view information on individual students.

K-8 OLS

The K-8 platform provides progress and mastery views to students, learning coaches, teachers and staff to support student measurement and achievement.



Example of Progress Snapshot in K-8 Platform

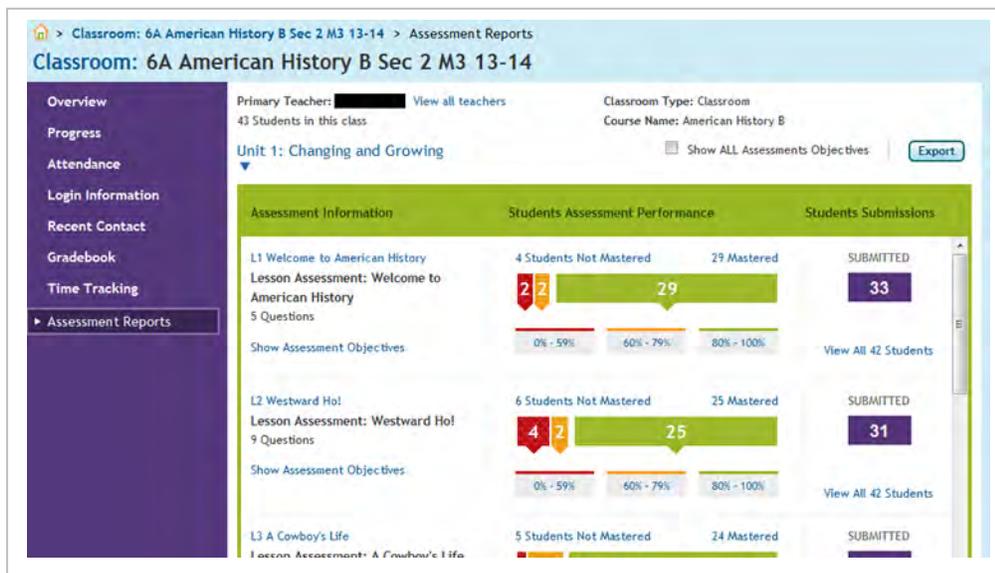
All Classes:

Learning Coach can view snapshot of all courses to understand which lessons have been Completed, Not Mastered, Skipped and Not Completed

Course Specific Details: A Learning Coach can view additional details for some courses to understand what lessons the Student completed, did not Master, skipped and did not complete.

The K-8 LMS also provides the capacity for dashboards, views, and export reports for student attendance, system activity, synchronous sessions, detailed assessment results, and gradebook details. Teachers are provided with functionality that allows them to extract reports on student progress and mastery as well as on assessment results.

Insight PA teachers can view assessment detail at the class level, including Mastered and Not Mastered Assessments and status of completion. The teacher can view lesson objectives and links to the Teacher Reference course:



For each individual assessment, a Teacher can view student level details, including the number of times a student has taken an assessment, assessment score, date of assessment and time spent taking the assessment.

K-8 parents can also click to understand how students performed on Assessments.

The K-8 LMS system integrates with the School Portal (TotalView) in order to provide a set of dashboards showing student activity and progress information to parents, teachers and staff.

The K-8 LMS system tracks student activity time on a lesson-by-lesson level and integrates with the reporting platform to provide school staff with detailed reports on student attendance and activity, progress and mastery, as well as student communications and notes.

Our LMS partner has the capability to create custom reports, if requested.

K-8 Scheduling and Lesson Planning Tools

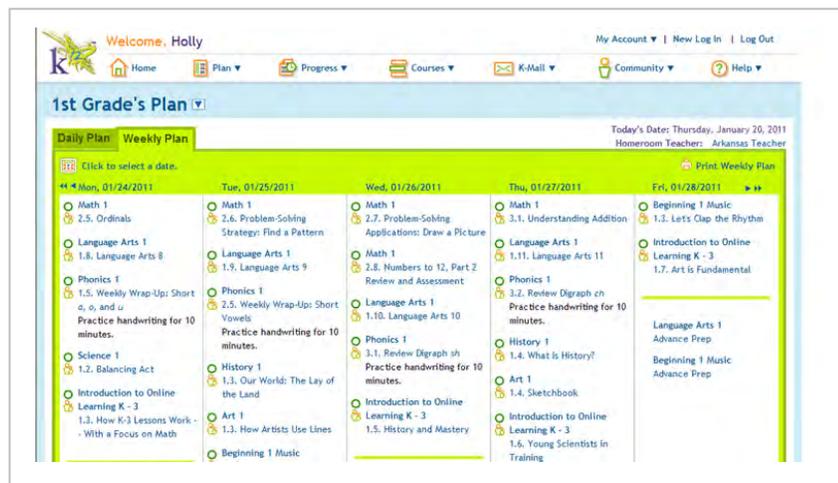
The lesson planning and scheduling tools enable K-12 teachers and parents to establish a schedule for completing lessons. The K-8 learning environment is designed to accommodate students who work at varying paces and these tools are designed to update the plan as a student progresses through each lesson

and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. For a single course, Teachers and administrators have the ability to set expected completion goals for individual students, as well as provide additional time to complete a course. Furthermore, each student, in all grades, has the ability to view a custom Plan that displays what is expected to be completed on a given day or week.

The Daily Plan shows all of the lessons scheduled for the Student’s current day. For each scheduled lesson, the Daily Plan provides:

- A description of each lesson by course
- Whether the class is online or offline
- Assessment Status
- Completion Status
- Advance Prep for today’s lessons

The Weekly Plan shows all of the lessons scheduled for the current week for the student. For each scheduled lesson, the Weekly Plan provides a link to the Course, and the Quick Links box provides links to course materials and any advance prep for the week’s lessons.



K-8 OLS Weekly Plan

The Planning Engine dynamically evaluates a student’s progress and achievement through a course, the school schedule and student’s personal schedule, and the course structure to give the student guidance on lessons to complete each day. This dynamic engine enables students to progress through

a course on their own pace while still promoting a framework for completing the course in an appropriate timeframe.

In addition this engine allows students, their learning coaches, or their teachers to customize their schedule to take certain subjects on certain days of the week, block schedule to concentrate on subjects, or alter their schedule to catch up if they fall behind. As the student alters their course schedule, the Planning Engine will predict the anticipated completion date of the course to give them feedback on their schedule selections.

All of these abilities occur in real-time to allow a student to concentrate on their school activities and not be distracted managing their calendar on a day-to-day basis.

Navigation

Across all grades, the learning management systems make the user experience a priority.

High School Platform

The system's look and feel is effective in different displays and focuses a user's attention on the most important content of a page. Users have consistent access to courses, course alerts and personal settings.

The minibar holds three separate streams of notifications:

- Messaging: Provides access to email and instant messenger.
- Course Activity: Provides access to announcements, newly released grades, and due dates.
- Subscriptions: Provides access to the discussion board posts and blogs to which the user has subscribed.

One example of ease of use in the High School platform is the School Landing Page. Upon reaching the School Landing Page, Insight PA parents can immediately see the names of their students and a quick summary of their current performance and activity in the course. Insight PA students can see what work is scheduled for the day across all of their courses, whether there are posts or assignments to review, and every announcement from every course that they have not yet dismissed. Insight PA teachers can see which courses have unread dropbox items to grade, and discussion posts to moderate.

Notifications on the mini-bar also provide a fast and easy way for users to get to the most important tasks to complete quickly and easily. Students can immediately access new announcements, dropbox assignment feedback, and discussion posts by clicking the notifications from anywhere in the platform.

K-8 Platform

Our students are able to quickly and easily access their course content. Upon logging into the LMS, the student is presented with his/her Lesson Shortcuts. A link to the lesson planned for the day is listed for each course the student is enrolled in. This makes it ideal for the student to quickly click a link and jump right into his/her curriculum. Another way the student can easily access their course is through his/her plan. Each day lists the planned lessons for the day for each course. A student can click on a link and jump right into the content. In both scenarios, the student is landed within the lesson from which he/she last accessed the content. This allows the student to continue where he/she left off without having to unnecessarily repeat or miss valuable content.

Once within the content player, the student can easily navigate within the course using forward and back buttons, as well as using the navigator to jump to desired content.

Global Navigation

Similar to the minibar in High School, the K-8 LMS includes global navigation that allows users to quickly access all of the tools they need from anywhere in the LMS. This navigation area is constant across the experience and allows for efficient navigation no matter where the user is within the LMS. This area includes quick access to their File Sharing, My Account, and Logout along with full menu access to the Plan, Progress, Courses, KMail, Class Connect, Community, and Help tools. If the user has the proper privileges he/she can also switch the user role log in easily.

Many of the tools within the LMS also include a Quick Links area that gives the user quick access to common tools or tasks appropriate to that experience. For example, within the Plan tool the Quick Links includes links to the Schedule Setup, Contact Our Teachers, and Quick Tours. These are common tasks the user performs while viewing and interacting with his/her plan.

Satisfaction is one of the reasons Insight PA selected K12 as an LMS and curriculum partners. Families report that the K-8 Online School is easy to use and that they are highly satisfied with their ability to accomplish day to day activities with ease. For many key activities, overall satisfaction often ranks at 90% or above [Source: Spring Satisfaction Survey 2014, Top 3 box selection]. Some highlights of the family feedback includes high levels of satisfaction with the overall design (colors, imagery, etc), the readability of the text, ease of checking progress, finding what to do on a given day, ease of accessing courses and knowing what my student should do every day, planning and progress, and overall navigation and ease of use.

Use of the robust capabilities of the online medium

Because learning is not confined to the classroom, a robust mobile solution is included with the platforms to be used by Insight PA. Extending access to mobile devices provides resources, services, course information and interaction to learners and instructors — where and when it is convenient.

The Desire2Learn Mobile Web is accessible to learners running iOS, Android™, Windows® Phone, or BlackBerry® devices. Desire2Learn's Assignment Grader is available to individual instructors because it adds significant value, namely the ability to download assignments and work completely offline with grades and feedback syncs to the server the next time the iPad® user is online. Mobile solutions offer individuals and institutions the flexibility to select the products that best meet their needs.

Mobile solutions include the following:

- D2LMobile Web | Included with Desire2Learn Learning Environment, mobile users can read content, view their grades, see the latest news, view a course's calendar, and read and reply to discussion boards. All of these tools are available in a format designed and optimized for mobile web browsing and is accessible to learners running iOS, Android™, Windows® Phone, or BlackBerry® devices..
- D2L Assignment Grader | Allows Insight PA teachers to take their entire launched collection of learner-submitted digital assignments anywhere they want and grade them from the convenience of an iPad®. Desire2Learn Assignment Grader can help shorten turnaround times for providing grades and feedback

as well as increased learner engagement by providing written, audio and/or video commentary.

Insight PA's vendor also offers over 50 mobile apps for Apple, Android, and Amazon Kindle phones and tablets. Most are free or very low cost, and all follow the same rigorous standards of research-based instructional design. All 50+ apps with links to various platforms are at <http://www.k¹².com/mobile-apps>.

Among the most popular offerings are:

- Attendance is available to all families, they can now track student attendance when on the go! The Attendance app lets learning coaches enter student attendance in the Online School and check for missing attendance within the last 10 days. Attendance syncs with the OLS to keep student attendance up to date.
- Timed Reading & Comprehension Practice lets readers in levels K–4 practice fluency by reading 250+ short, timed stories. This offering includes comprehension questions to check reading understanding following grade 1 through 4 stories, as well as per-student charts to track grade and story mastery.
- Periodic Table of the Elements - Periodic Table of the Elements lets students explore the elements and their key attributes in a simple, easy-to-use way. It's perfect for working through homework problems for Science courses.
- Equivalence Tiles - Fractions, decimals, and percents are used in everyday life—this app acts as a tool to help students understand how they relate simply by dragging and dropping tiles of equivalent value (for example, 0.5, 1/2, 50% are all equal).
- Timed Reading & Comprehension Practice
- AP Exam Prep and AP Exam Review Flashcards apps (12 subjects)
Based on the most popular elements of AP courses, these 13 apps are some of the most comprehensive, integrated review and practice tools available on tablets today. Review key terms, essential questions, and practice taking AP-style multiple choice, free response, and essay questions. The app automatically tracks mastery on each topic and creates a customized study plan to help students prepare for their AP exam. Lite versions are free to try.

- Dozens more apps from preschool to high school are available here: <http://www.k12.com/mobile-apps>

Universal Design Principles

One of the reasons Insight PA selected K12 as its LMS and curriculum partner is the adherence to universal design principles in pre-k through grade 12. Accessibility is essential to the success of Insight PA students. Interfaces are designed from insight gained through usability-focus groups, and the systems are intuitive enough to enable novice and expert users alike to skillfully navigate through and interact with the system.

High School

The High School learning management system is easy to use for all types of users. The Desire2Learn learning management system has been built to leverage HTML5 and responsive design to ensure that the Learning Environment both functions and displays well when using different browsers, screen sizes, and devices. Additionally, the platform was designed to be accessible for all users with or without disabilities; inclusive design is a top priority and standards adherence and functional accessibility assessment is tightly integrated into the D2L LMS.

The systematic approach to accessible design in the high school platform is based upon the following:

- Mark-up decisions are centralized - The architecture has centralized decisions about page mark-up whereby most of the mark-up needed by assistive technology users is consistently and automatically included in system tools.
- Design guidelines are in place - Design guidelines help ensure consistency between the various tools in the system. This in turn helps increase functional accessibility.
- Accessibility barriers are proactively identified - Desire2Learn does internal quality assurance testing with assistive technologies like JAWS®, NVDA, VoiceOver, and Dragon NaturallySpeaking™ to proactively identify and address issues. Additionally, the developer tests against the proposed WCAG 2.0 standards.
- User experiences are regarded as a whole - Accessibility is not limited to the LMS. This is why the documentation team is an integral part of accessibility efforts. They look for better ways to support assistive technology users to

quickly discover helpful features and settings, as well as provide advice to administrators and course designers regarding system features that can enhance course and system accessibility.

- Close relationships with client and community experts - Desire2Learn is the only LMS vendor that has pledged to review its accessibility program with the National Federation of the Blind yearly as part of their Nonvisual Access Certification and is the only LMS vendor to achieve Gold level certification on multiple occasions (2010, 2011, 2013). Furthermore, Desire2Learn participates in a client-led accessibility interest group that meets monthly to set strategy, provide technical guidance, and review solutions related to web accessibility and inclusive learning; this group is instrumental in ensuring that the program is transparent and aligns with clients' needs.

K-8

The K-8 learning management system strives to ensure each interaction within the platform allows for multiple means of representation, action and expression as well as engagement. Our partner's product development team follows the National Center on Universal Design for Learning's principles when revising and/or creating new content.

Examples of how the LMS addresses multiple means of representation:

- Customize the display of information: Within many lessons and online activities students are able to enlarge the font on the screen as well as access various forms of assistive technology to change the size/view of the online course.
- Clarify vocabulary and symbols: Within many lessons the key vocabulary words are introduced at the beginning of the lessons. These same vocabulary words are identified when in use and the option to quickly refer back to the definition is available.
- Highlight patterns, critical features, big ideas and relationships to ensure comprehension: In many math lessons the skills review, which is the first activity, highlights previously introduced knowledge and the application of information already provided.

Examples of how the LMS addresses multiple means of action and expression:

- Vary the method for response and navigation: Within the synchronous instruction platforms (e.g. Class Connect with Blackboard Collaborate), students can respond by using the white board, by talking into the microphone, and by typing in the chat box to the large group, small group

or just to their teacher. Within the LMS students are able to respond by submitting hard copies to the teacher, by scanning and using File Share to send the document to the teacher, or by providing an audio recording or verbal responses to questions directly from the teacher.

The LMS incorporates feedback into its environments so that students, teachers, and parents have the ability to submit information to the vendor in the event that an error, omission or technical issue is encountered – or if the user would like to provide general feedback about the lesson or course. Feedback is categorized on a daily basis and distributed to the curriculum development, product management, and engineering teams, allowing these teams to then review the responses and prioritize any remediation strategy if necessary.

Content created by Insight PA teachers and stored in the High School Platform's Learning Object Repository can also have feedback from other instructors available for review. This can ensure that staff-authored content is, in a manner, peer-reviewed. Teachers can benefit from each other's expertise in continuously improving their own content.

Additionally, Insight PA's teachers and staff have access to help desks from the School Operations team and Academic Services Group. These teams receive feedback directly which is shared internally with the vendor's teams to determine how to continually improve products and content.

C. Describe the technical support that will be provided to students and parents.

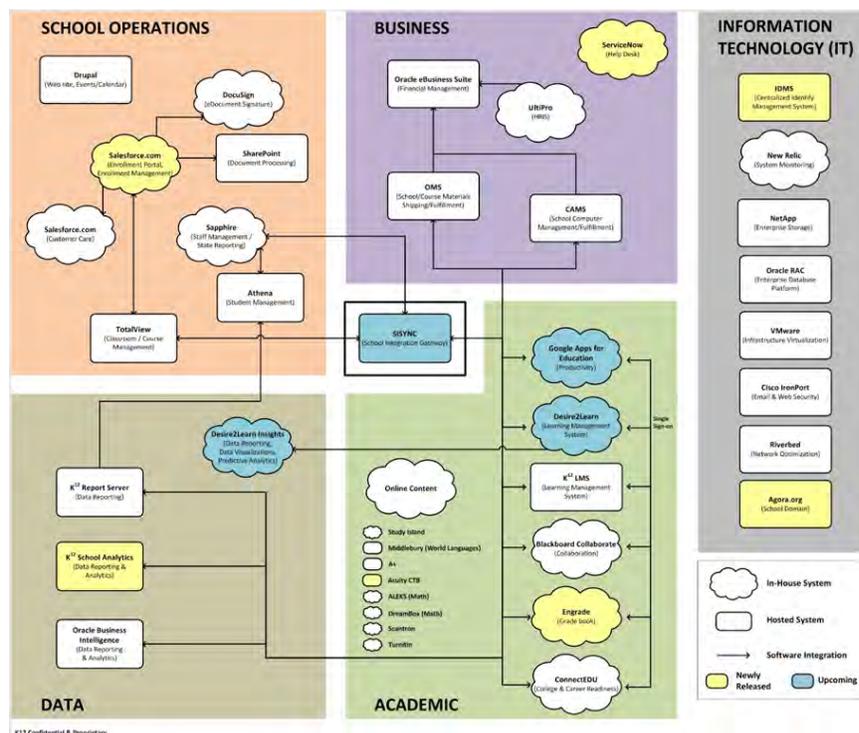
Nothing is more important to Insight PA than to see our students succeed. Part of that success story can only be achieved through a high availability network, a secure environment, active monitoring, world class student and teacher support and strong strategic partnerships. Insight PA selected K¹² to provide technology support because the company is well positioned in its unique ability to provide this support, security, and reliability for a seamless virtual school experience.

K¹²'s Learning Systems are hosted in a world-class data center providing uninterrupted operations with the flexibility to accommodate and adapt to evolving business requirements and growth. K12 has a second, geographically diverse data center on standby to assume operations in the event of a primary data center failure. K12 has invested significantly in its infrastructure to maintain a highly secure and compliant environment. K12 ensures compliance with the Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. The Network Operations Center (NOC) monitors and manages the application, database and network environments on a 24x7, 365 day a year basis to ensure optimal system performance and availability for our users. K¹² will provide on-site technical support at the Insight PA administrative offices. Support engineers are backed by a nationwide network of technology engineers including a Help Desk for first-level support, ensuring Insight PA's teachers and students receive the attention they require. Finally, K¹² has strong strategic partnerships with best in class IT providers and continually invests in efforts to ensure all systems utilize up-to-date, "leading edge" technology.

K¹² also brings to Insight PA an industry-leading capability as a technology integrator within K-12 online schools. K¹² has successfully integrated dozens of commercial and proprietary systems, to present a scalable and integrated user experience across a variety of functional areas:

- Learning Management
- Student Information
- Customer Relationship Management
- Admissions and Enrollment Management
- Data Analysis and Reporting
- Marketing and Lead Generation

- Document Storage and Management



Insight PA application topography as powered by K¹²

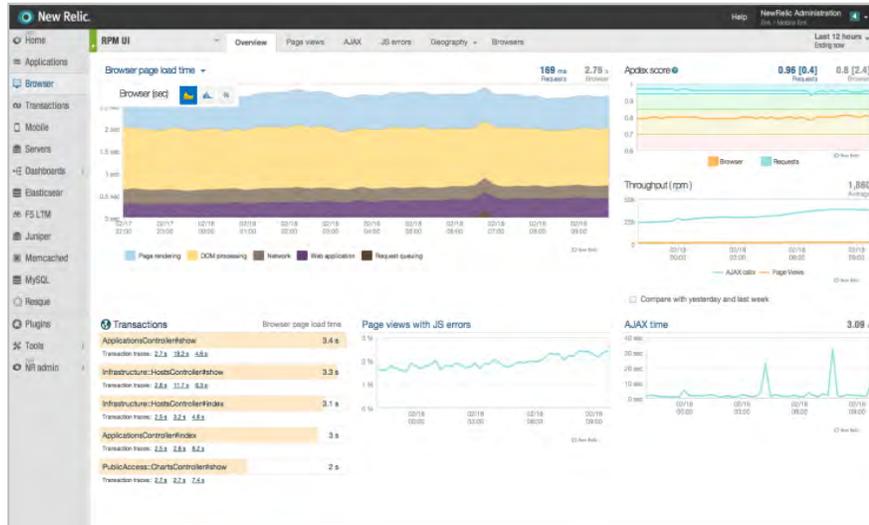
Technology Support/Help Desk Service

24-7 monitoring of production services and the on-line learning management system

The K¹² Network Operations Center (NOC) monitors and manages the production services and learning management system operations on a 24x7 basis, 365 days a year to ensure optimal system performance and availability for our users. K¹² utilizes industry leading IT management tools to monitor system components (servers, databases, network devices, etc.) to ensure availability and to forecast capacity requirements. This allows K12 to identify a failing component and to proactively scale or grow the infrastructure to support future user requirements.

Today's software applications and services have become highly complex. Their architectures are highly distributed, service-oriented, and scale across secure, private infrastructure and also the public internet. Traditional monitoring of system infrastructure components is no longer enough to gauge a systems' true performance or an end-user's satisfaction.

K¹² has invested in state-of-the-art application performance monitoring (APM) to provide the NOC insight into all aspects of the systems’ performance and detailed, real-time analytics to know if users are experiencing poor system response time anywhere in the world.



APM provides additional real-time insights into our system’s performance

Monitor and analyze system data, to fix production issues as they may arise and maintain the integrity of data if server goes down.

K¹² understands the paramount need for systems availability and performance to meet Insight PA’s student and teacher needs. K¹²’s Learning Systems are hosted in a world-class data center providing uninterrupted operations with the flexibility to accommodate and adapt to evolving business requirements and growth. To ensure a seamless student and teacher school experience, K12 has a second, geographically separate data center on standby to assume operations in the event of a failure of the primary data center. K12 has in place rigorous practices to ensure the security of our customers’ data. Ongoing investment and tireless commitment to delivering seamless and secure virtual school experiences have driven K12 to achieve an industry leading 99.999% uptime (less than 26 seconds downtime per month). The Learning System’s availability is regularly above 99.7%.

K¹² Network Operation Center (NOC) provides 24x7 production systems monitoring, 365 days per year. The goal is to detect and address performance issues before they impact end-users. In addition to this real-time monitoring, the IT management team reviews system performance data daily and weekly. Each month, the systems performance data is presented to K¹²’s executive management team.

The NOC is led by a seasoned technology management team with an average of 20+ years' experience each. The NOC engineers possess industry certifications and strong technical skills that allow them to proactively monitor systems for conditions that may cause degradation of service before there is an impact to the user community.

The NOC leads timely incident response, performs immediate problem triage and quickly identifies solutions to restore system operations when a failure occurs. The NOC also communicates any operational issues and provides advance notice for upcoming systems maintenance to users and business leaders.

The NOC also enforces many of the Information Security policies to protect systems from unauthorized access or changes. Policies on change, problem and access management are strictly enforced. Disaster Recovery and Security Incident Response plans are also administered by our NOC, yet rarely utilized.

K¹² offers a state of the art regional support model that leverages multiple Tier 1 and Tier 2 technicians across a geographic region. This allows Teachers and Staff to have access to multiple technicians at any given time, leveraging various skillsets. The model includes an inbound call center with an auto-attendant that is staffed daily by supervisors and technicians. This model allows for very quick responses and reduced resolution time to better serve Insight PA staff and teaching community.

K¹² has designed and implemented a distributed, high-availability systems architecture where no single device or server failure would bring the Learning Systems down or impact a significant number of users. K12 has implemented fully redundant systems on multiple levels which include power, servers, databases, network infrastructure, and storage.

Should a catastrophic natural or man-made event impact system operations at the primary data center, operations can be quickly routed to a second data center in the Midwest. All K¹² Learning System data is replicated to this data center in near-real time to minimize any data loss or systems outage should an event occur. To protect against data loss and in addition to the data replication from the primary to contingency data center, daily data backups are completed each evening. Backup copies are also stored at a secure, offsite facility for optimal protection.



Generate reports on pupil academic performance, attendance and progress;

K¹² maintains an industry-leading reporting and data warehousing platform to produce reports on student academic performance, attendance and progress. K¹² understands that students utilize a suite of systems as part of their online school experience, and K¹² establishes data feeds with all major academic and support systems. K¹² will provide Insight PA with combined reports showing activity and academic progress across many systems and tools in a single report. This capacity to combine data from multiple systems for reporting is a service that distinguishes K¹².



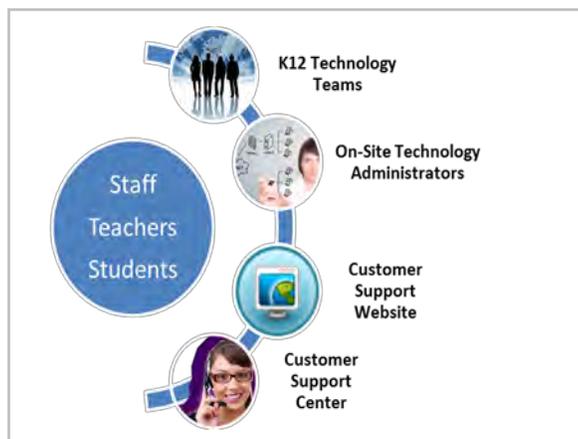
Dynamic graphs and dashboards available in Oracle

Activity Time & Logins	Grades & Progress	Communications
<ul style="list-style-type: none"> OLS Lesson Activity OLS Service Tracking LMS Lesson Activity OLS Login Trail eCollege Lesson Activity Class Connect PowerSpeak MIL Next Gen A+ Manually Reported Attendance Study Island Inteltek Desire2Learn Lesson Activity Desire2Learn Org Activity Google Apps For Education 	<ul style="list-style-type: none"> LMS Mastery OLS Mastery LMS Assessment Scores OLS Assessment Scores eCollege PowerSpeak MIL Next Gen EnGrade Learnicus Dropbox Study Island Desire2Learn Inteltek 	<ul style="list-style-type: none"> Kmail & Notes eCollege Discussion Boards Class Connect Learnicus File Share TotalView Two Way Contact PowerSpeak eCollege Dropbox Teacher VOIP Study Island Inteltek Desire2Learn Discussion Boards Desire2Learn Dropbox Desire2Learn Pager & Chat Google Apps for Education
<p>Full</p> <p>23 Data Sets Currently implemented across all schools & time periods. Multiple levels of aggregation.</p> <p>Partial</p> <p>13 Data Sets Currently implemented to deliver specific reporting products across some schools.</p> <p>None</p> <p>21 Data Sets Currently no connections to this data source.</p>	<p>Academic Supports</p> <ul style="list-style-type: none"> Scantron Study Island Standardized Test Scores Acuity A+ ConnectEDU Naviance WorkTime National Math Lab 	<p>Enrollment Lifecycle</p> <ul style="list-style-type: none"> SalesForce SAMS/TotalView EPR OMS Free9 Grade EBS Marketo

K¹² Data Source Status depicts current availability of data in K¹²'s Data Warehouse for cross-platform reporting and analysis

Train Insight PA staff, and parents and students, as deemed appropriate and necessary, on technology systems

Insight PA selected K¹² for technology support because of a full range of resources and training materials to help users get the most from their K¹² and Insight PA experience. Each Insight PA teacher attends a face-to-face training session with on-site technology staff; topics are wide-ranging and include basic computer operations, usage/care, Insight PA-specific software, and a comprehensive introduction to their newly-assigned equipment. Training also includes an overview



Technology systems training and support

of information technology policies and procedures at both the school and regional level. Refresher training is offered periodically throughout the year at face to face Professional Development days as needed/requested.

Install and maintain the school's computer network.

K¹² will provide the technical expertise and manpower to design, install and maintain Insight PA's computer network. In addition to on-site and regional technology support staff, K¹² corporate network engineering team is available to support Insight PA.

K¹²'s network engineering team consists of industry recognized, certified professionals with experience implementing and supporting global private and public networks. They also have ready access to the industry's best-in-class vendors for design, implementation and support, as needed.

Generate reports e.g., omnibus report, demographic reports, etc.

K¹² maintains a dedicated team and analytics platform to produce dynamic reporting products for Insight PA. This offering includes a secure web portal (reports.K12.com) for report delivery as well as the industry-leading Oracle Business Intelligence (OBIEE) reporting suite, which provides on-demand configurable reports and dashboards.

K¹² is establishing a security model that will allow Insight PA to view reports and dashboards in Oracle BI tools, securely filtered to show only data our school. This model will also allow Insight PA to build and use its own reports through a drag-and-drop interface, including the specific fields and filters desired on each report.

Behind the scenes, K¹² maintains reporting and data warehousing databases, as well as industry-leading data integration with third party platforms. The net result is a capability to provide reports on any single academic system, or views across multiple platforms at once, from K¹²'s single school reporting portal, without requiring Insight PA to visit multiple sites to access this information.

K¹²'s Learning Management Systems (LMS) and Student Management Information System (SMIS) provide in-system reports and dashboards accessible to students, learning coaches, teachers and staff.

K¹² generates reports covering all student demographics and enrollment information, and delivers these automatically via a reporting web portal on a daily basis. K¹² makes these dashboards available via OBIEE to show aggregate school demographics information (student counts by grade level, enrollment status, prior school type, race, gender). This reporting platform allows Insight PA to receive both automated and on-demand reports, in a stable, always-on environment. Reports are available 24x7x365.

Insight PA will be able to provide reports showing historical information or changes in information over time, in addition to the 'current state' of records in their platforms in real-time. These reports enable Insight PA to manage its operations and academics, and to complete federal, state and local compliance reporting activities.

Provide onsite and telephone support for the school administration in troubleshooting system errors, and telephone support for students.

K¹² will provide on-site technical support at the Insight PA administrative office. There will be office technologies to provide internet access, wireless networking, a shared storage drive environment, a financial server, and database servers to host school management tools.

K¹² proposes a significant enhancement to the Agora technology environment by completing a wholesale technology upgrade in the Philadelphia learning center to deliver a more professional and contemporary experience and modernizing the existing Agora administrative office network infrastructure to create a more robust environment and prepare for future growth.

Insight PA's teacher workforce is supported by a Nationwide Help Desk for first-level support. Should a new computer be required, one is quickly shipped overnight to the impacted teacher. If an in-home service call is required, a workstation technology partner, Lenovo, will dispatch a technician to the teacher's home within 24 hours.

All Insight PA workstations will be configured with InstantHelp Remote Desktop Assistance. InstantHelp allows the monitoring of workstations remotely, 24x7, and in many cases will identify and neutralize problems before the teacher is aware of them. This includes the detection and neutralization of computer viruses and malware.

K¹² has multiple levels of technology support to minimize the impact of technology issues and provide information to get Insight PA staff, teachers and students back to learning. Support teams have many years of experience successfully supporting Pennsylvania families.

- Customer Support Center to assist parents, students and learning coaches
 - Online training and support materials
 - Support via phone or through our support web portal

Metric	Value
Inbound Call Volume	~450,000 calls per year
Handle Rate (HR)	94%
Average Speed of Answer	58 seconds
Case Volume	~380,000

SY13-14 Customer Support team metrics:

- National Help Desk to support Insight PA staff and teachers
 - Online training and support materials
 - Support via phone, through our support web portal or via the click of a desktop icon included with all staff and teacher computers
- Multi-tiered technology Help Desk
 - Regional Helpdesk supporting all incoming Tier 1 Calls
 - Locally-assigned technology engineers to handle all Tier 2 escalations from the regional helpdesk.
 - All Tier 3 escalations happen at the corporate level, when/if needed
- On-site technology engineer at the Agora Learning Center
- On-site technology engineer at the Agora Cyber Charter Academy Office
- Next-day in home technical support for teachers and staff, as needed
- K¹² North region technology support staff and manager
- K¹² corporate technology support teams and management

Provide Insight PA email accounts for employees

Insight PA will have a secure and scalable enterprise electronic mail and calendar system using the Microsoft Exchange messaging platform. Microsoft is the leading vendor in the business email market (according to 2013 data). This environment provides the following benefits and functionality to Insight PA staff:

- Outlook client features available in Webmail
- Mobile device access utilizing ActiveSync
- Enhanced conversation viewing capabilities

- Enhanced calendar features with sharing
- Access provides access from any internet connected device
- MailTips and Automatic Replies
- 2GB mailbox for each user
- Attachment sizes up to 25MB
- Technical support

Google Apps for Education will bring the many benefits that millions of students and teachers are currently experiencing to Insight PA. K¹² has partnered with Google to address the privacy, compliance and intellectual property concerns unique to virtual education. K¹² is now an authorized provisioner of the Google Apps for Education products and services.

 Google
Apps for Education

Google Apps for Education products and services

Provide care and technology support services on the learning management system, computer, and software issues

Insight PA will utilize the K¹² Customer Support team to provide round the clock assistance to our Students and Learning Coaches, handling a wide range of technical and non-technical issues. Dedicated agents will be available to our Families 24 hours a day, 7 days a week, 361 days a year via:

- Telephone at 866-K12-CARE (866-512-2273)
- Web Ticket (webform.k12.com)
- Online at K12.com/Support for Self-Help using our extensive Knowledge Base

Customer Care
Materials – Replace missing, damaged or lost items
Online School Account Setup
Online School and 3 rd Party Software Login Assistance
Online School Navigation & Getting Started Inquiries
Reclamation Assistance for Materials and Hardware
Technical Support
Hardware – Troubleshoot student devices and replace K ¹² -provided hardware as necessary
Software – Troubleshoot all K ¹² and 3rd party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
Identify and troubleshoot software bugs and work with K ¹² IT teams to resolve
Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary

D. Describe the policy for ensuring the privacy and security measures that will guarantee the confidentiality of data gathered online.

Securing student data and protecting the integrity of all school data is a paramount objective at Insight PA. Data security is considered from the first parent who expresses initial interest in our school. We are also planning for data integrity and security in the reporting process.

System Security

A considerable amount of student and school data is housed on the systems that support the Learning Management System. The nerve center for these systems is the Network Operations Center (NOC). The NOC enforces many of the Information Security policies to protect systems from unauthorized access or changes. Policies on change, problem and access management will be strictly enforced. Disaster Recovery and Security Incident Response plans are also administered by the NOC and school-level technology managers, yet rarely utilized. (See Appendix I.30 for a sample disaster recovery plan)

Insight PA will benefit from K¹²'s state of the art regional support model that leverages multiple Tier 1 and Tier 2 technicians across a geographic region. This allows Teachers and Staff to have access to multiple technicians at any given time, leveraging various skillsets. The model includes an inbound call center with an auto-attendant that is staffed daily by supervisors and technicians. This model allows for very quick responses and reduced resolution time to better serve Insight PA staff and teaching community.

There is a high-availability systems architecture where no single device or server failure would bring the Learning Systems down or impact a significant number of users. K12 has implemented fully redundant systems on multiple levels which include power, servers, databases, network infrastructure, and storage.

Should a catastrophic natural or man-made event impact system operations at the primary data center, operations can be quickly routed to a second data center in the Midwest. All K¹² Learning System data is replicated to this data center in near-real time to minimize any data loss or systems outage should an event occur. To protect against data loss and in addition to the data replication from the primary to contingency data center, daily data backups are completed each evening. Backup copies are also stored at a secure, offsite facility for optimal protection.

Ensure electronic security of student records

Student data is a frequent target of international hackers and its security is our technology team's number one priority. Each year, public, private and charter schools fail to secure their teachers' and students' private data and names, addresses, social security numbers and birthdates have been stolen or mistakenly published online.

We take this data seriously. We will utilize K12's processes, people and technology to build and maintain a highly secure and compliant environment. Our technology team will partner closely with Legal experts to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) regulations and the Children's Online Privacy Protection Act (COPPA).

K12 invests over \$1 million annually in security infrastructure. K¹² has implemented a sophisticated, multi-layered security defense which includes multi-level firewalls, intrusion detection and prevention systems, personal data encryption, Distributed Denial of Service (DDoS) attack detection and mitigation services, along with many other services to protect our school operations and data.

K¹² has strong strategic partnerships with best in class IT providers and continually invests in efforts to ensure all systems utilize up-to-date, "leading edge" technology. The internal Information Security team consists of industry recognized, certified professionals. K¹² has comprehensive Security Policies in place which are strictly enforced. Logs are reviewed daily for system health, security, and security compliance. Internal and annual external audits are also performed at regular intervals to ensure compliance. In the event of a security issue, K¹² has a robust Security Incident Response Plan in place, along with a leading security vendor partnership agreement to ensure a timely and "best in class" response.

- Monthly Management Risk Reviews
- Quarterly Internal Vulnerability Assessments
- Annual Third-party Vulnerability Assessment
- Annual Third-party Penetration Testing

K¹² has Internal Compliance and Information Security teams consisting of industry recognized, certified professionals. K12 has also contracted with a leading information security vendor to assist in security related events and to annually test defenses:

- Quarterly internal vulnerability assessments
- Annual vulnerability and penetration testing by leading security vendor

Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet

McAfee Virus Scan Enterprise is included in the proposed OS, software and driver configuration for both the laptop and tablet solutions. This configuration (the “image”) has been designed to optimally support the K¹² learning technology stack and will be part of the K¹²-provided laptop software image.

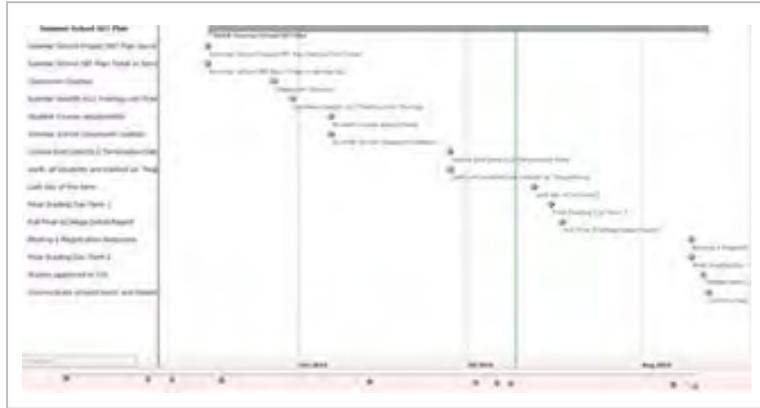
Prepare for, supervise, and implement all system rollovers at the end of each academic year to preserve data

A system will be in place to ensure the yearly rollover of the SMIS is automatic, requiring no action on the part of Insight PA. The school staff will simply submit its next school year calendar and the New Year roll over happens automatically the night before the first day of each new school year.

The local school processes behind the year end activities that need to occur are high stakes for the students and require careful coordination and planning. Insight PA’s administrative staff will have project management skills to ensure all of the required components are done carefully and completely for each student. Some of these year-end activities include the following:

- Completing appropriate SMIS training modules (as needed)
- Verifying family addresses prior to new year materials order fulfillment
- Validating the school calendar information is correct for the end of the current school year
- Defining and communicating the following year school calendar
- Defining a process for flagging students who are not grade level promoting
- Identifying students who need course extensions
- Developing and delivering school level training
- Plan for integrating grading for any adjunct faculty (as appropriate)
- Plan for approving final grades
- Plan for report card creation and distribution

- Verifying course catalog options for the next school year
- Withdrawing students who are not returning as appropriate with applicable law
- Placing appropriate course orders for each returning student
- Validation and quality assurance checks that student grade levels and course orders are correct/adjustments made



The operations manager develops and manages a project plan of local year-end activities that need to occur annually

E. Describe the methods to ensure authenticity of student work and the proctoring of exams.

Identification of Student “Voice” and Historical Context

Courses include both computer and teacher-scored activities and assessments. Teacher scored activities and assessments are generally more open-ended questions and assignments (e.g. “...write a personal narrative about an important event in your life...”, “...write an analysis of the data you collected in the experiment...,” etc.) Just as in a brick and mortar course, teachers develop a sense of the personal voice and writing style of students. In addition, students tend to develop a pattern of activity and performance in a course. When either the voice or performance of a student varies suddenly or greatly, the teacher may look more closely at the student’s efforts for signs of academic impropriety.

Additionally, Insight PA will work with teachers to develop policies that require passing/submission of all or some specified number of these types of teacher-scored assessments or assignments in order to pass a course, earn course credit, or be eligible for a course grade at or above a specified level regardless of the grade earned by solely computer-scored assessments. Teacher evaluation of student work throughout a course permits them to gain deeper insights into the students’ abilities, needs, and each individual student’s ‘voice’. These are key ingredients in permitting a teacher to detect breaches of academic integrity. (See Appendix I.31)

Use of Anti-Cheating Technologies

Insight PA and its teachers will subscribe to plagiarism checking services such as Turn-It-In. Student work is submitted to the service to check for plagiarism when the student turns in his/her assignment. Other tactics will be deployed, such as empowering teachers to enable browser lockdown technology for any computer-scored assessment in the Learning Management System. It also prevents “screenshots” and copying/pasting to protect the integrity of the test. If a student fails an assessment, in order to retake the assessment, the student’s Learning Coach must log in to give the student access to the assessment. This is so the learning coach can access the review for the assessment with the student and then the student retakes the assessment. Teachers may also give students their assessments via *Blackboard Collaborate* or face to face, if there is an indication that there has been a breach of integrity. In the Online School (OLS), each assessment is date and time stamped so the teacher and school can see when an assessment was taken, how many times an assessment was taken, and what the student score(s) was (were). High-stakes computer-scored assessments typically employ question banks from which the LMS delivers questions chosen at random from the bank. Students then, in essence, are receiving versions of the assessments that no other student received, helping to prevent cheating.

Proctoring

Insight PA could require mid-semester, mid-year and/or end of course assessments to be proctored in a live in-person setting. Insight PA could choose to use passing of these assessments as a requirement for passing a course. In some cases, teachers assess students live in an online environment. In these cases, students may or may not be required to have a web-cam set up so the teacher can see the surroundings near the student and to ensure there is not cheating occurring. Most often, however, the teacher will use an original assessment that the student must respond to orally or in writing in real time, thus reducing the possibility of academic dishonesty.

Restriction of Access

Teachers can restrict the window of time an assessment is available to students to a specific date and time through the use of locking and password protection on the LMS. Limiting the window of access to an assessment reduces the ability of students to engage in dishonest behaviors. Teachers can restrict the time available to students to take an assessment. This prevents students from taking hours to research the answers to a short assessment in the hopes of obtaining a high grade.

Assessment Design

The curriculum vendor uses assessment question banks for unit-level computer-based assessments that provide students with a randomized sample of questions covering all unit objectives. Due to the randomized nature, each student receives a slightly different assessment than the others, reducing the chance of sharing of questions and answers. The curriculum includes open-ended assignments in addition to close-ended activities, which help ensure the authenticity of student work.

F. Describing equipment such as hardware, software and Internet connections to be provided to students.

A student learning device is a child's gateway to his educational experience at Insight PA. We believe a high quality device, simplified student configuration, available support and seamless connectivity are essential to providing a student experience focused on what is important EDUCATION.

Insight PA's approach to Student Learning Devices is to provide the following key elements to support a student's learning experience which is integrated and aligned to K¹²'s learning management system and curriculum.

- **Quality Device** – the school will have several choices of devices, both new and used, from HP and Lenovo.

- **Customized Imaging** – All devices, no matter the option, will arrive to the students with customized imaging around the K¹² technology infrastructure which allows the student to access courses, lesson work and assignments as well as participate in Class Connect, the school’s tool for synchronous classroom sessions. The devices are compatible with K¹²’s existing and planned Learning Management System (LMS) and Student Information System (SIS).
- **Continuous Support** – All parents and students will have 24 / 7 / 361 technical support to quickly address issues that may arise and minimize any educational downtime related to technology.
- **Rapid Device Replacement** - In the case that hardware must be replaced, a new device will be delivered to the student within 3 days.

Student Learning Devices - Summary	
Cost	<ul style="list-style-type: none"> •Competitive direct purchase 3 year and 5 year lease options for devices.
Meet PARCC Hardware Purchasing Guidelines	<ul style="list-style-type: none"> •Several device choices from different OEMs and both new and refurbished choices. •All meet PARCC guidelines.
Device Power:	<ul style="list-style-type: none"> •6 cell battery. Minimum 8 hour capacity at full charge •Minimum 1 year life expectancy •Fast charge: up to 90% recharge within 90 minutes of charging when system is off
Network and Device Connectivity:	<ul style="list-style-type: none"> • All devices can access internet via Wi-Fi, both at home and away from home. •Devices meet the IEEE 802.11b/g/n standards for WLAN communication.
G. Distance and Online-Learning:	<ul style="list-style-type: none"> •All of the devices are fully compatible with the proposed Learning Management System (LMS) and Student Information System (SIS). •Units will be imaged with optimal technology configuration to support the current K¹² technology stack: <ul style="list-style-type: none"> ○ K¹² CALMS and OLS LMS • K¹² ClassConnect classroom collaboration tool utilized by: <ul style="list-style-type: none"> ○ E-College High School LMS ○ Study Island ○ Microsoft Office (either MS Office Pro or Office 365) ○ D2L (SY15-16) LMS (in testing) • All solutions proposed can support common on-line content.
Device Reliability and Support:	<ul style="list-style-type: none"> • Supported by K¹² 24x361 Tech support with optional in-home technical support. • Replacement units ordered up until 6pm shipped same day for delivery following business day.
Warranty:	<ul style="list-style-type: none"> • All equipment that has failed will be replaced. • Responsibility for costs to replace and later to repair or scrap failed equipment will be determined by reason for failure.
Delivery:	<ul style="list-style-type: none"> • Delivery to students' homes included in price of unit

New Devices

For the past 5 years, Insight PA's chosen vendor has partnered with CDW to procure, image and distribute all new student learning devices. During this time, CDW has shipped over 200,000 new computer units to students all over the country from one of their two North American distribution centers. In addition, the vendor and CDW have built data and process connections to facilitate seamless order processing, shipping and transaction confirmation between the two organizations. Some facts about CDW and our vendor's partnership with them:

- A leader in integrated IT solutions, \$10.8B revenue in 2013.
- Ranked #265 on the Fortune 500 list of IT services companies
- Ranked #60 on InformationWeek 500
- Ranked #68 on the 2014 InformationWeek Elite 100 – a ranking of the country's most innovative users of business technology.
- Some of the value-adds that set CDW apart from others in the IT services arena include:
 - Number one vendor partner to many of the industry's top original equipment manufacturers (OEMs), providing K¹² and K¹²'s partner schools with access to brand-specific resources, innovative products, and deeper price discounts
 - Deeply integrated with K¹²'s Student Technology fulfillment systems, which allows all new device orders, shipping confirmations and tracking information to be seamlessly transmitted between the two companies daily.

Vendor will use CDW for the procurement, imaging and fulfillment of all new devices.

Refurbished Devices

In 2012, Insight PA's vendor expanded its relationship with UPS Supply Chain Solutions, adding technology refurbishment, reconditioning and repackaging services for all returned/replaced student learning devices. This expansion followed five years of successful partnership with UPS in the fulfillment, distribution and reclamation of our instructional materials. By leveraging existing data and process integration with UPS, the vendor is able to transition from the previous technology refurbishment provider quickly with no interruption of services to partner schools.

Insight PA believes that an effective, highly skilled technology refurbishment capability is critical to constructing a technical model that is both educationally

effective and economically viable. From our vendor's experience, we know that the vast majority of student learning devices are returned not because of technical issues, but because the family has chosen a different education solution. Many returned units are lightly used, with cosmetic wear, and have significant life and value remaining. With careful and precise refurbishment, including complete removal of all personally identifiable information (PII), they can be made like-new and repurposed to new students with no issue. The same can be done for units needing more significant repairs. UPS has 15+ years of experience in the repair and refurbishment of similar or the same OEM equipment for dozens of customers throughout North America. We believe using properly refurbished equipment, either alone or in conjunction with the new unit approach, offers the best balance of educational and economic value.

Refurbishment Process

All units received by UPS undergo the following refurbishment steps

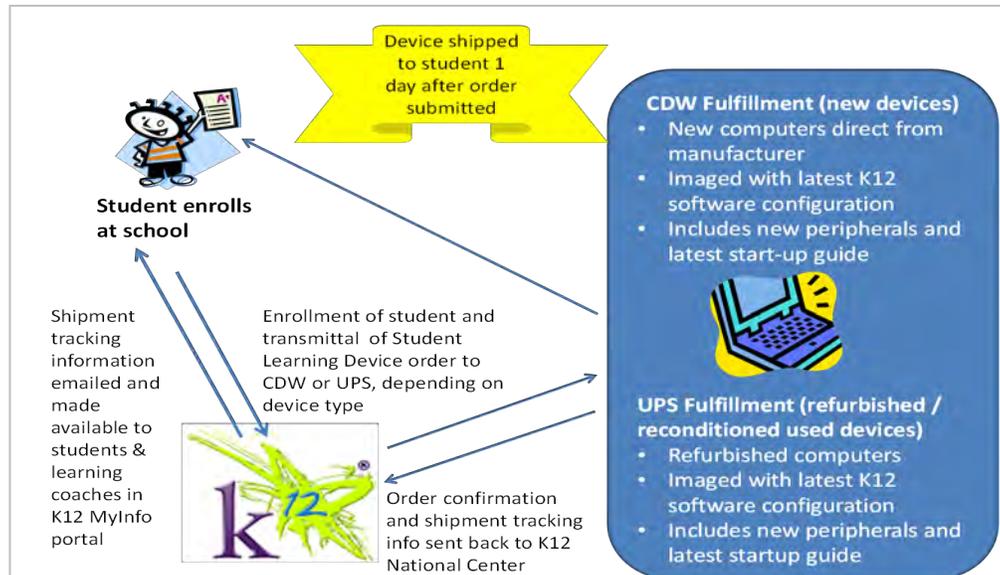
- Assessment, diagnosis and screening. Units deemed beyond economic repair are sent to disposal.
- Data wipe, including removal of all PII, HD check and reimaging with latest software image configuration (identical to the image loaded on new devices)
- Thorough cleaning of all surfaces
- Repainting (as needed)
- Repairs/replacement of components, including LCD screens, HD, keyboards, optical drives, among others
- Provisioning with new peripherals and a new start up guide
- Repackaging & shipment to family

Insight PA's vendor will use UPS Supply Chain Solutions for the refurbishment, reconditioning and fulfillment of the used device solution proposed.

- *New or Refurbished Computer End-to-End Order to Delivery Process*

This option provides Insight PA with two broad approaches and pricing for student learning devices.

- **Approach 1:** all new devices. Insight PA has technical specs and prices for four new devices, some laptop, some tablet.
- **Approach 2:** fully refurbished and reconditioned ‘approach 1’ devices.



Device Minimum Standard Configured Features and Accessories

- Based on our knowledge of the unique needs of Pennsylvania virtual charter school students, we’ve selected the following learning device options.
- Option #1 is the HP 255 G3 laptop
- Option #2 is the used, reconditioned, reimaged HP 255 G1 laptop that was issued school SY13-14.
- Option #3 is the HP Pro tablet
- Option #4 is the Lenovo L540 laptop
- Option #5 is the Lenovo Thinkpad 11e tablet

#	Component	Option #1 & #2 HP 255 G3 (new) & HP 255 (used)	Option #3: HP Pro x2 612 G1 (new tablet)	Option #4: Lenovo L540	Option #5: Lenovo ThinkPad 11e
					
1	Processor	Dual core @ 1.5 GHz; *G3 has 1.35 GHz	Intel® Core™ i5-4202Y with Intel HD Graphics 4200 (1.6 GHz, 3 MB cache, 2 cores)	Intel Core™ i3 @ 2.4GHz	Intel Celeron N2930 Quad core Processor @ 2.16 GHz
2	Memory	4 GB DDR3 SDRAM	On-board memory (4 GB module)	4 GB DDR3 SDRAM	4GB DDR3L
3	Hard Drive	400 GB; *G3 has 250 GB	64 GB up to 256 GB SSD 6	320 GB	320 GB
4	Optical Drive *	DVD±RW (±R DL) / DVD-RAM	Not provided with tablets	DVD Recordable 8x Max Dual Layer	Not provided with tablets
5	Networking	Gigabit Ethernet	Intel NIC (10/100/1000)	ThinkPad Wireless 2x2 BGN w/ Bluetooth 4.0	Intel 7260 N 802.11 abgn 2x2 + BT 4.0
6	Monitor	15.6 inch laptop screen. Affixed/applied to each screen is an additional, after-market, transparent protection layer designed to reinforce against/prevent cracks and breakage	12.5" diagonal HD UWVA eDP 1.2 LED-backlit touch screen (1366 x 768). Affixed/applied to each screen is an additional transparent, after market, protection layer designed to reinforce against/prevent cracks and breakage	15.6" FHD (1920 x 1080)	11.6" HD LED IPS touch (1366 x 768)
7	Spectrum	Standard Wi-Fi connectivity	Standard Wi-Fi connectivity	Standard Wi-Fi connectivity	Standard Wi-Fi connectivity
8	Connection type	Wireless (Ralink 802.11 b/g/n (1x1)) and Ethernet	Wireless and Ethernet	Wireless b/g/n (2x2) and Intel 10/1000 Gigabyte Ethernet	Wireless and Ethernet
9	Bluetooth	Bluetooth 4.0 HS	Bluetooth® 4.0 Combo	Bluetooth 4.0	Bluetooth 4.0
10	Internal Storage	20 GB	20 GB	20 GB	20 GB
11	Speaker	Built-in internal	HD audio with DTS Sound+; Dual speakers (front facing); noise suppression	Dolby Advanced Audio	Dolby Advanced Audio v2
12	Microphone	Built-in internal	Headphone line-out and microphone-in (combo)	Headphone line-out and microphone-in (combo)	Headphone line-out and microphone-in (combo)
13	Headphone jack	3.5mm port	Headphone line-out and microphone-in (combo)	Headphone line-out and microphone-in (combo)	Headphone line-out and microphone-in (combo)
14	Input/Output	1 VGA; 1 HDMI; 1 Microphone input; *G3 does not have a mic input 1 Headphone output; 1 LAN; 3x USB 2.0; *G3 has 1 USB 3.0 and 2 x USB 2.0 1 Memory Card SD Reader	1 USB 3.0 (tablet); 1 docking connector to base (tablet); 1 headphone/microphone combo (tablet); 14.5 mm multi-pin AC port (tablet); 1 DisplayPort 1.2 (power keyboard); 1 USB 3.0 charging (power keyboard); 1 docking connector to tablet (power keyboard); 1 side docking connector (base); 1 headphone/microphone combo (power keyboard); 14.5 mm multi-pin AC port (power keyboard); 1 VGA (power keyboard); 1 RJ-45 (power keyboard)	1 VGA; 1 USB 3.0; 3x USB 2.0; 1 Express Card (Smart Card); 1 Mic/headphone combo; 1 RJ45; 4-in-1 card reader (SD, MMC, SDHC, SDXC) 1 Mini DisplayPort	1 USB 3.0; 1 USB 2.0; 1 HDMI; 4-in-1 card reader (SD, MMC, SDHC, SDXC) 1 headphone/microphone combo; 1 RJ45
15	Printing capability	Printer drivers	Printer drivers; HP ePrint Driver	Printer drivers	Printer drivers
16	Multilanguage Keyboard support	Yes.	Yes.	Yes.	Yes.

#	Component	Option #1 & #2 HP 255 G3 (new) & HP 255 (used)	Option #3: HP Pro x2 612 G1 (new tablet)	Option #4: Lenovo L540	Option #5: Lenovo ThinkPad 11e
17	Built-in Mouse	touchpad with multi-touch gestures support	Full size touchpad with on/off button, two-way scroll, taps and gestures enabled, two-finger scrolling, two finger zoom (pinch)	TrackPoint, TrackPad	touchpad with multi-touch gestures support
18	Physical Keyboard	Integrated. Industry standard keyboard with full pitch key layout.	Power keyboard with full-sized, spill-resistant keyboard and drain.	ThinkPad Precision Keyboard	ThinkPad Precision Keyboard
19	Min. 10-inch display	n/a (tablet)	12.5" diagonal	n/a (tablet)	11.6" HD
20	Protective case	Optional	Optional	Optional	Optional
21	Factory reset	K12 Partition restore (restores unit to custom image active at time unit was received by customer)	K12 Partition restore (restores unit to custom image active at time unit was received by customer)	K12 Partition restore (restores unit to custom image active at time unit was received by customer)	K12 Partition restore (restores unit to custom image active at time unit was received by customer)
22	Digital/multimedia textbook reader	(can be used as such a device, not designed as such)	Yes	(can be used as such a device, not designed as such)	Yes
23	Document reader PDF, Word, Power Point, Excel, RTF, JPG, PNG, etc.	MS Office, Adobe Reader, JPG/PNG compatible			
24	Built-in email client	K-mail, Microsoft Outlook 2010	Kmail, MS Outlook 2010	Kmail, MS Outlook 2010	Kmail, MS Outlook 2010
25	Device management solutions	3 rd party Remote Client Management (RCM) software will be selected, tested and added to SY15-16 image. Possible solutions include Absolute Manage, VMWare Airwatch, IBM MaaS 360/Spiceworks. Solution will need testing.	3 rd party Remote Client Management (RCM) software will be selected, tested and added to SY15-16 image. Possible solutions include Absolute Manage, VMWare Airwatch, IBM MaaS 360/Spiceworks. Solution will need testing.	3 rd party Remote Client Management (RCM) software will be selected, tested and added to SY15-16 image. Possible solutions include Absolute Manage, VMWare Airwatch, IBM MaaS 360/Spiceworks. Solution will need testing.	3 rd party Remote Client Management (RCM) software will be selected, tested and added to SY15-16 image. Possible solutions include Absolute Manage, VMWare Airwatch, IBM MaaS 360/Spiceworks. Solution will need testing.
26	Quick boot/wake time	Hibernate mode	Hibernate mode	Hibernate mode	Hibernate mode
27	External Ports: Min of 2 USB ports	3 x USB 2.0; *G3 has 1 USB 3.0 and 2 x USB 2.0	1 USB 3.0 (tablet); 1 USB 3.0 charging (power keyboard)	1 USB 3.0; 3 x USB 2.0	1 USB 3.0; 1 USB 2.0
28	Video RAM: 256 MB	1903 MB; *G3 has 1770 MB	Graphics integrated into processor	Integrated, Intel® HD Graphics 4600 with HM86(non-vPro), and W/TPM, and W/Express card	Integrated, Intel® HD Graphic
29	OS: Windows 7/8 or Apple OS X 10.9	Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro 64)	Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro 64)	Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro 64)	Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro 64)
30	Anti-virus software	McAfee	McAfee	McAfee	McAfee
31	Manufacturers: Apple, Dell, HP, Lenovo, etc.	HP	HP	Lenovo	Lenovo

*** a note about Optical drives. The K¹² curriculum will no longer require an optical drive starting SY15-16. All CD and DVD content is being converted to digital streaming. Completion scheduled for early SY14-15.**

Device Power

The ability for a student to work for prolonged periods without being connected to a power supply is critical to the flexible approach of online learning. As such, each computer will come equipped with a battery capable operating from a battery throughout the course of an 8 hour day. The batteries for the student learning devices will be a 6 cell battery with a minimum 8-hour capacity at full charge.

- 6 cell battery. Minimum 8 hour capacity at full charge
- Minimum 1 year life expectancy
- Fast charge: up to 90% recharge within 90 minutes of charging when system is off

We realize that in today's environment there are many activities, such as video and certain applications, that may require additional battery capacity. To address this, the vendor will include the installation of battery-life monitoring software on all units. A weekly or daily report will be generated, polled to the vendor's headquarters and consolidated. The vendor will actively monitor this report and work with School Leadership and the Board to determine when new batteries should be provided.

Additionally, the vendor shall, at the board's request, track sites visited by student as well as length of time visited. When an issue arises with a particular student's or group of students' device(s) related to battery usage, this information shall be used to determine whether streaming or other non-course related internet traffic is a root cause.

Network Connectivity

The availability of seamless network connectivity is critical to the ability of the student to access their curriculum and complete their course. Student learning devices will be able to access the internet wirelessly at home (via Wi-Fi) as well from any other area with wireless coverage. The devices meet the IEEE 802.11b/g/n standards for WLAN communication.

- Although all devices are able to access Wi-Fi, our vendor's experience over the years informs us that a significant number of families experience issues with their home network modem, router or ISP service in general. As part of the vendor's proposed solution, Tech support agents will provide telephone support for common home network and ISP troubleshooting issues that families encounter.

The native connectivity options for all proposed devices are the following:

- 802.11b/g/n wireless
- Ethernet (hardwired) connection, includes Ethernet modem built in to laptop device.

The devices will run Windows 7 Professional, or Windows 8 Professional OS. Built-in native functionality allows devices to connect to all network file servers listed (smb, afp, nfs, ftp, sftp, scp).

The devices will utilize common peripherals for input and output (e.g. networked and standalone printers*, digital cameras, digital video cameras, scanners, etc.).

Device Portability and Ergonomics

Device portability and mobility are key elements to a successful online education. Student learning devices are lightweight per the RFP and range from 3.5lbs to 5.5lbs.

- Device options #1 and #2: **5.5 lbs**
- Device option #3: **4.2 lbs**
- Device option #4: **5.5lbs**
- Device option #5: **3.5lbs**

Learning device options #1 - #5, with custom image specifically tuned to K¹² learning platforms, can perform basic functions (e.g. writing, reading, multimedia, information management) without requiring network access.

Students may access/perform the following only while connected to the internet:

- Access the on-line school, including all lessons, activities or assessments for all grade levels
- Access ClassConnect sessions
- Send and receive email or participate in any other course collaborative environment

Ergonomic standards of the recommended HP 255 laptop devices:

- 15.6" HD screen.
- Screen resolution 1366x768
- Screen spec: HP Brightview, backlit LED
- Full size, textured keyboard
- TouchPad with multi-touch gestures, 2-finger scrolling, and pinchzoom

enabled

As part of the software image for the proposed image, the vendor will install Snap&Read text to voice software on all devices which will address ADA/Section 508 accessibility standards.

Distance and On-Line Learning

All of the proposed devices are fully compatible with the proposed Learning Management System (LMS) and Student Information System (SIS). Units will be imaged with optimal technology configuration to support the current K¹² technology stack:

- K¹² CALMS and OLS LMS
- K¹² ClassConnect classroom collaboration tool
- E-College High School LMS
- Study Island
- Microsoft Office (either MS Office Pro or MS Office 365)
- D2L (SY15-16) LMS (in testing)

The tablet solution proposed will contain the same OS, software and drivers specifications as the laptop solution.

All solutions proposed can all support common on-line content.

Operating System and Software

Below is the OS, software and driver configuration required for both the **recommended** laptop and the alternative Windows tablet solutions for the 15-16 SY. This configuration (the “image”) has been designed to optimally support the K¹² learning technology stack.

Operating System	Software	Driver Configuration
Windows 7 Professional or Win 8 Professional	Adobe Flash player 13	• MS AC adaptor driver
	Adobe Air 3.7	• MS composite battery driver
	Adobe Reader 11	• Bluetooth adaptor driver
	Adobe Shockwave Player 12	• PCACPI drivers
	Adblock 1.1	• Hard disc device driver
	Audacity 2.0.3	• AMD Radeon HD Display driver
	BlueGriffon 1.7.2**	• DVD/CD rom driver
	WebDwarf 2**	• Keyboard (standard) driver
	GIMP 2.8.10**	• Realtek memory driver
	HP Power Manager	• Synaptics touchpad driver
	HP Quick Launch	• Ralink Wi-Fi adaptor driver
	HP Audio Drivers	• Realtek Wi-Fi adaptor driver
	Google Chrome 33 (default browser, others loaded as well)	• AMD Radeon HD graphics driver
	Graph 4.4.2	• AMD Hi-def audio driver
	Java 2, runtime environment 1.4.2	• Realtek audio driver
	Java 7, update 51	• Standard USB driver
	McAfee Virus Scan Enterprise	• Adobe Flash player 13 plugin
	Microsoft IE 10	• MS Office Pro+ 2010 language packs:
Microsoft Office Pro+ 2010	<ul style="list-style-type: none"> • Chinese (PRC and Traditional) • French • German • Japanese • Korean • Spanish 	
Mozilla Firefox 22		
<i>Remote client management tool, specific solution TBD (new for SY15-16)</i>		
Picasa 3.9		
QuickTime 7.73*		
RealPlayer 16*		
VLC Video Player 2*		
TeamViewer 9***		
LogMeIn 123***		

*Three players loaded because different portions of content uses different default players

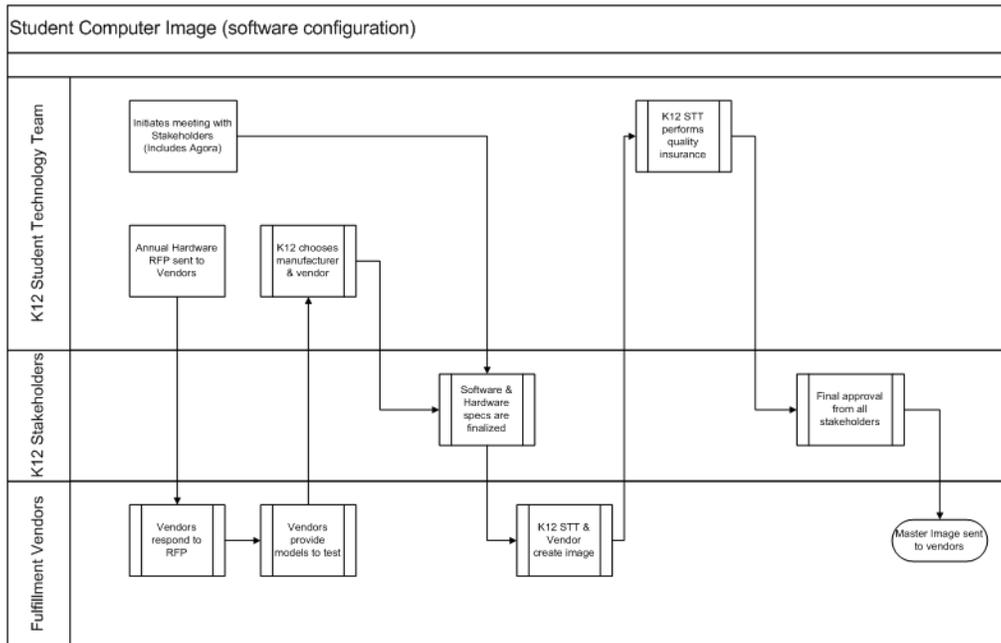
**Software required for various assignments in selected HS courses.

***Remote access enabling software (for tech support)

Software Image Development

A critical component of a solid technical solution is the creation of a software configuration image that is proven and reliable for all students. As part of our commitment to creating a technically trouble-free learning environment, the vendor will work with Insight PA to define specifications for the software image for the upcoming school year. The vendor will create two software images per year, one during the summer for Summer/Fall computer shipments, and one in December for January through June shipments. Both contain the latest or most appropriate software, browser and driver versions for the K¹² technology stack. The images are preloaded onto all units shipped.

Below outlines the process for developing and provisioning an updated device image.



The proposed hardware configuration will be sufficient to keep up with reasonably foreseen software requirements/upgrades.

An upgrade/replacement option for hardware may be required after two years of service.

Device Reliability and Support

Our goal is to minimize any downtime a student may encounter related to technology problems so that the focus is on education and not technology. Our vendor will provide a solution and service level that ensures no student is without a

functioning device for more than three days.

As part of the Learning Device proposed, the vendor will provide telephone Technical Support for student devices proposed here. Further information for this student technology support service can be found in letter C. If it is determined that the provided unit is inoperable or malfunctioning and it cannot be fixed by a technician's efforts over the phone, the unit will be replaced with another new unit, or if applicable, a home visit by an **in-home support technician*** All replacement orders are processed and shipped within one business day

*Optional service priced separately.

Unit failures will be tracked at the model level and reported to the School Board on a quarterly basis. Included will be likely reasons for failure, a count of the reasons the financial impact. Included will be suggestions to mitigate all failures identified. In all cases, whether in warranty or not, or whether damage is caused by customer or manufacturer, units that cannot be made to operate by the vendor's Tech Support agent via telephone troubleshooting (or by an in home technician --- optional service) will be replaced by new units. Beyond remote troubleshooting, and excluding efforts by in-home technicians if that service is used, no repairs of units will be attempted until they have been removed from the students' homes and returned to the vendor's depot for diagnosis and disposition.

Live telephone Technical Support for school-provided devices will be provided 24 hours per day, 7 days per week, and 361 days per year (the Tech Support Call Center is closed July 4th, Thanksgiving Day, Christmas Day and New Year's Day).

Up to 25 spare units can be provided, for school use at whatever location specified.

Warranty

All equipment that has failed will be replaced. Responsibility for costs to replace and later to repair or scrap failed equipment will be determined by reason for failure.

Delivery

All units will be delivered the student's shipping address. Delivery is included in the cost of the solution. All units deemed inoperable/failed by vendor's telephone Tech Support will be replaced in manner and schedule outlined in the previous section.

V. Administration

1. Recruiting and Marketing Plan

A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

Insight PA Cyber Charter School (Insight PA) will develop a marketing plan to publicize the school through a mix of on and offline media tactics with the intent of informing and attracting students to the program. The tactics may include, but will not be limited to:

Online Advertising

- **Search Engine Marketing (SEM) and Display Advertising** – Utilizing Internet search engines (i.e. Google, Bing, Yahoo), Insight PA will advertise to families who are actively researching education alternatives through keyword searches.
- **Email Marketing** – Leveraging an existing database of Pennsylvania contacts who have inquired about education alternatives in the state, Insight PA will communicate important program information including key enrollment milestones. At the schools discretion, a third party list may be used to further expand awareness about the program.
- **Social Media** – Insight PA will leverage existing social media channels (i.e. Facebook, Twitter, etc.) to build awareness about the program and promote important school events including graduation, field trips, etc.
- **Web site** – Insight PA will develop a school web site that will serve as the primary resource for prospective students to learn more about the program, review upcoming events where they can meet school representatives/families, both in-person and online, and start the enrollment process. There will also be FAQs and other useful resources for families to become better informed about the program.

Offline Advertising

- **Television/Radio/Print** – A combination of television, radio and print ads will be placed throughout the state in key geographic areas that have demonstrated interest in alternative education options.
- **Direct Mail** – Utilizing the aforementioned existing database of Pennsylvania contacts who have inquired about education alternatives in the state, and potentially a third party list, Insight PA will conduct direct

mail campaigns announcing the opening of the school and encouraging families to seek out additional information by visiting the school web site, contacting a dedicated enrollment center or attending an upcoming event.

- **Out-of-Home** – Where appropriate, Insight PA may utilize transit advertising that may include billboards, bus kings/shelters, etc.
- **Public Relations/Earned Media** – Working alongside a local public relations firm, school representatives will develop media releases and engage local media to announce the opening of the school and feature student success/interest stories and the benefits of online learning.

Sample marketing assets



B. What type of outreach will be made to potential students and their families?

In addition to the aforementioned broadcast media tactics, the school will develop a statewide, local community outreach campaign that will attract students and families from all types of racial, ethnic, and socioeconomic backgrounds.

- **Event Marketing:** A series of in-person and online information events will be held throughout the state to introduce the school to interested residents. During these events, school representatives will review school basics, policies and procedures, how online learning at Insight PA works and a number of additional topics focused on ensuring interested parents/ students are well-informed about our program.
- **Strategic Sponsorships:** School representatives will identify organizations and events, typically educational in nature, to secure on-site presence and

the ability to engage with the partners established customer base through experiential marketing modules (i.e. interactive lesson demos). These hands-on, educational activities will encourage trial/engagement, deepen interactions with prospective families, link families directly to the school brand and create a lasting impression.

- **Family Support Center Outreach:** Inquiries that are received as a result of the on and offline media tactics will receive a follow-up call from a Family Support Center representative for a personal education consultation. During this conversation, the representative will answer the family's questions, provide a detailed overview of the program and ensure the student's educational and personal needs will be met through the program. The Family Support Center team will also be responsible for assisting families through the entire enrollment process including initial application, compliancy documentation collection, course placement and approval.
- **Community Group Outreach:** Insight PA representatives will develop a Community Group Outreach plan by actively researching, identifying and engaging organizations and community leaders, including those in minority and low income areas, both urban and rural, to recruit students.
- **Recruitment Materials:** Insight PA will develop school-specific literature that will be provided to prospective families during all school events, promotional events, sponsorships and partnerships. In addition to events, many of the established relationships that will result from the Community Group Outreach initiative will allow for the display and distribution of student recruitment materials. Examples include point-of-purchase (POP) displays at libraries, YMCAs and churches.

2. Admissions Policy

A. Describe the admission methods and eligibility criteria you will use to select students.

All eligible students in the Commonwealth of PA in Grades K-12 (K-10 in Year 1, K-11 in Year 2 and K-12 in subsequent years) are eligible to attend Insight PA Cyber Charter School. In education, one size does not fit all, and Insight PA is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

Based on Section 1723-A of the Charter School law, any resident grade K-12 school age student in the Commonwealth is eligible to enroll in Insight PA

Cyber Charter School. We will not discriminate in our admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English Language or any other basis that would be illegal if used by a school district. We will not use achievement tests, entrance examination tests or other means of testing a student's intellectual ability in order to grant or deny admission. We will not judge a student's grade point average in consideration of any student enrollment.

No student is denied admission to the school or will be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activities, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap). This statement will be posted on the Insight PA Cyber Charter School website.

Insight PA requires that during the enrollment process and prior to admission, that the parent, guardian, or person having legal control of a student shall provide a sworn statement stating whether the student was previously or is presently suspended or expelled from any public or private school for any offense involving weapons, alcohol or drugs or for the willful infliction of injury to another person or for any act of violence committed on school property. Insight

PA understands that the school from which the student was suspended or expelled and the dates of the suspension or expulsion must be provided. Insight PA will ensure that prospective students understand that any willful false statement shall be a misdemeanor of the third degree. Insight PA will make certain that this statement is obtained during the enrollment process. It is understood that if Insight PA accepts a suspended or expelled student, the student's school district of residence is not required to pay for that student's enrollment until the suspension or expulsion period has passed and the student has met all the conditions imposed during the suspension or expulsion.

However, Insight PA recognizes that the suspending or expelling school may enter into an agreement for providing an education for a student less than 17 years of age or older, up to age 21.

The family support enrollment team and Operations manager and Registrar will ensure each student's on-site cumulative file contains the documents required by applicable law as described in the below.

Documents Collected Required by Statute

Insight PA Release of Records (24 P.S. §19-1926)

This is the form the legal guardian signs provides consent for Insight PA to request records (including the record of transcripts, testing information, special education, health and immunization records) from the student's prior school district that Insight PA should get the files. The school responsible for transferring a student's education record must inform parents of the transfer of the education record unless a parent requested the transfer or the school policy includes notice that records will be transferred to another school in which the student intends to enroll.

Proof of Age (24 P.S. §13-1301 – §13-1306)

Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school district record indicating the date of birth.

Proof of Age Affidavit (24 P.S. §13-1301 – §13-1306)

This is an alternative form that constitutes acceptable documentation needed for Proof of Age. Self-enrolling students are allowed to provide this affidavit.

Home Language Survey (24 P.S. §13-1301 – §13-1306)

All students seeking first time enrollment in a school district shall be given a home language survey in according with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Proof of Guardianship (24 P.S. §13-1301 – §13-1306, 22 P.S. §11.11)

Proof that the person enrolling the student actually has the right to do so. The school district or charter school district has no obligation to enroll a child until the parent, guardian or other person having control or charge of the student

making the application has supplied proof of the child’s age, residence, and immunizations as required by law.

Acknowledgment of Legal Guardianship Form (24 P.S. §1302(a)(1))

Required for enrollment sufficiency when parent info is not listed on Proof of Age. A school district may also require a resident to provide a custody or dependency order when the resident is seeking to enroll the child under 24 P.S. §1302(a)(1) which requires “appropriate legal documentation to show dependency or guardianship.

Parent Registration Statement; Notification of Offense Form; Expulsion/ Disciplinary Documentation (24 P.S. §13-1304-A., 24 P.S. § 13-1317.2(e.1))

Not Required for students up to 8 years old that have been home-school districted, or Kindergarten students. For other students - A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school district property must be provided for a student to be admitted to any school district entity. Whenever a pupil transfers to another Pennsylvania school district entity or nonpublic school district, a certified copy of the student’s disciplinary record shall be transmitted to the school district entity or nonpublic school district to which the pupil has transferred. The school district entity or nonpublic school district to which the student has transferred should request the record. The sending school district entity or nonpublic school district shall have 10 days from receipt of the request to supply a certified copy of the student’s disciplinary record. Failure to receive the student’s discipline record cannot be used to deny or delay the student’s enrollment or school district attendance. A school district may not deny or delay a child’s school district enrollment based on the information contained in a disciplinary record or sworn statement. However, if a student is currently expelled for a weapons offense, the school district can provide the student with alternative education services during the period of expulsion. 24 P.S. § 13-1317.2(e.1) If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he was previously enrolled, for reasons other than a weapons offense, it is recommended the school district review the student's prior performance and school district record to determine the services and supports to be provided upon enrollment in the district.

Missing Child Registration (35 P.S. §450.401-A – 450.404-A, 24 P.S. §13-1301 – §13-1306)

For students who are reported as missing. The law requires a "Missing Child" notation be placed upon the school district records of students whom law enforcement agencies reported as missing to school district officials.

Proof of Residency (24 P.S. §13-1301 – §13-1306)

Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, DOT identification card. A district may require that more than one form of residency confirmation be provided. However, school district and charter school districts should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation.

Residency Sworn Statement (24 P.S. § 13-1302)

When a child is living with a district resident, who is supporting the child without personal compensation, (gratis) the child may attend the public school districts of that resident's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled Required Enrollment Documentation. In addition, before accepting the child as a student, the district shall require the resident to file only one of the following:

- A sworn and notarized statement from the resident of the school district consistent with the requirements of 24 P.S. §13-1302(a)(2), indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school district year, and that the resident will accept all responsibilities relating to the child's school districting or
- An appropriate legal documentation to show dependency or guardianship, which may include a custody order.

Multiple Occupancy Agreement (24 P.S. § 13-1302)

This form is used when LG's are not able to provide a POR in their names and are living with any relative/friend. Form must be notarized. A valid POR in property owner's name must be submitted with the MOA Form. Notarization date must be the same as signature date.

Immunization Record (24 P.S. §13-1301 – §13-1306)

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that

the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

Provisional Enrollment (28 Pa. Code §23.81)

If a child has not received all the antigens for a multiple dose vaccine series described in §23.83, the child may be provisionally admitted to school only if evidence of the administration of at least one dose of each antigen described in §23.83 for multiple dose vaccine series is given to the school administrator or the administrator’s designee and the parent or guardian’s plan for completion of the required immunizations is made part of the child’s health record.

- Required Immunizations {Chicken Pox/Varicella, etc..} (28 P.S. §23.83)
The following immunizations are required as a condition of attendance:

- Diphtheria
- Tetanus Poliomyelitis
- Measles (rubella)
- German measles (rubella)
- Mumps
- Hepatitis B
- Chickenpox (varicella)

Additionally, the following immunizations are required for students entering the 7th grade or, in an ungraded class, for students in the school district year that the student is 12 years of age:

- Tetanus and diphtheria toxoid and acellular pertussis vaccine (Tdap)
- Meningococcal Conjugate Vaccine (MCV)

Charter school district Enrollment Notification Form (24 P.S. §17-1701-A)

Charter schools must provide school districts with the “PDE Charter school district Student Enrollment Notification Form” for each district student enrolled in the charter school within 15 days of the student’s enrollment. And charter schools must notify the school district within 15 days of a student’s withdrawal.

Family Educational Rights and Privacy Act (FERPA) Consent Form (51 P.S. §§20221-20225)

Title 20 USC §1232g (Family Educational Rights and Privacy Act [FERPA]) protects the privacy of a student's education records. In particular, FERPA affords eligible students the right to inspect and review their education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. The term "education records" is broadly defined as: "[T]hose records, files, documents, and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution." (20 U.S.C. 1232g(a)(4). See also 34 CFR 99.3 "Education records.")

FERPA provides that education records, or personally identifiable information from such records, may be disclosed by educational agencies and institutions only after an eligible student provides prior written consent, except in statutorily specified circumstances. Under the Family Educational Rights and Privacy Act (FERPA), an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "directory information," includes such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent.

Family Income Form (Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq))

The Family Income Form is collected from families each year to identify the income level of students in attendance at the school district to ensure compliance with the population requirements as recipients of school district-wide Title I funds. Title I is a 100% Federally funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. In buildings with 40% or more poverty (low income), LEAs may use the funds to upgrade the entire curriculum of the school district and are school district-wide Programs. In buildings with less than 40% poverty (low income), programs are designed to help specific children and are targeted assisted programs.

Health Form: Dental (This form is completed by the child's dentist and due within 30 days of the student's school start date) (28 PA Code 23.3(a))

Dental examinations are required on original entry into school district and in grades three and seven.

McKinney-Vento Eligibility Questionnaire (McKinney-Vento Act, 42 U.S.C. §11431 et seq.)

The McKinney-Vento Eligibility Questionnaire allows appropriate school district placement arrangements to be made based on the child's best interest. The goal of the program is to ensure homeless children and youth are provided with a free and appropriate public education on an equal basis with all other children in the state. Program objectives and activities are intended to remove and/or

ease the barriers to enrollment and educational success for homeless children. Under the Pennsylvania Education for Homeless Children and Youth State Plan, homeless children are defined as: Children living with a parent in a domestic violence shelter; runaway children and children, and youth who have been abandoned or forced out of their home by parents or other caretakers; and school district-aged parents living in houses for school district-aged parents if they have no other available living accommodations.

Homeless (McKinney-Vento Act, 42 U.S.C. §11431 et seq, Education for Homeless Youth)

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school district enrollment. These students should be enrolled without delay, in the district where they are presently residing, or continue their education in the district of prior attendance. The McKinney-Vento Eligibility Questionnaire allows the school district to identify homeless youth immediately so that lack of proof of residency doesn't pause enrollment which would be in violation of 22 P.S. §11.11. Children who are homeless have the right to immediately enroll in a new school district without providing enrollment documents as well.

Student Permanent Records / Cumulative File (24 P.S. §19-1926)

A student's permanent education record includes two types of information: official administrative records and verified information of clear importance. Official administrative records consist of minimal identifying data, birth date, academic work completed, level of achievement as indicated by grades and standardized achievement test scores, and attendance data. Verified

information of clear importance consists of scores on standardized intelligence and aptitude tests, interest inventory results, health data, family background information, systematically gathered teacher or counselor ratings and observations and verified reports of serious or recurrent behavior patterns.

Emancipated Youth Form (24 P.S. §13-1301 – §13-1306, 22 P.S. §11.11)

An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll without any additional assistance from an adult.

Ethnicity Data Questionnaire (72 Fed. Reg. 59267)

This form allows Insight PA to remain in compliance with Federal Regulations. The U.S. Department of Education (ED) revised the way state education agencies (SEA), local education agencies (LEA) and charter school districts are expected to maintain, collect and report data on race and ethnicity. Beginning in the fall of 2010, SEAs, LEAs and charter school districts are required to report aggregated data to the U.S. Department of Education using new standards for the 2010-2011 school district year. A two-part question is mandatory, with the ethnicity part asked first and the race part asked second.

Part 1: Ethnicity (choose one):

- Hispanic/Latino
- Not Hispanic/Latino

Part 2: Race (choose one or more, regardless of ethnicity):

- American Indian or
- Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Physician's Health Form (This is NOT the same as the immunization record. This form is completed by your child's physician and due within 30 days of your child's school district start date) (Pa Code 1402 (f))

Pennsylvania Public School Code Section 1402. Health Services (e) requires that

students upon original entry, sixth grade and 11th grade be given a "comprehensive appraisal" of their health. The physical is to be completed within 4 months prior to the start of the school year. In addition, Section 1402 (c) requires the completion of medical questionnaires which are to become part of the student's health record.

Health Records (Pa Code 1402 (f))

Schools are required to maintain permanent medical records.

Child Find Questionnaire (24 Pa. Code §14.121)

The Child Find Questionnaire provides a way for the parent to indicate a special education or gifted education student to ensure that services ASAP.

Items Required for Special Program Students

504 Accommodation Plan (24 Pa. Code Chapter 15; Section 504 of the Rehabilitation Act of 1973)

Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental or health impairments from discrimination because of those impairments. The law and its regulations require public educational agencies to ensure that these students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate to the ability of the protected handicapped student in question. Schools are required to provide these students with the aids, services and accommodations that are designed to meet the educational needs of protected handicapped students as adequately as the needs of non-handicapped students are met. These aids, services and accommodations may include, but are not limited to, special transportation, modified equipment, adjustments in the student's roster or the administration of needed medication and are outlined in each student's 504 Accommodation Plan.

Evaluation Report (ETR) (24 Pa. Code Chapter 14.123 & 124)

"Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they

suspect their child has a disability. The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60-calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted. Copies of the evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing.

Individualized Education Plan (IEP) (24 Pa. Code Chapter 14.131)

The Individualized Education Plan (IEP) of each student with a disability must include: 1) A description of the type or types of support the student will receive; 2) Supplementary aids and services in accordance with 34 CFR 300.42 (relating to supplementary aids and services); 3) A description of the type or types of support as defined in § 14.105 (relating to personnel); 4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP. 5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills; 6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.

Psychological Evaluation (22 Pa. Code Chapter 16; 24 Pa. Code Chapter 14.123)

Psychological evaluations are required to help determine eligibility for special education services, including talented and gifted students.

English Language Learner Eligibility/Evaluation (22 Pa. Code Chapter 4.26)

Identification of students in need of assessment comes from the home language survey. Based on the responses to the home language survey (HLS), students must be assessed for potential placement in a program unless they meet the criteria outlined below. There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP): 1) Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies); 2) Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA; 3) Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state.

Every school district shall provide a program for each student whose dominant

language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards).

The annual state ELP assessment of ELLs is required by federal law. 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C),(d)(2). The State ELP assessment must be administered annually to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. These score results are maintained in the student's permanent record folder. Based on assessment scores, students are then provided appropriate services.

Additional Operational Items (customized tracking of program-specific data)

Insight PA Face-to-Face Attendance Confirmation

This form serves as confirmation the parent attended a Face-to-Face Enrollment Session. Exceptions will be addressed by Blackboard Connect.

High School District Transcript

The transcript includes all past previous high school grades and is a requested item upon enrollment to ensure that students begin working in needed courses in order to complete their graduation goals. For 9th grade students the most recent 8th grade Report Card is required. For 10th to 12th grade students; all past previous high school grades transcripts are required.

Learning Coach Questionnaire

A questionnaire that is reviewed with the Learning Coach to determine initial levels of support needed by the family.

Legal Guardian Verification Form

Required if the Parent Portal was signed by someone other than Legal Guardian.

Personal Learning Assessment - Language Arts

Signing sheet provided by the PLA team showing the students that have completed language assessments. (Broader description of PLA can be found in Section I School Design)

Personal Learning Assessment – Mathematics

Signing sheet provided by the PLA team showing the students that have completed math assessments.

Report Card

The report card includes all previous courses and earned grades. It is a requested item upon enrollment to ensure that students begin working in needed courses in order to complete their educational goals.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government. They are also a part of the state's graduation requirements.

State Assessment Scores

The Pennsylvania System of School Assessment, also known as PSSA, measures how well students have achieved in reading, mathematics, science and writing according to academic standards. By using these standards, educators, parents and administrators can evaluate their students' strengths and weaknesses to increase students' achievement scores. According to the federal No Child Left Behind Act, students must be 100% proficient in reading and math by 2014.

Affidavit, Education Objectives and Evaluation (Prior home-school districted students only)

Form filed by the parent with the School District registering the child as a home schooled student.

College Board Test Results (SAT, PSAT, ACT)

Students who plan to attend college must take the Scholastic Assessment Test (SAT) or American College Test (ACT). These are standardized college admission exams. The SAT tests students in reading, writing and math. The ACT tests students in English, math, reading, and science.

Many students also take the Preliminary Scholastic Assessment Test (PSAT) in October of their junior year. It consists of three sections: Math, Critical Reading and Writing. The PSAT has the same question types and tests the same kind of knowledge as the SAT. The PSAT therefore serves as a short practice test for the SAT. The PSAT scores are also used to determine a student's eligibility for National Merit Scholarship and other scholarship awards. The PSAT scores are not shared with colleges.

Generally, students take the SAT in their junior or senior year of high school. However, it is best for students to take the exam their junior year. That way, if

they need to retake the exam, they have time to do so. Both exams are offered many times each year

Proof of Internet

This is not a required item to collect for enrollment sufficiency. Internet bill, letter from Internet company, or webpage printout showing services.

Enrollment Acceptance

Notification sent to the legal guardian that his/her student is sufficient for enrollment and has been officially enrolled in the school program.

During the application process, families will submit documentation for each enrollment compliance requirement. The submitted documents will be individually inspected and only checked in as complete by the Insight PA enrollment teams when verified complete and compliant.

The digital document submission, processing and storage options afforded by the K¹² enrollment systems will ensure that all local and off-site enrollment team members have secure access 24-7 to the compliance documents to address their individual responsibilities in the process.

B. Explain administrative Procedures to ensure compliance with laws pertaining to Special Education.

Students who are eligible for special education services or support under the Rehabilitation Act of 1973 Section 504 are protected under federal statutes and regulations intended to prevent discrimination (34 CFR Part 104 and 28 CFR Part 35). Insight PA will ensure that all qualified students have equal opportunity to participate in the school program and extracurricular activities. In compliance with federal laws, Insight PA will provide to each qualified student without discrimination or cost to the student or family those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities.

Insight PA protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), subsequent amendments as well as IDEA and its regulations.

FERPA affords parents and students over 18 years of age certain rights with respect to the student’s educational records. They are:

1. Parents have the right to inspect and review a child's educational record at any time. Insight PA will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP, due process hearing request or mediation. Parents have the right to appoint a representative to inspect and review their child's records. Parents must send a letter to the school making that appointment. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.
2. If parents believe information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request an amendment of the record. Requests should be made in writing and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. Insight PA will decide whether to amend the record and will notify parents in writing of its decision. If Insight PA refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible students when notified of the right to a hearing.

Insight PA will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of parents. Parents have the right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, telephone number, his/her grades, attendance records, classes attended, grade level completed and year completed may be maintained without limitation. Destruction of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school will keep a record of parties obtaining access to education records, including the name of the party, the date access

was given and the purpose for which the party is authorized to use the records.

3. Parents have the right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Consent means the parent/s have been fully informed regarding the activity requiring consent in their native language or other mode of communication; they understand and agree in writing to the activity; they understand that consent is voluntary and may be revoked at any time and that information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, the resident school district or the intermediate unit as an administrator, supervisor, instructor or support staff member including health staff, medical staff, law enforcement personnel, state agency representative and person or company with whom the school has contracted to perform a special task. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, Insight PA will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Insight PA to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue S.W. Washington, D. C. 20202-4605.

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

After the Department of Education grants a charter to Insight PA, the school will begin to enroll students who meet state school-age and residency requirements. It is expected that the initial enrollment period could begin in March 1st, 2015—April 15th, 2015 and continue through the summer of 2015.

After the enrollment period, if the number of applicants does not exceed the space available based on the targeted enrollment stated in the charter, families will be notified by Insight PA to confirm their intent to enroll and complete the enrollment process in time to start school in the fall of 2015. They must submit all required documentation before enrollment is approved. Before school starts, families and enrolled students will be involved in a variety of introductions to the school, staff, and other families and students—by phone, web conference, and face-to-face meetings.

If applications do exceed space available at the end of the enrollment period, Insight PA will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of Insight PA, that space will be given to the next person on the list at that grade level. During the enrollment process, preference shall be given to students whose parent has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school.

D. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Insight PA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

In order to strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the state, the Board, administrators, and teaching staff of the Insight PA will reach out broadly to

populations throughout the state. The effort will be comprehensive and will include the activities listed below:

- Insight PA will use local and state reports and demographics to identify areas of low income and English Language Learner (ELL) populations in urban and rural areas in the State.
- Insight PA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held in communities throughout Pennsylvania and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the Insight PA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a family support team to provide information to prospective applicants.
- The school will send direct mail to interested families.
- Insight PA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for Insight PA will be available online as well as at Insight PA's administrative office.
- After initial enrollment is finalized, parents of students will be invited to one of several parent orientation and Strong Start sessions that Insight PA will conduct throughout the state. At the orientation/Strong Start session, parents will meet the administrative staff and teachers. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

3. Human Resource Information

- A. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.**

Insight PA is committed to recruiting and hiring a diverse, qualified staff that will be able to meet the needs of all students enrolled in the school.

Teacher Qualifications

Insight PA will employ Pennsylvania, highly qualified, certified teachers who are experienced educators, Teachers will have a Bachelor's degree or higher, state certification, and demonstrate competency in either elementary education or in a secondary subject area depending on the grade level or subject they will teach. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired. The faculty will include general and special education teachers at the elementary, middle, and high school levels. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year.

Teacher Recruitment and Hiring

Prior to opening in the Fall of 2015, the process to advertise for, select, and employ instructional staff for Insight PA will take place in the in the late spring of 2015. It is Insight PA's intent to secure a corps of the highest quality teachers and this begins with effective recruitment, selection and hiring. Online teaching requires a unique set of skills, aptitudes and abilities.

After an initial electronic application process, applicants will be further screened by a team of Human Resources professionals using a baseline set of phone screening questions developed by school administrators. After this pre-screening process, they will then be administered a statistically validated online "profile", developed in conjunction with a third party, that determines how closely they match those aptitudes and abilities of the highest proven performers based on a large sample size of high performers already engaged in successful online teaching.

Once an applicant's match to the "profile" is determined, they are invited to demonstrate their craft by teaching a lesson to "lesson observers" on the recruitment team, in Blackboard Collaborate, the online classroom space that teachers will deliver lessons. If a teacher does well, he/she is invited to participate in a face-to-face interview with the school's administrative team to determine their ultimate fit with their role of online teacher as it relates to the state's specific requirements. Finally, Human Resources professionals will screen candidates' references, facilitate thorough background and collect all

clearance documentation according to Act 114, Act 24 and Act 82 :

1. Pennsylvania State Police Request for Criminal Records Check (Act 34). Applies to individuals hired as of January 1, 1986.
2. Department of Public Welfare Child Abuse History Clearance (Act 151)
3. Federal Criminal History Record Information (CHRI) in a manner prescribed by the Department of Education.

Insight PA will follow the guidelines provided on the PDE website (http://www.education.state.pa.us/portal/server.pt/community/background_checks/8623) and will keep up to date via PENNLINK communications.

Candidates must comply with all state laws requiring fingerprinting and other documentation for applicants who have completed the interview process. Throughout this entire process, the team of skilled Human Resources professionals will correspond with applicants regarding the status of their applications.

Teachers will be employed by Insight PA. Benefits will be secured. Compensation levels (salary and benefits) for Insight PA teaching staff will be competitive with starting local salary and benefits.

Administrative Staff

The Insight PA board will hire a Chief Executive Officer and Chief Finance Officer who will provide oversight of the school and its vendors. In conformance with Pennsylvania statutes, K¹² will employ, and determine the employment terms for appropriate Insight PA administrative staff such as the Executive Director, Business Operations Manager, Special Education Manager, Technology Manager, and Administrative Assistant. The Insight PA administrative staff will manage the school and handle day-to-day academic and operational issues. The administrative staff will assist in the development of policies concerning educational and operational issues of the school for the Insight PA Board consideration and adoption, but the Board itself and the CEO and CFO will retain ultimate responsibility for the adoption of school policies and for overseeing the administrative staff's implementation of procedures consistent with those policies.

Insight PA administrators are expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management,

governance and administration. The administrative staff will be structured based on Insight PA's education program and projected enrollment. Prior to opening in the fall of 2015, the process to advertise for, select and employ administrative staff for Insight PA will take place in the winter, spring, and summer of 2014-2015. School administrators will be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as CareerBuilder.com, PA REAP and PA educator.net, and in local media throughout Pennsylvania. Resumes will be reviewed and viable candidates will enter into the applicant process.

Background Clearances

As stated above, Insight PA will follow Act 114 of 2006 that specifies that all applicants for employment in public and private schools including employees of independent contractors, but excluding employees who do not have direct contact with students undergo background checks. In addition, Act 114 extends the background check requirements to include student teacher candidates. As of April 1, 2007 the following three background checks are required:

1. Pennsylvania State Police Request for Criminal Records Check (Act 34). Applies to individuals hired as of January 1, 1986.
2. Department of Public Welfare Child Abuse History Clearance (Act 151).
3. Federal Criminal History Record Information (CHRI) in a manner prescribed by the Department of Education

B. What is the targeted staff size and teacher/student ratio?

The Insight PA staffing plan is designed to meet the needs of the various functional areas of school operations while also providing an adequate number of staff to serve the students enrolled. The functional areas are those necessary for the proper support of students, families and faculty. The number of specific positions will be a function of enrollment.

The student/teacher ratio in elementary homerooms will be 50:1. Middle School homerooms will be 35:1. The student/teacher ratio in high school homerooms will also be approximately 35:1. The student/teacher ratio for special education will be 20:1 across all grade level departments, however teachers teaching the life skills students will have a lower ratio around 15:1. With the addition of math and reading specialists, advisors, and counselors, the total student to instructional staff ratio is targeted at 25:1, excluding the family

support team.

C. What professional development opportunities will be available to teachers and other staff?

Ongoing and regular professional development is at the heart of equipping virtual educators with the most essential skills needed to serve families and students and drive academic achievement. Insight PA will develop a comprehensive Professional Development plan pursuant to PA law after completing a Needs Assessment for the staff. Until the staff is hired, it is unclear what targeted development the team of staff will need. However, Insight PA has assembled an expanded offering to meet the specific needs of new teachers, teachers in various roles (K-8, High School, Special Education, Student Support, and administrators) and returning teachers at various stages of their development and craft. Insight PA recognizes that in order for professional development to be most effective, it must be ongoing and not episodic. The professional development offering is a year-long pursuit focused on providing educators with the skills and competencies to meet the needs of students and their families. To meet the various needs of each individual, regardless of their tenure or experience, Insight PA will utilize the K¹² training management system, K12training.com, which allows for the creation of an Individual Development Plan (IDP). The IDP is a combination of required professional development as deemed appropriate by an educator's tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. K12training.com hosts a catalog of over 400 professional development offerings for educators at any stage of development to choose from to continue their ongoing journey. K¹² believes that they meet the requirements of being an Act 28 provider and has committed to submitting an application by November 15, 2014.

Recognizing the need for distinct and customized training for educators at any stage of tenure and by distinct role, K¹² offers the following training and development opportunities:

- **Virtual New Teacher Training (VNTT)** – a four week Onboarding/Intake training for new educators with six different training tracks
 - ◇ K-8
 - ◇ High School (9-12)
 - ◇ Special Education

ultimate leader of the virtual school.

Insight PA Virtual New Teacher Training (VNTT) Initial/New Teacher Training

Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. Insight PA has reviewed and adopted the superbly designed new teacher training program to specifically train new teachers how to be effective and engaging in the unique virtual learning environment. Our training achieves this through a multi-day, synchronous and asynchronous training program, Virtual National Teacher Training (VNTT). This 50-60 hour, 4 week, multi-day synchronous and asynchronous series of events immerses new teachers in the platform, tools, and activities they will use every day in their new role. Our research shows that the first 30 days in a virtual school is the most challenging for new students and families. This course is designed to emphasize the first 30 days in the program so that new teachers are better equipped to support and ease families into this critical time period.

During the four-week VNTT period teachers meet synchronously, covering topics included in the tables below and also work asynchronously in their coursework. This time is also used to work from their home environments, practicing the skills learned in the coursework including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the final week, the teachers convene synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training (VNTT) each new teacher is also assigned a veteran teacher as a mentor to provide support as they transition to teaching in the virtual environment (see **Appendix V.2** for proposed Teacher Induction and Mentor Program)

One of the greatest advantages of VNTT is the opportunity for educators to engage with K¹² Academic Services (Master educators selected for their demonstrated expertise in a virtual setting) and others within K¹²'s network of over 6000 teachers from around the nation (and now world).

Insight PA recognizes that educators have distinct and unique needs based on role, the population they serve, and tenure. For instance, the role of the K-8 teacher and the 9-12 teacher varies greatly based on the developmental needs of the students they serve as well as the systems, curriculum and tools used each day. Likewise, we recognize that the Special Educator has unique

responsibilities and serves populations that are distinct from those of the regular educator. Finally, we also recognize that virtual administrators have separate duties from teachers and also use a different set of tools in their role. In light of this, K¹² has assembled the following unique and distinct new teacher training and professional development paths in order to meet these distinct and unique needs.

Insight PA K-8 Teachers

The Insight PA K-8 Virtual New Teacher Training is designed using both synchronous and asynchronous components that exemplify the same instructional methods and practices utilized within the K¹² curriculum and by Insight PA teachers.

This training path includes an Orientation at the start of the training path plus 7 curriculums in a variety of asynchronous and synchronous formats. This basic level of training prepares teachers for intermediate and advanced levels.

Course Length: 50-60 hours

Materials: Computer equipment, Internet access, log in access to K¹² websites

Training/ Curriculum	Content Description
Orientation to training and VNTT	This live session provides a context for training, knowledge of the path for assistance, an awareness of best practices, and a plan for next steps. For many attendees, this is a first experience in a BlackBoard Collaborate Classroom. Attendance is recommended prior to beginning assigned VNTT Curriculums.
K ¹² Online Tools for K8 VNTT	This curriculum is designed to give new teachers an introduction to the proprietary tools used daily to support student learning. Content includes <ul style="list-style-type: none"> • K8 OLS Navigation • K8 OLS Account and Lesson Features • K8 OLS Progress Features • K8 OLS Gradebook • Scheduling Class Connect Sessions with Personal Groups • TotalView School

Training/ Curriculum	Content Description
Virtual Instruction for K8 VNTT	<p>This curriculum provides a general overview of K¹² and introduces K8 teachers to the application of FERPA and special education in the virtual setting. Attention is also given to how learning gains are measured for individual students and how to create a plan for success. Content includes:</p> <ul style="list-style-type: none"> • Welcome to K¹² for K8 • Instructional Assessment Plan for K¹² Teachers • FERPA Basics in a Virtual World • Special Education Services and Support in the Virtual World • K8 Individualized Learning Plan Training • K8 State Testing Intervention Training
Relationships and Communications for K8 VNTT	<p>Relationships and communication can make or break the experience of virtual students and their families. Start from the very first day to develop connections that will make a difference. Content Includes</p> <ul style="list-style-type: none"> • A Successful Welcome for Your New Families • Active Listening and the Initial Call • Learning Coach Keys • The Effective Home Worker K8
Courses and Curriculum for K8 VNTT	<p>This curriculum contains a collection of courses and job aids to start learning about the K¹² Curriculum. Content includes:</p> <ul style="list-style-type: none"> • Understanding a K¹² K8 Lesson • Courses and Curriculum for K8 Planning • Achieve and Surpass the Core ELA K8 teacher job aid • Achieve and Surpass the Core Math K8 Teacher Job Aid • Introducing Language Arts Blue (Asynchronous) • Introducing Language Arts Green (Asynchronous)

Training/ Curriculum	Content Description
Courses and Curriculum for K8 VNTT (continued)	<ul style="list-style-type: none"> • Introducing Language Arts Orange (Asynchronous) • Introducing Language Arts Purple (Asynchronous) • K¹² K8 Science Overview • K¹² Middle School Math Overview • MARK¹² Reading Introduction • Math+ Introduction
Class Connect Basics VNTT	<p>This curriculum is a series of four synchronous sessions to introduce the use of Blackboard Collaborate (BbC) for direct instruction in the virtual classroom. Interface Tour is a prerequisite for each of the other three sessions. The remaining sessions may be taken in any order. Outside practice materials are distributed at each session. Content includes:</p> <ul style="list-style-type: none"> • Interface Tour • Application Sharing • Using the Whiteboard • WebTour, Web Push and Polling • BbC Online Moderator Guide • BbC Online Participant Guide

Insight PA High School Teachers (9-12)

This course is designed to equip new high school teachers with the skills they need to begin teaching in the virtual model. Teachers will learn the background of K¹², the instructional theories that drive the model, identify the characteristics of an effective home worker, and examine why students and families choose online education. The course presents and demonstrates the tools available to K¹² teachers, identifies important communication strategies, and identifies paths for teachers support. The conclusion of the course brings all of the pieces together, demonstrates how teachers setup their classes, and prepares them to teach.

Course Length: 50-60 hours

Materials: Startup documents, Teacher Guides and other online resources

Prerequisites: Registration and confirmation

Training/ Curriculum	Content Description
Orientation to training and VNTT	<p>This live session provides a context for training, knowledge of the path for assistance, an awareness of best practices, and a plan for next steps. For many attendees, this is a first experience in a BlackBoard Collaborate Classroom. Attendance is recommended prior to beginning assigned VNTT Curriculums.</p>
K ¹² Online Tools for HS VNTT	<p>This curriculum is designed to give new teachers an introduction to the proprietary tools used daily to support student learning. Content includes</p> <ul style="list-style-type: none"> • Tour of K¹² High School Tools • Bringing it All Together • Classroom Management • Pacing and Scheduling • Scheduling Class Connect Sessions with Personal Groups
Virtual Instruction of HS VNTT	<p>This curriculum provides a general overview of K¹² and introduces HS teachers to the application of FERPA and special education in the virtual setting. Attention is also given to how learning gains are measured for individual students and how to create a plan for success. Content includes:</p> <ul style="list-style-type: none"> • K¹² and You • FERPA Basics in a Virtual World • Special Education Services and Support in a Virtual Environment • Instructional Assessment Plan for K¹² Teachers • HS Individualized Learning Plan Training • HS State Testing Intervention Training
Relationships and Communications for HS VNTT	<p>Relationships and communication can make or break the experience for virtual students and their families. Start from the very first day to develop connections that will make a difference Content includes:</p>

Training/ Curriculum	Content Description
Relationships and Communications for HS VNTT (continued)	<ul style="list-style-type: none"> • Communication in Online Learning • Evaluation and Feedback • Strong Start Program • Student Engagement and Performance • The Effective Home Work Environment
Courses and Curriculum for HS VNTT	<p>This curriculum will help teachers start learning about the curriculum used at K¹² Network High Schools. Content Includes:</p> <ul style="list-style-type: none"> • K¹² High School Curriculum Overview • K¹² Course Catalogs SY 14-15 • SY 14-15 World Language Teacher Training • SY 14-15 Smart Science Teacher Training
Class Connect Basics VNTT	<p>This curriculum is a series of four synchronous sessions to introduce the use of Blackboard Collaborate (BbC) for direct instruction in the virtual classroom. Interface Tour is a prerequisite for each of the other three sessions. The remaining sessions may be taking in any order. Outside practice materials are distributed at each session. Content includes:</p> <ul style="list-style-type: none"> • Interface Tour • Application Sharing • Using the Whiteboard • Web Tour, Web Push and Polling • BbC Online Moderator Guide • BbC Online Participation Guide

Insight PA Teachers of Special Needs

Adaptive instruction teachers, including English Language Learners (ELL), exceptional program (EP) student education, and gifted teachers, are included in all aspects of Insight PA’s professional development. To develop effective learning plans (such as Individual Education Plans, Exceptional Programs, and ELL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of individual student learning plans. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications. Special Needs teachers take the same VNTT curriculums as other K8 or HS teachers however they are also assigned one additional Curriculum: Resources for Special Education VNTT

Training/ Curriculum	Content Description
Resources for Special Education VNTT	<p>This curriculum contains a collection of recordings and job aids related to special education in the virtual setting. Assigned ONLY to special education teachers however the content is accessible by all general education teachers.</p> <ul style="list-style-type: none"> • Accessible Materials • Accommodations and Modifications in the virtual Environment • Alternate Format for Textbooks • Compliance and Academic Review Audit Forms • Data Collection and Progress Reporting • Due Process • Extended School Year • Finalizing and Special Education File • IEP Data Collection Template • IEP Progress Tracker • K¹² Special Education Auditing Tools • Measureable Goals and Objectives in an IEP

Training/ Curriculum	Content Description
Resources for Special Education VNTT (continued)	<ul style="list-style-type: none"> • NIMAS, NIMAC and Bookshare • Present Levels of Performance in an IEP • Sample Accommodations and Modifications Checklist • SMART IEP Goals • Special Education Teacher’s Role in Related Services • Special Factors in an IEP

School Counselors

Training/ Curriculum	Content Description
Orientation to training and VNTT	<p>This live session provides a context for training, knowledge of the path for assistance, an awareness of best practices, and a plan for next steps. For many attendees, this is a first experience in a BlackBoard Collaborate Classroom. Attendance is recommended prior to beginning assigned VNTT Curriculums.</p>
School Counselor Curriculum VNTT	<p>This Curriculum is designed to give new school counselors started with virtual schooling, understanding the school’s relationship with K¹², services and support for the families and their role as a school counselor in the virtual environment:</p> <ul style="list-style-type: none"> • Introduction to K¹² for School Counselors • K¹² Schooling Online for School Counselors • K¹² School Counseling Online • Tour of K¹² High School Tools • Communication in Online Schools for School Counselors • FERPA Basics in a Virtual World • K¹² College & Career Counseling • Special Education Services and Support in a Virtual Environment • Effective Home Worker for School Counselors • K¹² High School Curriculum Overview • K¹² Students for School Counselors • K¹² Student & Family Success for School Counselors

Training/ Curriculum	Content Description
Class Connect Basics VNTT	<p>This curriculum is a series of four synchronous sessions to introduce the use of Blackboard Collaborate (BbC) for direct instruction in the virtual classroom. Interface Tour is a prerequisite for each of the other three sessions. The remaining sessions may be taking in any order. Outside practice materials are distributed at each session. Content includes:</p> <ul style="list-style-type: none"> • Interface Tour • Application Sharing • Using the Whiteboard • Web Tour, Web Push and Polling • BbC Online Moderator Guide • BbC Online Participation Guide

Student Support Services

Insight PA Student Support Services represents a wide range of non-instructional staff members directly supporting students and includes staff with significant differences in their day-to-day responsibilities and roles. Various certification and areas of expertise are encompassed within this training path.

Training/ Curriculum	Content Description
Orientation to training and VNTT	<p>This live session provides a context for training, knowledge of the path for assistance, an awareness of best practices, and a plan for next steps. For many attendees, this is a first experience in a BlackBoard Collaborate Classroom. Attendance is recommended prior to beginning assigned VNTT Curriculums.</p>
New Student Support Services Customized Training Plan VNTT	<p>This curriculum has a strategic selection of items that guides new staff fulfilling this role with a customized training plan that effectively addresses their own job. Customization occurs under the guidance of a supervisor:</p> <ul style="list-style-type: none"> • Communications in Online Schools for Student Support Services • FERPA Basics in a Virtual World

Training/ Curriculum	Content Description
New Student Support Services Customized Training Plan VNTT (continued)	<ul style="list-style-type: none"> • Special Education Services and Support in a Virtual Environment • Strong Start Program Overview • TotalView School
Class Connect Basics VNTT	<p>This curriculum is a series of four synchronous sessions to introduce the use of Blackboard Collaborate (BbC) for direct instruction in the virtual classroom. Interface Tour is a prerequisite for each of the other three sessions. The remaining sessions may be taking in any order. Outside practice materials are distributed at each session. Content includes:</p> <ul style="list-style-type: none"> • Interface Tour • Application Sharing • Using the Whiteboard • Web Tour, Web Push and Polling • BbC Online Moderator Guide • BbC Online Participation Guide

School Administrators

Professional development for new Insight PA administrators will consist of face to face training and synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The online synchronous sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities of working with students and teachers of various grade levels. These synchronous sessions are designed and delivered by K¹²'s Academic Services Division comprised of Master Educators who have vast and demonstrated experience and expertise in K¹²'s network of managed schools.

There are four required training assignments for Insight PA administrators as well as an ongoing focus for the year:

- **Orientation to Training** (1 synchronous session): This live session provides a context for training, a knowledge of the path for assistance, an awareness of best practices, and a plan for next steps.

- **New Administrator Customized Training Plan:** This is a guide provided to new administrators to assist them to create a customized training plan that effectively addresses their own job. Training content will be made available to new administrators on K12Training.com. Each new administrator provides her/his training plan to the administrator's supervisor or designated reviewer.
- **ClassConnect Basics:** This is a series of four synchronous sessions to introduce the use of the web conferencing tool, Blackboard Connect, for direct instruction in the virtual classroom and running school related meetings.
- **Data Driven Instruction (2 day face to face training):** Hands on interactive workshop focused on practical real life scenarios that virtual administrators face when using data in their role in working with teachers and staff to drive student achievement.
- **Ongoing Monthly Professional Development:** A year-long series of monthly synchronous sessions that are crafted to a pre-determined area of focus for raising student achievement.

As an example of the focus of the year-long professional development sessions for administrators, in the 2014-2015 school year the focus for leadership development by K¹² will be on Data Driven Instruction. The basis for this series will come from Leverage [Leadership: A Practical Guide to Building Exceptional Schools](#) by [Paul Bambrick-Santoyo](#) and Doug Lemov as well as [Driven by Data: A Practical Guide to Improve Instruction](#) by [Paul Bambrick-Santoyo](#).

Virtual New Teacher Support Program (ongoing, year-long training for new teachers)

The Academic Services Division is committed to providing a seamless layer of support for new teachers. The K¹² New Teacher Support Program (VNTSP) was created to provide continuous support to Insight PA virtual new teachers through one-on-one instructional coaching at the school level, as well as, extensive assistance through school-level group meetings and staff development built on the foundation established in VNTT. This program is a comprehensive wrap-around training and support program for new teachers that includes instructional coach, induction activities, and targeted training.

Broadly the program has four goals that include the following:

- Deliver lessons clearly
- Maintain high academic expectations
- Maintain high behavioral expectations
- Maximize instructional time

The Academic Services Division offers support in the following manner:

- The trained instructional coach works directly with the new teacher to observe lessons and to offer feedback prior to formal administrative observations.
- Instructional coaches at the school work collaboratively with each new teacher to develop an IDP, based on the observation and professional goals identified during Quality Online Teaching
- Collectively, instructional coaches work together to create year-long Support Group Plan tailored to meet the specific needs of the school's novice teachers
- Support group meetings are conducted for new teachers to foster professional growth through collaboration, dialogue, and reflection on the practice and profession of virtual teaching
- In-depth assistance with measuring the performance for individual teachers using the INACOL Quality Online Teaching Standards and the implementation of both the school's and K¹²'s Instruction and Assessment Plan. The Instructional Assessment Plan is a strategic combined use of the Performance Series Assessment (PS) and Study Island (SI) over the course of a school year to ensure that all students are provided with a growth measure and a systematic exposure to state standards. The data generated will make data-driven instruction possible.
- Targeted Training Sessions are as follows:
 - ◇ Analysis of Data to Drive Instruction
 - ◇ Study Island Pathways: Analysis of Data to Drive Instruction
 - ◇ Study Island Benchmarks: Analysis of Data to Drive Instruction
 - ◇ Response to Data and the Data Conference
 - ◇ Polling and Emoticons: Self Perception vs. Content Mastery
 - ◇ Whiteboard Assessment and Rubric Development
 - ◇ Quiz Manager and Question Types

- ◇ Breakout Rooms
- ◇ Lesson Planning
- ◇ Self Reflection & Peer Review
- ◇ Teach Like a Champion- Positive Framing
- ◇ Teach Like a Champion- 100%
- ◇ Teach Like a Champion- Strong Voice
- ◇ Teach Like a Champion- What to Do
- ◇ Quality Online Teaching 1: Applying INACOL Standards
- ◇ Quality Online Teaching 2: Reporting Personal Progress

Ongoing Professional Development (monthly)

Insight PA educators benefit from monthly online workshops which provide for the sharing of best practices and team building across our large network of educators as well as hearing presentations from curriculum experts, systems developers and master educators. Topics covered will include assessment, technology, data driven instruction, targeted instructional strategies, and content, and student /teacher misconceptions by subject. The flexibility of virtual teaching will allow the program's teachers to participate extensively in professional development offered through K¹² Academic Services division. The Learning Management System, K12Training.com, also readily makes available the Training Catalog of the overall 400 synchronous and asynchronous trainings available. Teachers will be sent the schedule of available professional development sessions each month, and department chairs will be required to attend subject-specific professional development sessions on a regular basis, in addition to program, district, and state provided professional development.

Maintaining Valid Teacher Certification

A holder of any type of Pennsylvania educator certificate, it is required by law (Act 48) to maintain professional currency on that certificate. This is done through the accrual of collegiate credits, continuing professional development credits (IU), and/or activity hours or experiences. Everyone who holds a certificate issued by Pennsylvania is affected by Act 48 whether they are employed or not; whether they are retired or not; or whether they hold a provisional (Level I) or permanent (Level II) certificate.

Those full-time tenured and non-tenured teachers in public school entities in

Pennsylvania, including charter schools and their non-certified staffs, must meet the intent of Act 48 or forfeit the ability to work full-time.

Insight PA leaders will encourage teachers to maintain their certification through the following avenues:

- Six credits of collegiate studies, or (Insight PA will offer a tuition reimbursement plan)
- Six credits of Department-approved in-service courses, or
- One hundred eighty hours of Department-approved continuing professional development activities and experiences or a combination. (A comprehensive plan of opportunities will be offered)

Insight Executive Director and Principal Onboarding

New Executive Director and Principal Onboarding features two weeks of face to face training on the most pertinent topics for the ultimate virtual school leader aligned to Pennsylvania's expectations for school leaders:

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
- The leader has the ability to access and use appropriate data to inform decision-making at all levels of the system.

Training and Learning Management System

K¹², as the nation's largest provider of support and professional development to virtual educators, has learned through its experience in addition to the ever changing and improving technologies available, that delivery of a printed Teacher Handbook is an outdated modality of knowledge management that is no longer the best method for delivery of the most essential and just in time information for educators. As a result, K¹² created a training and learning management system, K12training.com, to host, provide and deliver to educators the most essential information they need to meet their on the job needs in a just in time, regular, and on demand fashion. K12training.com, is a Learning Management system maintained by K¹² that has the ability to push out notifications and other just in time information to educators. Additionally, each of the previously mentioned training and development opportunities contain

job aids that are updated regularly (as systems, standards and laws change) that educators can search and print out as desired. Additionally, K12training.com has a search function that allows educators to search for topics of interest or need and then print on demand in an as needed fashion. We believe, therefore, that this new technology, which allows for updating as needed along with search functionality, is far superior to an unchanging and potentially outdated, printed Teacher Handbook. It is K¹²'s experience that printed handbooks quickly become out of date because of the swift and ever changing nature of technologies and systems of support that eventually become dusty binders that sit unused in an educator's office.

Develop, maintain, and host a Teacher Support Website

As previously mentioned, K¹² has responded to the advancements and improvements in technology, as well as its experience as the premier provider of support and professional development by seeking out better ways to provide on demand support to educators. In response, K¹² created and continues to deliver on demand support and resources to educators as well as access to collaboration with the nation's largest community of virtual educators by means of the k12training.com platform. This platform not only provides for the IDP, access to transcripts and certificates, but also on demand search functionality for resources and a collaboration space for educators from around the world (6000+) to share best practices and collaborate on educational solutions. The K¹² international community of educators is comprised of those with experience teaching in both brick and mortar classrooms and online. In addition to the collaboration space and resources offered by k12training.com, K¹² also provides educators, teachers and administrators alike, with numerous collaboration opportunities with their colleagues via a number of other mediums. These mediums include biweekly newsletters to keep teachers and staff current on educational trends, topic and items of interest, blogs, online collaboration centers and a dedicated Academic Services Facebook page to allow for sharing of resources and expertise.

Enhancing instruction by using effective instructional practices to engage students and move students toward becoming independent thinkers and learners is a goal that K¹² strives to meet for all students. Insight PA leaders conduct and nurture a culture of on-going professional development professional learning communities where leaders facilitate discussions about

effective instructional practices. K¹² believes that it is imperative to share best practices across departments and one effective way is through housing the lessons on the in a collaborative space where effective instructional practices are posted for teachers to share and view. This site contains resources for all Insight PA teachers including tools for planning and instruction centered around activation, assessment tools, reflection templates and specific tools for differentiated instruction. This resource will continue to be a place for building an important library for all teachers to use as a resource.

Develop, maintain, and host a Teacher Help Desk open via phone and email to teachers forty hours each week

The shift in learning and teaching environments is not one without challenges. Teachers must add to their content knowledge and instructional repertoire by learning about technology, instructional design for an online environment, creating quality online assessments and managing online courses. New and seasoned teachers alike encounter questions everyday related to these matters and which are most readily addressed by other expert online teachers. K¹² supports these types of just in time questions through the maintenance of a Teacher Support Helpdesk and Knowledgebase. K¹² Academic Services, a group of demonstrated and experienced educators, operates this Helpdesk and Knowledgebase to respond to just these types of questions and concerns. Educators can get their inquiries answered in two ways – via email messages to k12teachersupport@k12.com (which are responded to within 24 hours) and direct inquires via search to a knowledge base of frequently asked questions that contains thousands of immediately accessible answers. While K¹² formerly offered on demand help by phone, we recognized this synchronous form of support was outdated and did not meet the evolving changes in technology as well as neglected the 24/7 nature of work of the virtual educator. Responding to the changing needs of a virtual education workforce, we first have educators turn to the self-help knowledge base, next via email inquiry and then finally to support via phone which is available Monday through Friday 9 am – 5 pm ET.

As stated, Insight PA educators can email and then search the K¹² online knowledge base 24/7 and while most questions are addressed, K¹² recognizes that some will remain. In the event that inquiries remain unresolved, questions can then be then be found via phone and provided by Master Educators and which is available Monday through Friday 9 am – 5 pm ET. We believe that the

nature of a virtual educator's job demands our innovative method of resolution, with self-help and on demand sourcing (all 24/7) which are far superior to our previous method of 40 hours of live help.

Host ongoing teacher professional development sessions throughout the school year for new and returning teachers on topics related to teacher effectiveness in a virtual environment.

K¹² has the unique opportunity to in an ongoing way to analyze academic achievement data as well as the feedback it receives from its large national and international network of schools, teachers, parents and students in an effort to evaluate and determine the most impactful focus for professional development. As an example of the carefully chosen focus of professional development sessions for both teachers and administrators, in the 2014-2015 school-year the focus for administrators by K¹² will be on Data Driven Instruction. The basis for this series will come from [Leverage Leadership: A Practical Guide to Building Exceptional Schools](#) by [Paul Bambrick-Santoyo](#) and Doug Lemov as well as [Driven by Data: A Practical Guide to Improve Instruction](#) by [Paul Bambrick-Santoyo](#). Along the same focus of Data Driven Instruction and Effective Teaching Techniques, the professional development sessions for teachers by K¹² will come from [Teach Like a Champion: 49 Techniques that Put Students on the Path to College \(K-12\)](#) by Doug Lemov.

Keeping in mind that educators have professional development needs that are unique to their role and stage of tenure, K¹² offers the following span of professional development offerings to meet those needs:

- VNTT- 4 week intake/onboarding for new teachers as expanded on below
- VNTSP – year-long onboarding/continuation of VNTT for new teachers as explained below
- Virtual Returning Teacher Training (VRTT) – professional development on carefully selected areas of focus that are targeted towards the most important changes educators need to know within the first 30 days of the school year.
- Virtual Returning Teacher Support Program (VRTSP) - ongoing and monthly professional development for seasoned teachers to refine their practice in an area of chosen focus.
- Administrator/Leadership Development – monthly, year-long synchronous

sessions of professional development offerings, centered on the chosen area of focus to meet the needs of virtual administrators as expanded on in section a.

- Administrator/Leadership Onboarding – a two week intensive face to face development opportunity for new principals and leaders as also expanded on below

K¹²'s professional development offerings for new teachers and virtual administrators were expanded on and explained previously., however, in addition to VNTT, VNTSP and Administrator/Leadership Development, K¹² also offers an additional and distinct set of ongoing professional development offerings for seasoned educators. By way of example of how K¹² carefully selects areas of focus for professional development for educators based on data from its network of schools and keeping in line with the particular needs of teachers based on their level of tenure, returning teachers will be assigned two programs/development paths, Virtual Returning Teacher Training (VRTT) and Virtual Returning Teacher Support Program (VRTSP).

- VRTT: VRTT affords returning teachers training a quick start on topics specifically targeted to the changes to curriculum, systems and policies as a result of Common Core Standards, systems updates and other relevant changes and updates. A special emphasis on Data Driven Instruction is included during this asynchronous and synchronous training available to teachers 30 days prior to school start.
- VRTSP: The focus on Data Driven Instruction and Teach Like a Champion continues during this in- year support program that is specifically designed to meet the needs of returning teachers. During VRTSP seasoned virtual teachers learn, practice and refine the following Teach Like a Champion Techniques:
 - ◇ Teach Like a Champion- Strong Classroom Culture
 - ◇ Teach Like a Champion– Initial Calls
 - ◇ Teach Like a Champion- No Opt Out
 - ◇ Teach Like a Champion- Everybody Writes
 - ◇ Teach Like a Champion- Right is Right
 - ◇ Teach Like a Champion- Stretch It

Develop and deliver Online Synchronous Instructor training, which certifies teachers as effective instructors using Blackboard Collaborate, the virtual classroom tool used for real time virtual instruction with students.

K¹² is not only the founder of the name, but also founder of the design and development of the Online Synchronous Instructor Training (OSIT) program. This program of certification helps to maintain the high standards by which virtual educators must be held when instructing in a virtual environment, and in particular, when instructing synchronously. To achieve this end, K¹² begins training BlackBoard Collaborate tool beginning with “Class Connect Basics” in VNTT and continues it in VNTSP in the Formative Assessment Curriculum and the Teach Like a Champion Curriculum. Training with the BlackBoard Collaborate tool is a paramount offering of K¹²'s onboarding, new teacher training and ongoing development. A teacher becomes “certified” through demonstrated completion in the aforementioned synchronous sessions as well through a series of “performance tasks” that are observed and evaluated by an instructional coach. It is through this combination of successful completion of the synchronous sessions coupled with demonstrated evidence in the performance tasks that an instructional coach must then certify a teacher as effective.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, and benefits.

Insight PA will contract with Insperty for Human Resource and Benefits services. Insperty is an experienced provider of HR benefits and management to many online public charter school. We take this step because we believe they offer compelling HR services and benefits that will help manage our HR needs. A draft Employee Manual, which is a detailed explanation of our human resource policies in conformance to Pennsylvania statutes and regulations, is attached to this application (see **Appendix V.1** Employee Manual) Insight PA will develop an Acceptable Use Policy for teachers for the use of the technology and the Internet. In addition, the Board of Trustees wishes to clarify the employee relationship with Insperty, our proposed HR outsourcing service, with the explanation below which was provided by Insperty:

“Our Workforce Optimization solution is designed to improve the productivity and profitability of small and medium-sized businesses. It relieves business owners and key executives of many employer-related administrative and regulatory burdens, which enables them to focus on the core competencies of their businesses. It also promotes employee performance through human resources management techniques designed to improve employee satisfaction. We provide our Workforce Optimization solution by entering into a Client Service Agreement (“CSA”), which establishes a three-party relationship whereby we and our client act as co-employers of the employees who work at the client’s location (“worksite employees”). Under the CSA, we assume responsibility for personnel administration and compliance with most employment-related governmental regulations, while the client retains the employees’ services in its business and remains the employer for various other purposes.

Client Service Agreement

The CSA also establishes the division of responsibilities between Insperty and the client as co-employers. Pursuant to the CSA, we are responsible for personnel administration and are liable for compliance with certain employment-related government regulations. In addition, we assume liability for payment of salaries and wages (as well as related payroll taxes) of our worksite employees and responsibility for providing specified employee benefits to such persons. These liabilities are not contingent on the prepayment by the

client of the associated comprehensive service fee and, as a result of our employment relationship with each of our worksite employees, we are liable for payment of salary and wages to the worksite employees as reported by the client and are responsible for providing specified employee benefits to such persons, regardless of whether the client pays the associated comprehensive service fee. The client retains the employees' services and remains liable for complying with certain government regulations that require control of the worksite or daily supervisory responsibility or is otherwise beyond our ability to assume. A third group of responsibilities and liabilities are shared by Insperity and the client where such joint responsibility is appropriate. The specific division of applicable responsibilities under the majority of CSAs are as follows:

Insperity

- Payment of wages and salaries as reported by the client and related tax reporting and remittance (local, state and federal withholding, FICA, FUTA, state unemployment)*
- Workers' compensation compliance, procurement, management and reporting*
- Compliance with the Code, COBRA, HIPAA and ERISA (for each employee benefit plan sponsored solely by Insperity), as well as monitoring changes in other governmental regulations governing the employer/employee relationship and updating the client when necessary*
- Employee benefits administration of plans sponsored solely by Insperity*

Client

- Payment, through Insperity, of commissions, bonuses, paid leaves of absence and severance payments*
- Payment and related tax reporting and remittance of non-qualified deferred compensation and equity-based compensation*
- Ownership and protection of all client intellectual property rights*
- Compliance with OSHA regulations, EPA regulations, FLSA, FMLA, WARN, USERRA and state and local equivalents and compliance with government contracting provisions*
- Compliance with the National Labor Relations Act ("NLRA"), including all organizing efforts and expenses related to a collective bargaining agreement*

and related benefits

- *Professional licensing requirements, fidelity bonding and professional liability insurance*
- *Products produced and/or services provided*
- *COBRA, HIPAA and ERISA compliance for client-sponsored benefit plans*

Joint

- *Implementation of policies and practices relating to the employee/ employer relationship*
- *Compliance with all federal, state and local employment laws, including, but not limited to Title VII of the Civil Rights Act of 1964, ADEA, Title I of ADA, the Consumer Credit Protection Act, and immigration laws and regulations*

We maintain employment practice liability insurance coverages (including coverages for our clients) to manage our exposure for various employee-related claims, and as a result, our incurred costs with respect to this exposure have historically been insignificant to our operating results.”

E. Identify the proposed faculty.

The faculty of Insight PA will be a diverse group of highly qualified grades K-12 teachers and math and reading specialists. Insight PA will employ Pennsylvania certified teachers who are experienced educators. Teachers will have a Bachelor’s degree or higher, state certification, and demonstrate competency in their specific area of instruction. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired. The faculty will include general and special education teachers in the Elementary, Middle and High School levels. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

Insight PA will require a criminal history background check prior to hiring an applicant or accepting the services of a contractor if the applicant, contractor or contractor’s employees will have direct contact with Insight PA students. A criminal history background check is a report of criminal history record

information from, or a statement that no information is on file with, the Pennsylvania State Police; or, for nonresidents of Pennsylvania, a report of Federal criminal history record information from, or a statement that no information is on file with, the Federal Bureau of Investigation. The criminal history background check may not be more than 1 year old at the time of employment or engagement of contracted services. A criminal history background check is not required when an employee, contractor, or contractor's employee continues to be employed by Insight PA but is moved from one site to another if the following apply:

- The employee, contractor, or contractor's employee has been previously submitted the original of the criminal history background check in accordance with Section 111.
- A copy of the criminal history background check is maintained by the Insight PA administrators.

If an employee, contractor, or contractor's employee who does not have direct contact with children is subsequently permitted direct contact with children due to transfer, changed circumstances or for another reason, a criminal history background check will be required before the employee, contractor, or contractor's employee is permitted direct contact with children.

A criminal history background check is required only prior to the initial hiring of a substitute teacher by Insight PA.

The applicant or potential contractor may present a copy of his criminal history background check with an initial application, but shall present the original criminal history background check Insight PA (depending on the employer) prior to employment or engagement of services.

Insight PA shall:

- make and keep a copy of the original in the applicant's or potential contractor's file;
- mark the copy with the date copied and note the name of the administrator who has seen the original; and
- return the original to the applicant or potential contractor for subsequent use.

Prior to employing a person who would have direct contact with children, and prior to utilizing an employee in a manner which would cause an employee to

have direct contact with children for the first time, an Insight PA contractor shall obtain a criminal history background check for each employee and present it to Insight PA in the same manner to be used by Insight PA as outlined in the preceding paragraph.

The Insight PA CEO/Executive Director or designee will be responsible for maintaining the confidentiality of the criminal history background checks. The criminal history background check is not available to anyone who is not directly involved in making hiring decisions.

Insight PA will not employ an applicant who would have direct contact with children if the applicant's criminal history check states that the applicant has been convicted of a crime specified in Section 111(e) of the Public School Code of 1949, or an equivalent Federal or out-of-State crime, within 5 years or less of the date of a criminal history background check.

Insight PA shall notify the applicant in writing if the decision not to hire or employ the applicant is based in whole or in part on the criminal history background check.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.

There are no Insight PA staff hired at this time therefore we cannot attach official clearance statements. Insight PA will require all individuals who are applicants for Insight PA jobs who will have direct contact with Insight PA students to submit an official clearance statement regarding child injury or abuse issued within the immediately preceding year by the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2. Submission of this clearance statement is a condition of employment at Insight PA for individuals who will have direct contact with Insight PA students, which includes individuals who have contact by electronic means. Insight PA will not hire an applicant if the Department of Public Welfare verifies that the applicant is named as the perpetrator of a founded report of child abuse or is named as the individual responsible for injury or abuse in a founded report for a school employee.

The clearance statement shall not be required for an applicant transferring positions within Insight PA who has, prior to the transfer, already obtained an official clearance statement. An official clearance statement from DPW is not required of a school employee who is under 21 years of age, in a job training program and employed for not more than 90 days. A school employee may be hired on a provisional basis for up to 30 days, if a state resident, or 90 days, if from out of state, without a DPW official clearance statement. However, the individual hired provisionally would need to have applied for the clearance and attest in writing by oath or affirmation that he/she is not a perpetrator in a founded report of child abuse or named in a founded report as a school employee. The administrator must also have no knowledge of information which would disqualify the applicant under the Child Protective Services law. This provisional hiring may not occur during a strike.

H. What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

The Insight PA administrative staff will draft a procedure for consideration by the Board of Trustees to ensure the hiring of certified, highly qualified teachers and other professional staff. The procedure will include a method for determining the Highly Qualified status of the teacher and other professional staff candidates; assisting the teacher to develop a plan to become highly qualified; and implementing the plan which will most likely entail participating in professional development. Insight PA's draft employee manual provides for a reimbursement program for fulltime Insight PA employees who are taking classes and testing to meet the highly qualified status. (see **Appendix V.1**). As currently drafted, Insight PA's reimbursement program would fund tuition (general and instructional fees), lab, technology, classes, testing, and text book fees for teachers who are working to meet highly qualified status. Eligible courses include subject matter courses such as Math, Science, Reading, Educational Leadership, Special Education, and courses related to the state content standards and Highly Qualified status.

4. Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

Insight PA standards for student behavior will be found in the school's Code of Conduct while student discipline policy will be contained in the Insight PA Parent/Student Handbook. Every student and family will receive a copy of these documents upon enrollment and they will be discussed with students and parents at parent training and orientation meetings. Through the OLS, Insight PA will monitor attendance for compliance with the requirements of the State of Pennsylvania and its charter. Attendance and related academic progress will be monitored and will be a determining factor in student promotion to the next curricular grade level, continued enrollment in the school, and graduation. Staff will be provided a copy of the school's disciplinary policies upon employment and as part of ongoing professional development.

Monitoring Student Behavior

Pennsylvania-certified teachers will utilize a number of tools and strategies to monitor student behavior during instructional and non-instructional activities. Though listed separately below, these tools and strategies will be utilized as part of an inextricably linked process. Among these tools and strategies are:

- Parent/Student/Teacher Conferences: Teachers will meet with students and parents on a regular basis at parent/student/teacher conferences.
- Online School: The OLS allows teachers to review student lesson completion, assessments, time logged online, and attendance hours and minutes. Teachers will use the OLS to monitor student progress through instructional activities.
- *Blackboard Collaborate*: *Blackboard Collaborate* is a synchronous online teaching tool that allows teachers to conduct one-on-one or small group sessions with students. These small group sessions help teachers better understand whether or not a student is both completing his/her own work and mastering it.
- Work Samples: Students will submit regular work samples and assignments to teachers. Teachers are able to select which assignments to focus on so that, for the purposes of compliance and learning, they can guarantee that students are doing their own work. If a student has either not completed an assignment, or cannot explain the basis of his/her assignment, the student will not receive attendance credit for this

work.

- Email: Student will email written work to their certified teachers regularly (especially above grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during *Class Connect* sessions.
- Assessments: Students will take regular, proctored unit and benchmark assessments tied directly to the work they are completing. Certified teachers will proctor these sessions, review these assessments, and ensure that performance on web-based daily assessments mirror student performance in the proctored setting.
- School Outings: All Insight PA outings will be led by an Insight PA teacher and/or staff member who will supervise the behavior of students during the outings.

Positive Behavior Intervention Plan

A positive learning environment fosters student achievement. To this end, teachers will be trained in positive expectations, classroom management and lesson mastery. Positive expectations begin with the understanding that what we expect of our students will greatly influence their achievement with academics, and with life. The more the school and family are joined as partners, the greater a student's chance of success. A teacher who employs significant and purposeful feedback to students will create an environment of positive expectations. Classroom management is another practice that effective teachers think carefully about. In order to maximize student learning and minimize student misbehavior, routines and procedures must be carefully planned and implemented. As a staff, teachers will develop an effective discipline plan with clearly articulated rules. Consequences and rewards for each rule will be developed and consistently employed. Lesson mastery involves a high rate of student on-task behaviors. Precise instruction and assignments monitored by regular assessments allow the student to take ownership of and pride in their work. This philosophy and approach creates an environment where students can succeed because they know at the start what is expected of them, and how to surpass those expectations.

At the school level, awards for academic achievement recognition will be given.

Other programs, such as student of the month, will help to create a proactive, positive learning environment. Teachers will also work with the parents or other responsible adults. Some students may need behavioral support for subject areas that are challenging, or for ideas on how to effectively use the time during the day to maximize student learning. Insight PA will help each student reach their potential in a positive, supportive fashion.

B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

There are several ways a parent or student could be considered to be non-compliant with school policies and, therefore, subject to discipline. Examples are failure to respond to teacher/ administrator phone calls and/or email; failure to participate in scheduled parent/student/teacher conferences; failure to submit required work samples; failure to participate in state-mandated assessments; and failure to follow Individual Education Plan (IEP) or Academic Improvement Plan (AIP) requirements. Insight PA will establish procedures to deal with non-compliance which will also be discussed with students and at parent training meetings as well as being published in the school's Parent/Student Handbook.

School policies will be laid out in the Handbook. The school reserves the right to expel students who are in violation of the rules laid out in the Student/Parent Handbook. The Executive Director will appoint a designee who will make expulsion or suspension decisions. Parent and student will be notified and provided an explanation of the action taken. Appeals can be made to the CEO who will review the merits of the case. Suspensions will involve the removal of students from participation in the larger community of learners by removing their access to communications technology that allows them to participate electronically in that community. The Student/Parent Handbook contains rules and consequences leading to (1) short- or long-term suspensions; and (2) expulsion.

1. Discipline Procedures: A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parent or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion. A student who is accused of misbehavior or

a breach of this Code of Student Conduct will be presented to the Executive Director's appointed designee by the person having knowledge of the misbehavior or breach of conduct.

- (a) **Written referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.
- (b) **Student notification:** The student will be placed on notice of the violation by the Executive Director's appointed designee and afforded an opportunity to explain.
- (c) **Initial conference:** An initial conference (in person or by tele- or video-conference) shall be conducted by the Executive Director's appointed designee at each level of discipline.

1. Charges and Evidence: The Executive Director's appointed designee, shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

2. Parental Assistance: A good faith effort shall be made by the Executive Director's appointed designee, to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

(d) Parental notification:

1. By Telephone or Email: The Executive Director's appointed designee shall make a good faith effort to notify the parent by telephone or email of the student's misconduct and the proposed disciplinary action.

2. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the Executive Director's appointed designee, shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reasons action was taken.

Violations Leading to Suspension

The following violations will lead to short-term suspension or other low-level disciplinary action, following the due-process procedures noted above. Multiple violations at this level may lead to a long-term suspension or expulsion. [Note: We take the below violations very seriously but in a virtual environment we

expect that many of these violations will be significantly less likely to occur.]

- **Abusive Language or Conduct:** A student who uses or engages in abusive, profane, obscene, vulgar language or conduct, in the presence of another person, whether in person or electronically, is guilty of unacceptable conduct.
- **Cheating:** A student who participates in using, copying, or providing another student with any test answers or answer keys or another person's work, representing it to be their own work, is guilty of unacceptable conduct.
- **Disruptive Behavior and/or Minor Infractions:** A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the HOS to be minor in nature, is guilty of unacceptable conduct.
- **Unauthorized Access:** A student who enters part of the Insight PA website that has been denied to them by administrators will be in violation of the School's Acceptable Use Policy.
- **False Information:** A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school is guilty of a serious breach of conduct.
- **Interference with the Educational Process:** A student who is guilty of willful disobedience, open defiance of the authority of the HOS or any member of the School staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the School is guilty of a serious breach of conduct.
- **Vandalism:** A student who intentionally destroys, damages, or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the staff is guilty of a serious breach of conduct.
- **Theft:** A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

- **Robbery:** A student who takes money or other property (whether physical or electronic) belonging to another person from another person by the use of force, violence, assault, or threatened use of force or violence is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Sexual Harassment:** A student who subjects another student to unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats—either in person or online—is guilty of a serious breach of conduct. This also includes transmission of sexually inappropriate or explicit material.
- **Indecent Exposure or Conduct:** A student who exposes or exhibits his or her sexual organs in the presence of others in a lewd or indecent manner, or who intentionally and willingly engages in behavior that is considered lewd, indecent, or obscene, either in person or online, is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Burglary:** A student who enters or remains in a building or property owned or maintained by the Board with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises are at the time open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Abusive Language or Conduct Directed at a School Employee or Trustee:** A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

Violations leading to Expulsion

The following violations will lead to expulsion, following the due process procedures noted above.

- **Weapons:** A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife or club, while attending a school-sponsored activity away from home is guilty of a serious breach of conduct.
- **Firearms:** A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school campus, other property owned or maintained by the Board, or property designated for school activities.
- **Battery:** A student who intentionally strikes another person against the will of the other person or intentionally causes bodily harm to another person is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Bomb and Explosive:** A student who is in possession of a bomb, explosive device, or substance or materials intended for use in a bomb or explosive device or substance while at a school-sponsored activity, on Board property, or a chartered bus (unless the material or device is being used as part of a legitimate school-related activity or science project conducted under the supervision of an instructor with the knowledge and consent of the HOS or appointed designee) is guilty of a serious breach of conduct.
- **Arson:** A student who willfully, by fire or explosion, damages or attempts to damage any building, structure, vehicle, or other property owned or maintained by the Board is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Threat:** A student who intentionally threatens, by word or act, to strike or cause bodily harm to another person, has the apparent ability to carry out such threat, and causes the other person to have a well-founded fear that he or she is about to be struck or about to suffer such bodily harm is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

C. Describe your school’s mandatory student attendance plan and its fit with the code of conduct

Insight PA founders will adopt a Truancy Elimination Plan using the Pennsylvania Department of Education’s guidance in the Truancy Toolkit described below (<http://www.patruancytoolkit.info/index.cfm?pageid=2647>):

Doctor/Medical Excuses

1. Students must present doctors’ notes when they are absent from school for three or more days consecutively due to illness.
2. Parents should send doctors’ notes to the child’s teacher or attendance coordinator.
 - a. The Attendance Coordinator will add information onto the Medical Excuse list and update the master attendance.
 - b. The Attendance Coordinator will forward a copy of the medical excuse to the School Nurse to be filed in the student’s medical file.
 - c. Doctor’s notes will be valid for 10 days.

Excuse Notes for Absence

1. In order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the child’s teacher or Attendance Coordinator.
2. The excuse must state the student’s name, the date of the absence, and the reason for the absence.
3. The parent or guardian will have three calendar days from the absence to submit the excuse.
4. A secure shared server will be used to record all absences by the attendance coordinator.

Excused Absences

1. Administrators will register absences as excused for the reasons cited in the Pennsylvania School Code: personal illness or quarantine, health care, death in the immediate family, approved educational travel, and religious holidays or religious instruction.
2. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted per school year. All absences beyond ten cumulative days will require an excuse from a physician.

Unexcused Absences

1. If the teacher or coordinator does not receive an excuse within three days of the absence, such absence will be recorded as an unexcused absence.

Educational Leave

Pupils may be excused for educational trips not sponsored by the school according to Section 11.26, Annex A, Ch. 11 of the Pennsylvania School Code. It will be the parent or guardian's responsibility to contact the teacher(s) to determine what obligations must be met as a result of this proposed absence. The following restrictions apply to requests for educational leave:

1. No more than ten (10) days of absence will result.
2. No absence will occur in the last ten (10) days of the school year.
3. Experiences such as "Long Weekends" and "Vacations" will not justify any request.
4. The request must be submitted and approved 24 hours prior to the trip
5. Requests will not be approved for time off during the state testing window.

No Internet Access or Power Outage

Students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their school work. If a student does not have a back-up plan and cannot go to the library, the student must notify their Homeroom Teacher so that the reason for their absence may be acknowledged and accepted.

Truancy Elimination Plan

Insight PA Cyber Charter School has developed a Truancy Elimination Plan (TEP), as described in Section IV (A) (3) BEC 24 P.S. 13-1327 to work strategically to reduce the incidence of truancy. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, teachers will implement a plan of action including, but not limited to:

- Sharing and reviewing school policy on attendance and student responsibilities with students and families;
- Contacting the student's parent/guardian upon their absence;
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the Executive Director (or assigned truant officer);
- Making referrals to guidance counselors and

- Collaborating with Student Assistance Teams as appropriate.
- Contacting Children and Youth Services for support.

Insight PA Cyber Charter School will notify the parent/guardian regarding the need for a joint conference upon the third unlawful student absence. The school- family conference will engage all participants involved in the student's life to explore possible solutions to increase the student's school attendance. The purpose of the school-family conference will be to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference will provide both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family will be an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services and school personnel may be invited to participate. During the school-family conference, a Truancy Elimination Plan shall be developed cooperatively with the student and other meeting participants. Issues to be addressed at the school- family conference should include, but not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;
- Student's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
- Issues concerning family and home environment; and
- Any other issues affecting the student's attendance.

This school-family conference will also provide an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed. The TEP will include, but not be limited to, the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical,

- mental and behavioral health support from the school and/or community organization(s);
- Identification of the school environment issues that affect the student's success and solutions to address these issues;
 - Explanation of the student's strengths and responsibilities related to the TEP;
 - Explanation of the family's strengths and responsibilities related to the TEP;
 - Clarification of method(s) used for monitoring the effectiveness of the TEP;
 - Explanation of the consequences for each stakeholder if the TEP is not fully implemented;
 - Explanation of the consequences for each stakeholder if the TEP is not fully implemented;
 - Discussion of the benefits for successfully implementing the TEP and
 - Follow up and report the outcome of the TEP.

The Chart below outlines the steps that will occur in the event that a student begins to accumulate any unlawful absences. It is the intent of Insight PA Cyber Charter School to eliminate such occurrences

Unlawful absences	Consequences	Academic Impact
First Unlawful Absence	Parent/guardian receives a notice of unlawful absence from school. The legal penalties established by law for violation of compulsory attendance requirements and the school Student Assistance Program brochure will be attached to the notice. In addition to stating the legal punishments, the name and telephone number of a school contact person shall be included. Parents are then able to contact a specific person to request assistance in resolving the child’s truant behavior.	Student is expected to makeup any missed assignments and submit immediately on the next school day. Zeros will be assigned until received by the teacher.
Second Unlawful Absence	Parent/guardian receives a second notice of unlawful absence from the school district. Again, the legal penalties established by law for violation of compulsory attendance requirements, SAP brochure, and the name and telephone number of a school contact person shall be included. Additionally, another offer of assistance will be made to the parent.	Student is expected to makeup any missed assignments and submit on the next school day.
Third Unlawful Absence	<p>1. Parent/guardian receives a third notice of unlawful absence by certified mail providing “official notice of child’s third illegal absence.” Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian, including information that three days after giving such notice, the student or parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.</p> <p>2. The school will coordinate the school-family conference to discuss the cause of the child’s truancy and develop a mutually agreed upon Truancy Elimination Plan (TEP) to resolve truant behavior. Issues to be reviewed at the school-family conference include the appropriateness of the child’s educational environment, current academic difficulties, physical or behavioral health issues, and family/environment concerns. At the end of the conference all parties will sign a comprehensive TEP that is agreed to by the school, district representative, the child, and the parents and/or family. The plan could include accessing academic and social/health</p> <p>supports from the school and community organizations, a recommendation and an agreement for a change in educational choice to better suit the student's academic needs, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. If the family chooses to ignore the invitation to attend, or refuses to sign and return the TEP within the hour of the meeting, the school will move to report the unlawful absences to the School District to pursue truancy proceedings with the magistrate.</p>	The Student is expected to submit any missed assignments. A plan on when those assignments are due will be discussed during the conference with the parent/guardian and the school. Zeros will be assigned until received by the teacher.

Unlawful absences	Consequences	Academic Impact
<p>Subsequent Unlawful Absences</p>	<p>After agreeing to a TEP, or if there is no agreement on a truancy elimination plan and 3 days have passed since the parent/guardian received the official notice of the child’s third illegal absence, if a child is unlawfully absent, at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child’s parent/guardian that the child has violated the TEP</p> <p>or, if there is not a TEP, to inform the child’s parent/guardian that the child has again violated the compulsory attendance requirements, and advise the parent/guardian that a citation will immediately be sent to the magisterial district judge. To ensure the parent/guardian receives the notice, it will be sent through certified mail. After this step, the school will cease informing the parents in writing of absences but the school will continue to call the parent/guardian to inform them of additional truant behavior. The School will refer all future incidents of truancy directly to the district OR directly to the magisterial district judge having jurisdiction in the region.</p>	<p>All assignments are expected to be submitted or the student will be in jeopardy of failing the course (s) and in jeopardy of being retained in the same grade level.</p>
<p>Referral to County Children and Youth Agency</p>	<p>1. Any child who has not attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant, shall be referred by the school to the local county children and youth agency for services, which may include addressing family issues that may be responsible for the child’s truant behavior, or possible adjudication as a “dependent” child under the Juvenile Act. The referral to the county children and youth agency may be in addition to proceeding against the parent/guardian by sending the citation to the appropriate magisterial district judge or a school may decide to refer a family to the local county children and youth agency instead of sending a citation to the appropriate magisterial district judge. If the parent/guardian provides written consent, a copy of the TEP should be forwarded to the county children and youth agency.</p> <p>2. Any child who has attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant may, in lieu of being prosecuted, be referred by the school district to the local county children and youth agency for services, which may include addressing family issues that may be responsible for the child’s truant behavior or, possible adjudication as a dependent child under the Juvenile Act.</p>	<p>All assignments are expected to be submitted or the student will be in jeopardy of failing the course (s) and in jeopardy of being retained in the same grade level.</p>

Unlawful absences	Consequences	Academic Impact
Habitual Truancy	If a child of any age continues to be truant after the above actions have been taken, then the school will send letters to the local school district to file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. The local magisterial district judge will be kept informed if truant behavior continues after a plan is in place. If a district judge is assigned, the school will send the information directly to the magisterial court.	All assignments are expected to be submitted that were missed due to truancy. Zeros will be assigned until received by the teacher.
10 Consecutive Absences	Under Section 11.24, students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution. The students' School District of Residence will be notified within 15 days of the students' removal from the school's active membership. 3 http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=1211594	Student transcript will reflect student's grades upon removal including zeros for any missed assignments.
For Students with IEPs	If at any time a student with an IEP is found truant, an IEP meeting will be convened and the team will determine if the students' disabilities are preventing him/her from attending school. If the truancy is caused by the child's disability, adjustments and edits to the IEP will be made. If it is determined that the student's disability has nothing to do with the child's disability, the child will be treated accordingly as above.	Appropriate accommodations will be made and/or student grades will reflect student work based on Student IEP.

3 24 P.S. §17-1701-A

4 24 P.S. 13-1327 Compulsory Attendance and Truancy Elimination Plan

Withdrawal Process

Please refer to Section I. School Design (4)(F) of this application for details about the process that Insight PA will follow once a family has communicated an intent to withdraw a student or a child has accumulated 10 consecutive unexcused absences or has exhausted his/her ability to resolve issues in the Truancy Elimination Plan.

5. Timetable

A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Insight PA Cyber Charter School Opening Timeline	
Incorporate and file Articles	Completed
Create and approve By Laws	Completed
Contract with Management Provider	Completed
Submission of Charter Application	October 2014
Approval of Charter Application	January 2015
Recruitment of Board of Trustees	Completed
Approval of Board Policies	February—March 2015
Create Student /Parent Handbook	February—March 2015
Recruitment of Students	March 2015
Finalize Insurance Coverage	March 2015
Initial Enrollment Period	March 1st, 2015—April 15th, 2015
Lottery if Necessary	April 20th, 2015
Open Enrollment Period	May 2015—September 2015
Finalized Office Lease	April 2015
Move into Office & Setup	May 2015
Hire Administrators	May 2015
District Notification	May (ongoing with enrollment) 2015
Course Placement	June—July 2015
Hiring of Teachers	June—July 2015
Teacher Training	August 2015
Student Computer/Materials Delivered	August 2015
Orientation Sessions	August—September 2015
School begins	September 2015
Strong Start	September (ongoing with enrollment) 2015

6. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

- **Inspection by a local building inspector.**
- **Inspection by a local fire department.**
- **Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.**
- **Compliance with all other federal, state, and local health and safety laws and regulations.**
- **Application for certificates, licenses, etc. are part of the planning process.**

Insight PA will comply with all applicable safety requirements (e.g., building inspector, fire department, municipal licensing authority, all other federal, state, and local health and safety laws and regulations) for its administrative offices. All necessary certificates and occupancy permits will be obtained and will be in effect prior to the opening of the school. Preliminary clearances on these requirements will be obtained prior to a lease being executed.

7. School Health Services

A. Describe your plan for providing school health services as required under Article XIV of the Public School Code.

Insight PA will provide school health services that comply with Article XIV of the Public School Code of 1949. Information for parents/other responsible adults about health and safety requirements (including the responsibility of parents to provide health and immunization records) and student health services will be included in the Insight PA Student-Parent Handbook.

B. Describe how school nursing services, including administration of medication, will be delivered.

The School nurse is an integral player in the health program and his/her main objective will be to advance the wellbeing and academic success of Insight PA students. Insight PA will contract for nursing services needed to comply with the requirements of Article XIV of the Public School Code of 1949. School nurses may provide the following services:

- Safe administration of medications
- Developmental health services and education: early childhood to adolescence
- Health curriculum and wellness programs – to promote health and safety— in accordance with Chapter 4 for grades 6-12 students in coordination with the health and PE teachers.
 - ◇ Learning about healthy habits and staying safe are an important learning experience for all students. Health education resources will be offered by school nurses to parents via announcement postings, a pupil health brochure, and mini-health fairs at health screening sites which Insight PA will provide in several locations in the Commonwealth convenient to Insight PA students.
 - ◇ Students will be invited to school wide *Class Connect* sessions offering health information such as Red Ribbon Week--Tobacco Awareness, Wellness--Nutrition & Physical Activity, and Summer Safety.
 - ◇ Parents will be encouraged to provide health and safety lessons for their child(ren) under the guidance of the school nurse. At their request, the school nurse and teachers will assist parents with the development of these lessons.

- ◇ An important part of health and safety education is instruction in fire safety. The Pennsylvania public school code requires all students to receive fire safety instruction and to participate in monthly fire drills. The school nurse, in conjunction with the PE/health teachers, will help provide fire safety instruction and guidance about running fire drills. Outings at local fire departments across the state, the Red Cross, and other agencies that can provide instruction and guidance will be organized to promote the health and safety of all Insight PA students.
- ◇ Teachers will check student health and safety activities and hours during biweekly conference calls. A maximum of 25 health and safety education hours may be counted towards a child's total hours of instruction for the year.
- ◇ Since it does not participate in the National School Lunch or School Breakfast Programs, the school will not develop a Wellness Policy. The school will support the Healthier US initiative from which the Chapter 12 requirements arose to address potential barriers to student success in the classroom.
- Inform students of normal development
- Monitor and ensure health of students and staff
 - ◇ All students who attend Insight PA will be offered free screenings for height, weight, BMI, hearing, vision and scoliosis. Referrals will be made for students not passing Pennsylvania Department of Health regulations with follow-up information for enrollment in health care insurance and/or with local healthcare providers. Students who do not pass their vision screening and do not have vision insurance coverage will be referred to the National Association of School Nurses Sight for Student Program.
 - ◇ Each health screening site will offer a variety of health education materials for parents and students to take home with them that encourages students and families to be physically active, eat a nutritious diet and make healthy choices.
- Disaster and emergency preparedness

- Ensure compliance with health requirements, such as immunization
 - ◇ Health records for all students will be maintained. Proof of immunizations as well as current physical and dental examinations are mandated for the enrollment process. Health histories with emergency information will be collected from parents annually so that complete health information is on file. Original medical records will be requested for transferring students and released in compliance with Pennsylvania Department of Health guidelines. All medical records will be maintained by a certified school nurse.
 - ◇ In addition to enrollment requirements, Insight PA will comply with grade level health mandates. Physical examinations will be required for grades 6 and 11 students. Dental examinations will be required for grade 7 students. Immunization records will be reviewed and parents will be notified of new immunization mandates as students' grade levels change. Mandated health screenings will be performed at health screening sites which Insight PA will provide in several locations in the Commonwealth convenient to Insight PA students. If preferred, parents may submit mandated screening results from the student's private physician.
- Diagnostic information and referral (selected and targeted interventions)
- Intervention for actual or potential health problems
 - ◇ The Pupil Health Department, the team of Insight PA school nurses, will form partnerships with varied health resources during the school year such as Mobile Dentist/Smile Pennsylvania and Sight for Students Programs, Pennsylvania Health Alert Network (PAHAN), Pennsylvania Statewide Immunization Information System, and Phila.gov Kids Registry.
- Consultation and coordination services (intensive intervention)
- Care and case management for children with chronic health problems
- Identification of health needs

IV. Finance and Facility

1. Financing

- A. Develop a preliminary startup and operating budget. Use the Pennsylvania Department of Education budget templates available at http://www.portal.state.pa.us/portal/server.pt/community/general_fund_budget/12777/pde-2028/606285; draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.**

A preliminary startup and five year operating budget is included in this application including projected sources of revenue from both public and private sources, as well as planned expenditures (see **Appendix IV.1** Proposed Budget). In addition to the PDE budget forms, we included both a one-page PDF of the five-year budget and some narrative notes which explain the major line items in more detail.

- B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.**

The school will implement a formal procurement policy and process to ensure that the school receives the most favorable prices and terms for purchased services and goods received. The policy will identify approval levels and contain an appropriate segregation of duties to protect the assets of the school. All purchases will require an approved purchase requisition and purchase order. A Purchase Requisition review form will be completed and approved for all items to be purchased for school business with a cost over \$5,000. When purchasing items in excess of \$5,000, employees will be required to obtain three bids and obtain approval from the Chief Executive Officer prior to awarding a bid and completing the transaction. The Chief Financial Officer will direct this bidding process. The Chief Executive Officer shall approve all budgeted requests for purchases of product and services and report these to the Board at regular meetings. Purchases in excess of \$10,000 must be pre-approved by the Board of Trustees. All services provided to the school will require a written and signed agreement and notation that services have been received before paid. The Director of Finance will ensure that all products and services have been received per the Purchase Order and the invoiced price is correct. The Director of Finance will review the request for payment and confirm that all approvals are

contained therein before approving payment.

Items with an estimated useful life of three years or longer will be capitalized based on a per invoice cost of \$2,000 or greater. Estimated useful life will be determined based on generally accepted accounting practices.

Note: For additional financing procedures see Section 1725-A of the Charter School Law.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

Insight PA will operate the charter school in a fiscally responsible manner with the standard per pupil revenue for public cyber charter schools in the Commonwealth of Pennsylvania, federal Title I grant funds (beginning in 2016) and IDEA special education entitlement funding. Our estimates in the budget are based upon the publically available school budgets of existing cyber charter schools. The school's major costs are direct student instruction, administration, facilities, and technology. The school will properly size the program's budget consistent with its enrollments thereby minimizing budget expenditures until enrollments materialize.

Together, Board and staff will work to increase their knowledge and understanding of state, federal and other funding opportunities to help build and maintain a sound financial basis for the school, including grants. However, Insight PA recognizes that grants can be dependent on the demographics of students enrolled in the school and, therefore, we are taking that into consideration when planning whether or not to assume any discretionary or competitive grant funds to achieve financial goals. For example, we did not budget for Title II or Perkins funds, though we do plan to apply for them.

Board and staff development will include training about school finance and funding. The school will have the added expertise of K¹²'s knowledge of thirty-three states across the nation where it is currently helping to manage public cyber schools.

D. Describe the implementation of the following required financial procedures:

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received

and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1) as defined in PA24 PS 4-440.1 of the Pennsylvania School Code.

Note: All investments shall be subject to the standards set forth in 24 PS 4-440.1 of the Pennsylvania School Code.

Insight PA will comply with the required financial procedures of the Commonwealth. The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to 24 P.S. §4-437, the accounts of the cyber charter school treasurer shall be audited annually. The Chief Financial Officer will directly supervise K¹²'s financial services provided to the school.

2. Facility

A. Provide descriptions of and addresses for the physical facilities, including the

administrative office, and the ownership of the facilities and any lease arrangements.

Insight PA plans to lease 15,000 ft² of administrative space at 335 Bishop Hollow Road, Newtown Square, 19703. We engaged Steve Gersbach, an executive with CBRE to identify ideal spaces and negotiate general terms with the landlord. The space needs very little tenant improvements and the landlord is willing to complete these and include them in the annual rent (@ a rate of \$4 / ft²). It is zoned for corporate space and that will be its sole use. The building will not have students on site for any reason.

For these reasons, it does not require the type of zoning and permits one would expect for a traditional or blended learning site.

The CEO of the School will present to PDE a list of proposed sites in which to complete all required state testing. This list will be complete by November 1st, 2014.

B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions, and water supply.

The administrative office facilities will be suitable for use by Insight PA as they will comply with the requirements of Charter School BEC, 24 P.S. § 17-1701-A and the occupancy standards required by applicable Pennsylvania construction and zoning codes; health and safety laws and regulations; the federal Occupational Safety and Health Act of 1970; and the Americans with Disabilities Act (ADA).

The facility was chosen because it met the School's administrative office needs, requires limited tenant improvements prior to occupancy, is moderately priced, near major roads, and has plenty of parking.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

Insight PA will enter into a full service lease for the rented space for a five year-term (consistent with the charter) . Daily custodial service and common area maintenance will be included in the rental rate. The responsibility of the long-term facility maintenance will be dually held: the building owner will be

responsible for general maintenance (i.e. heating, ventilating, lighting, sanitary conditions, water supply, exterior and roof maintenance, etc.) and the School will be responsible for its daily operational maintenance (i.e. fixtures, light bulbs, interior painting, etc.). Responsibilities for required renovations will be addressed in the lease and agreements.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

There are no plans at the current time to acquire a facility/land.

E. Describe facility financing plans.

Upon approval of the charter, our attorney and broker will complete negotiations for the space and will do so by including any minor tenant improvements in the annual rent. In preparing the proposed budget submitted with this application, we have included those costs in the rent. Our plans for facility financing are to make use of available revenues to the extent possible to cover the costs of our facilities. In addition, our Services Agreement with K¹² Inc provides for the advance of funds as necessary by K¹² to Insight PA for program expenses. We have received a letter of assurance from K¹² that this is their plan (see **Appendix IV.2** Financial Commitment Letter) Insight PA would be obligated to repay this debt. Insight PA will also consider other available sources of loans to finance facilities if necessary. K¹² has pledged to support this effort as well.

3. Liability and Insurance

A. Describe the proposed cyber charter school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer's liability coverage (see Section 1727-A of the charter school legislation).

Insight PA, utilizing the resources of its HR partner Insperity, will provide appropriate medical and dental coverage to all full-time Employees. Coverage shall be competitive with the average coverage provided by Pennsylvania charter schools.

Insight PA is working with Arthur J. Gallagher & Co and Scholastic First Insurance Group to establish the required general liability, worker's compensation, auto/bus, cyber security, D&O, and other insurance coverages. See **Appendix IV.3**, Scholastic First Insurance Coverage Summary for the amounts of all coverages.

Insight PA will finalize insurance coverage once the charter is approved and office space is secured.

4. Child Accounting

A. Describe the proposed cyber charter school’s enrollment and attendance procedures. Note: State child accounting procedures must be followed. (24 PS 13-1332)

Enrollment

Insight PA will follow a detailed enrollment process to ensure only eligible students enroll. The school will require families to submit a copy of a birth certificate, immunization record, proof of residence, Home Language Survey, and Sworn Statement. The Executive Director will be responsible for overseeing the maintenance of this information.

In addition, the school will require students to complete a Student Enrollment Information form, and Instructional Use of Property Form. The Registrar will gather and file all information and store in a locked, secure, fire-proof cabinet at the school’s administrative office.

In compliance with Section 1748-A(1) Enrollment and Notification, within 15 days of a student’s enrollment in Insight PA, the School will send the PDE Notification Form to a student’s school district of residence notifying the district of the student’s enrollment.

Please refer to Section I. School Design (4)(F) of this application for details about the procedure to be followed in the event that there is a question about the student’s school district of residence.

Attendance

Pennsylvania requires all public schools to offer a minimum of one hundred and eighty days of instruction between July 1 and June 30. Students will be required to follow the Insight PA school calendar, which includes a minimum of 180 school days.

Attendance will only occur on the “school days” listed on the school calendar. Time logged on a non-school day will count toward hours and progress, but not toward the 180 days. Learning coaches will be expected to log instructional time on each scheduled school day capturing the completion of on- and offline activities. Teachers will verify attendance daily to ensure that students are

attending daily, making progress in the curriculum, and tracking state mandated hours and days of instruction.

Pennsylvania statute requires a minimum number of instructional hour by grade level. Insight PA students will comply with these requirements by following the chart below. Instructional time will occur at any time during the school day.

Grade Level	# Days	Hours per Day	Hours Per Year	% Online*	% Offline*
K—6	180	5	900	30%	70%
7—12	180	5.5	990	60%	40%

**Breakout is based on the K¹² curriculum, actual percentage online/offline will vary and depend on student’s asynchronous and synchronous interactions with the teacher*

Instructional time must directly relate to lesson objectives which are aligned to the Pennsylvania Common Core Standards (as revised and approved by PDE) and the Pennsylvania Academic Standards. Instructional time can be entered on any day (e.g., weekends, holidays, etc.).

Failure to attend without legal excuse will be recorded as unexcused absences. Truancy proceedings will begin after a student accumulates three unexcused absences.

Absences

Upon written request from a parent or guardian, the Chief Executive Officer or designee may excuse a student’s absence from school for the following reasons:

- Student illness
- Quarantine
- Death in the immediate family
- Religious holidays (24 hr. advance request only)
- Educational tour/trip (24 hr. advance request only)

Compliance with state attendance statutes and regulations will be a school responsibility. The school will be obligated to keep an accurate record of daily attendance. Students will be considered truant if they have no attendance

logged for three school days without excuse. After ten consecutive unexcused absences, the student will be removed from the active school rolls consistent with Pennsylvania School Code. Insight PA Cyber Charter School staff will follow the procedures outlined in Section V. Administration, subsection 4(C) to notify parents of truancy according to Insight PA's Truancy Elimination Plan.

III. Governance

1. Profile of Founding Coalition

- A. Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.**

(For references for Board members, please contact Stephanie Kosta, attorney for the Board with Duane Morris LLP, at (215) 979 1103.)

Diana Moninger (Board President) has been a cyber school parent for ten years. In her role as a parent and also as an educator who works with both at-risk school age children (in an after school tutoring program) and with adults (teaching night classes in basic literacy), Diana is committed to finding ways to ensure that all students receive a high school diploma regardless of their socio-economic background or specific educational needs.

Edward P. Kelly (Board Treasurer) is a partner of the law firm Astor Weiss Kaplan & Mandel, LLP. His practice focuses on the areas of Business Transactions, Corporate Law, and Commercial Real Estate Leasing and Acquisitions. Ed represents both businesses and business owners in a variety of matters, including entity formation, the sale and acquisition of businesses, liquor license acquisition and transfer, contract preparation and negotiation, and commercial and residential real estate transactions. In addition, Ed represents landlords and tenants in office and retail leasing matters, and advises borrowers and lenders in commercial loan transactions. Ed is a graduate of the University of Pennsylvania Law School, is admitted to practice law in Pennsylvania and New Jersey, and is a member of the Philadelphia Bar Association.

Ajay Raju serves as a member of the law firm Reed Smith LLP's Executive Committee and as the Managing Partner of the firm's Philadelphia office. His legal practice is national and international in scope, with a strong emphasis on structured finance and real estate capital markets transactions. On the civic front in the Philadelphia region, in 2011, Ajay was appointed by Mayor Michael Nutter to the Board of Directors of the Philadelphia Workforce Development Corporation, the region's premier workforce development agency and the City's fiscal agent for state and federal employment and training funds. In 2011, Ajay founded tradephilly, a nonprofit dedicated to increasing Philadelphia's value in the global marketplace. A sought-after thought leader,

he appears as a regular on Inside Story, a Sunday-morning news and roundtable debate show which airs on ABC's WPVI station serving the Greater Philadelphia market. Ajay also serves as a member of the Board of the Greater Philadelphia Chamber of Commerce, Southeastern Pennsylvania's leading business advocacy organization; as a board member of the World Affairs Council, the region's preeminent leadership and educational forum on international affairs; as a member of the Corporate Executive Board for the Philadelphia Museum of Art; as a Trustee of Lincoln University, a historically black university; as Pennsylvania State Chair of the American College of Mortgage Attorneys; as a member of the Archbishop's Cabinet for the Archdiocese of Philadelphia; as a founding board member of I-LEAD, a Philadelphia community-based college degree program; as a board member of the Philadelphia Live Arts Festival & Philly Fringe; as a member of the National Constitution Center's Corporate Council; and as a member of the board for Comcast/NBCUniversal's Joint Diversity Council. Ajay is a graduate of the Temple University Beasley School of Law.

Maddi-Jane Sobel (Board Secretary) is a licensed clinical social worker with over thirty-five years of experience in the field. Maddi-Jane has worked as a consultant for the Lancaster County Children & Youth Agency since 1979, where she is responsible for the diagnosis, assessment, and treatment of victims of sexual abuse and their families, works as a co-therapist with the Agency's social workers, and assists the Agency with its case conferences and program development. In addition, Maddi-Jane has worked as a social worker in her private practice, Sobel Associates, P.C., since 1979, where she specializes in short-term and long-term therapy with women, couples, and childhood victims of abuse, acts as a consultant to various children and youth agencies, and trains clients in the area of sexual abuse. Maddi-Jane has also worked in the past as a consultant for the Montgomery County Office of Children & Youth, the Bucks County Children & Youth Social Service Agency, the Philadelphia Department of Human Services, the Delaware County Children & Youth Agency, the York County Children and Youth Agency, Temple University's Center for the Study of Social Policies, the Children's Hospital of Philadelphia, and various other agencies throughout the Commonwealth of Pennsylvania. Maddi-Jane holds a Master of Social Work (MSW) from the University of Pennsylvania and a B.A. in Sociology and Psychology from Beaver College.

Kelly Vidovich has served in a number of educational roles, primarily as a teacher focused on elementary, middle school and high school health and physical education. She is currently working as a physical education teacher at the Montessori Children’s House of Valley Forge in Wayne, Pennsylvania. Prior to that, she was at the Westminster School in Annandale, Virginia, where she not only taught physical education classes, but developed curriculum, organized field trips, coached school athletic teams, and volunteered at school fundraising activities. Previously, she was a substitute teacher for Aston Elementary School and Sun Valley High School, both in Aston, Pennsylvania, where she taught health and physical education. For a number of years, she was also a camp director for the Marple Sports Arena in Marple, Pennsylvania, where her duties included managing the camp staff and budget, as well as developing camp activities and working with parents to ensure their children’s needs were being met. Kelly holds a Bachelor’s of Science Degree, *magna cum laude*, in Health and Physical Education from East Stroudsburg University, as well as a Pennsylvania teaching certificate in Health and Physical Education for grades K-12.

Eileen Cannistraci has thirteen years experience as a teacher and principal in Pennsylvania cyber charter schools. An expert in elementary education, she has been a leader as both an online teacher and an online elementary school principal. She has a practitioner’s understanding of effective online teaching practices, has developed the technology skills necessary for instructional success, and is deeply immersed in the laws and regulations which govern Pennsylvania cyber charter schools. Eileen served as a teacher and principal at the Pennsylvania Virtual Charter School from 2001– 2014. Prior to that, Eileen was a teacher with the School District of Philadelphia from 1992—2001. She has a deep understanding of the needs of at-risk students and families. Eileen received her undergraduate education at Penn State University and received a Masters Degree in Educational Administration from Drexel University.

Dr. Joseph Jacobsen serves as the Executive Director of Academic Programs for the Energy Innovation Center (EIC). The Energy Innovation Center is a Pittsburgh based, not-for-profit organization with a mission to engage corporate and community leaders, align workforce development and education, develop and demonstrate technology, and incubate businesses, to support emerging clean and sustainable energy markets.

The Energy Innovation Center has joined with key energy sector corporations, national energy research laboratories, political and community leaders, economic development organizations, and leading academic institutions to transform a vacant property in Pittsburgh's Lower Hill District, into a beacon for clean, efficient and sustainable energy solutions and technologies. The 200,000 square foot Energy Innovation Center's 'living laboratory' is scheduled to open in Summer 2014 as a LEED Platinum Certified building.

While the building is under development and construction, the Energy Innovation Center is actively working with employers and educators to identify, structure and deploy industry-informed education and training programs that advance the skills and knowledge of incumbent workers and meet the needs of those individuals seeking entry to the energy industry and related career paths.

Prior to joining EIC, Dr. Jacobsen was the Associate Dean – Environmental Studies At the Milwaukee Area Technical College (MATC) and Director of the center for Energy Conservation and Advanced Manufacturing (ECAM). Dr. Jacobsen led a college-wide effort to engage in selected process improvements, innovations, and new initiatives. He had responsibility for all energy programming at ECAM where he developed labs, faculty, certificates, courses, programs and other areas relating to quality, sustainability and environmental stewardship, including new degrees titled Sustainable Facilities Operations, Environmental Health and Water Quality Technology and Quality Engineering Technology as well as an advanced diploma in Power Engineering and three certificates in Energy Engineering Technology, Sustainable Facilities and Energy Modeling. His new book, Sustainable Business & Industry is being adopted across the country as a textbook for graduate and undergraduate business and industry coursework.

Prior to his appointments at MATC and ECAM he was the operations manager for the City of Milwaukee where he managed 220 buildings and a large operations staff with a host of energy technologies and expert systems. During this time, Joe was also the EEOC intake advisor and chaired the diversity committee for the Department of Public Works. Dr. Jacobsen has consulted with fortune 500 companies' operations research projects and energy improvement projects. Over the past 15 years, Joe has taught sustainable business and industry, power engineering, decision and management science at the associate degree, bachelor's degree, master's degree and Ph.D. levels in the United

States, Europe, Asia and South America. He received his interdisciplinary Ph.D. from Marquette University in applications of nonlinear dynamics. Dr. Jacobsen has been awarded numerous grants from the US Department of Energy and the National Science Foundation as well as numerous other State and Local awards.

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide information on the manner in which community groups are involved in the charter school planning process.

Our two initial founders (Diana Moninger and Kimberly Courtwright) were board members of Pennsylvania Families for Public Cyber Schools, an organization dedicated to ensuring that quality, public cyber school options are available to all families throughout Pennsylvania. Both initial founders are parents who have seen their own children and the children of thousands of other families thrive within online public schools. In order to ensure that the board is well represented and governed by individuals with a broad range of experience and expertise in professional and civic endeavors, the founders elected a group of additional trustees in the Fall of 2012, who proposed to hold the school, along with the individuals and organizations that support it, to the highest standards. Ms. Courtwright, due to other time commitments, can no longer serve on the Board. New members were again recruited and added in the Fall of 2014 in pursuit of this specific application.

Our Board of Trustees realizes that, as with traditional brick-and-mortar schools, no one cyber school can possibly meet the needs of every child who would benefit from enrolling in a predominantly online school. The Insight PA Board of Trustees recognizes the need for a school prepared to meet the academic and non-academic needs of a student population that will include a high percentage of at-risk students. We believe our proposed model including its Career and Technical Education components, the talents and backgrounds of our board, and the expertise of the educational services provider we have selected, will allow us to serve these students and to help them succeed in a way that other schools and founding boards will choose to emulate.

We have included letters of support from parents, corporations, and community-based organizations who all seek to support this application and, where appropriate, can also work with our school to help it achieve its mission and vision. We were pleased to see that these letters come from across the state and focus on different aspects of the school's mission. (See **Appendix II.4** for

Individual Statements of Support).

Board members Dr. Joseph Jacobsen and Ajay Raju will chair the school’s Career Pathways Advisory Committee (CPAC). Both are leaders in the field and bring to this advisory committee expertise and profoundly deep connections. It is our expectation that this committee will help the school develop partnerships with employers throughout the state many of which will lead to internship opportunities for our students. With the hope of beginning these internships in the Fall of 2016, we will spend much of the 2015—16 academic year working with PDE’s Bureau of Career and Technical Education to ensure our offerings match the current and projected future employment needs of the Commonwealth for high quality CTE offerings (including course approvals). We will be deeply engaged with community members and organizations in this process.

Our Board members are elected for year two year terms most of which are staggered. Half the board will be up for election in the Fall of 2015, the remainder will be up for election in the Fall of 2016. This staggered approach was designed to preserve the continuity and experience of the board.

C. Include any plans for further recruitment of founders or organizers of the school.

The Insight PA Board of Trustees believes that it is currently at an adequate size and has sufficiently diverse experience. However, the Insight PA Board may elect any person to be a member who, at its discretion, it believes will serve the interests of the school faithfully and effectively. It is the Board’s goal that its members will represent a broad diversity of expertise and interests including teachers, parents, community members and business leaders.

2. Governance

A. Describe the proposed management organization of the school, including the following requirement:

The Insight PA Board of Trustees is the governing body of the School and has the responsibility and authority over the charter and the operations of the School. In compliance with §17-1716-A, the Board of Trustees of Insight PA shall have the authority to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures, subject to the school's charter. The board shall have the authority to employ, discharge and contract with necessary professional and

nonprofessional employees subject to the school's charter and the provisions of applicable state law. The board of trustees shall comply with the act of July 3, 1986 (P.L. 388, No. 84), [FNI] known as the "Sunshine Act." The roles and responsibilities of the Board of Trustees are stated in Section II(D) below.

An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

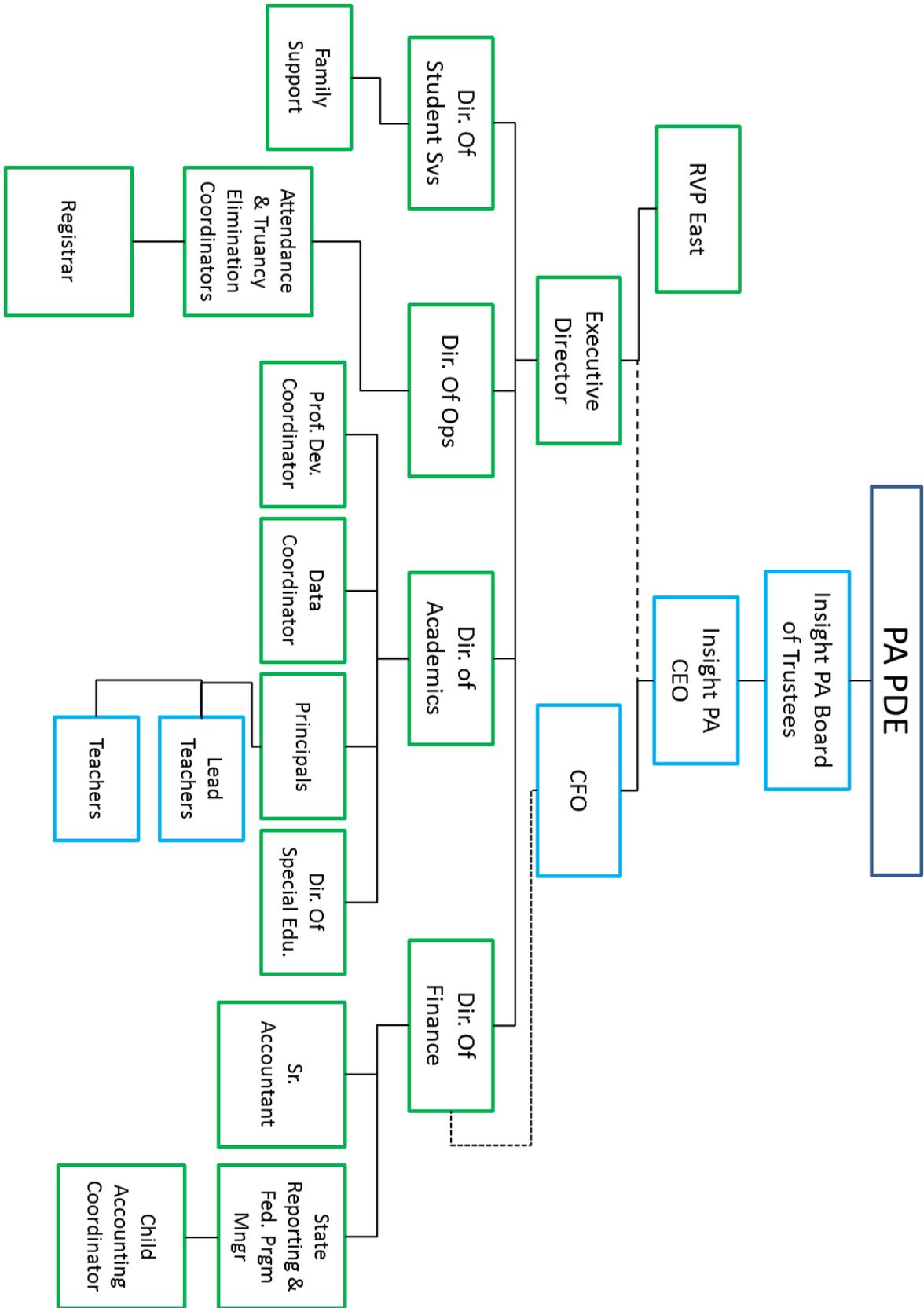
- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year)
- Adopting textbooks
- Appointing or dismissing charter school administrators
- Adopting the annual budget
- Purchasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Adopting courses of study
- Designating depositories for school funds
- Entering into contracts of any kind where the amount involved exceeds \$200
- Fixing salaries or compensation of administrators, teachers or other employees of the charter school.
- Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

The Board of Trustees will employ a Chief Executive Officer and a Chief Financial Officer. These leaders will directly report to the Board and will be tasked, among other responsibilities, with daily oversight over all vendors especially K¹² Inc. K¹² will provide a number of positions to help manage the day-to-day operations of the school including an on site Executive Director, School

Principals, Operations Manager, Director of Student Services, and Finance Director, to name a few. (The Service Agreement in **Appendix III.1** provides more detail.)

The Principals will be the on-site instructional leaders and will ensure that the academic plan, determined by the Board, is implemented with fidelity. The Principals will provide critical leadership, data analysis, supervision, and professional development to the instructional staff. To support the instructional efforts, Lead Teachers will be identified to provide daily instructional support to teams of 15-20 teachers. Lead teachers are key facilitators of Professional Learning Communities (PLCs) and provide individual instructional coaching for teachers. These individuals are also key drivers in the School's Data Driven Instructional (DDI) model. A primary goal of DDI is to ensure teachers are looking at student performance data and using instructional practices are addressing gaps. Lead Teachers focus on achievement. They support teachers in data analysis, observe classroom instruction, develop actionable goals, measure progress against those goals, and model instructional strategies. Lead Teachers work closely with the Principals to improve and maximize instructional effectiveness across the school. The Lead Teachers and Principals analyze school level data to ensure alignment in implementation of the instructional plan.

The Organization Chart below helps to illustrate the school's governance structure. (Full sized organization chart on the following page)



B. How will the Board of Trustees be selected?

The initial founders were elected as members of the Board of Trustees, and as described above, additional Trustees were later elected by the two initial founders. As provided in the By Laws, nominations for Trustees may be made by a Nominating Committee or by any Trustee at any regularly scheduled or special meeting. Trustees cast an open, public ballot. A simple majority of a quorum is required for election.

If there are vacancies on the Board, they will be filled by a vote of the Board of Trustees. Each Trustee elected in this way will hold office for the remainder of the predecessor's unexpired term. If a Trustee resigns, giving notice that the resignation will become effective at a future time, the Board of Trustees will have the authority to elect a successor to take office when the resignation becomes effective.

The Board looks to ensure complementary areas of expertise among its members. Our current Board members have legal, educational, business, not-for-profit, and CTE expertise. One member has had her children in an online school. Another has been a teacher and principal in an online school. Both of these add to the Board's ability to provide oversight and governance.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

Since this is the third application cycle for many on this Board, we have distilled the founding vision into our proposal while also addressing the critiques we have received from PDE in the past. An initial founder serves as President of this Board. This application differs from previous ones in that the CEO and CFO of the School will now be direct Board employees. We believe this supports our ability to ensure continuity between vision and daily operations. Insight PA staff will regularly track and report to the Board, administrators, teachers, and students the successes and challenges the school is experiencing in realizing the school's vision, achieving its mission, and accomplishing its goals and objectives, particularly as these relate to the School Performance Profile.

At least annually the Pennsylvania Department of Education will review the School's annual report and assess whether Insight PA is meeting the goals of its charter. The Department will also annually review the school's performance on the PSSA, Keystone exams and other performance indicators reported to the School Performance Profile and related to academic standards and

assessment, measuring the extent to which students are meeting state standards, and the school is meeting its Annual Measurable Objectives and the standards for academic performance. Insight PA , led by the CEO and with the support of the academic team and school community, will embrace the PDE's Comprehensive Planning process in order to provide increased performance and quality results. Insight PA will focus on the nine essential characteristics for improvement:

1. Clear and Shared Focus
2. High Standards and Expectations
3. Effective Leadership
4. High levels of Collaboration and Communication
5. Curriculum, Instruction and high level aligned standards
6. Frequent monitoring of teaching and learning
7. Focused Professional Development
8. Supportive Learning Environment
9. High levels of Community and Parent Involvement

Every five years, the Department will conduct a comprehensive review prior to granting a five-year renewal of the charter.

D. Describe the roles and responsibilities of the board.

As stated in the By Laws regarding the Board's authority:

The Board shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and the Charter of Insight PA. The essential function of the Board shall be policymaking, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of Insight PA in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- (1) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;

- (2) to adopt the curriculum or courses of study and text materials;
- (3) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of incorporation, Bylaws, Charter, and Board Policy;
- (4) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (5) to make contracts and leases for the procurement of services, equipment, and supplies;
- (6) to incur temporary debts in anticipation of the receipt of funds;
- (7) to solicit and accept any gifts or grants for Insight PA purposes;
- (8) to establish the annual academic calendar;
- (9) to adopt and approve the annual budget and to make revisions therein;
- (10) to establish enrollment policies and procedures;
- (11) to adopt and approve policies and procedures to assess student achievement;
- (12) to approve or ratify all contracts as determined by the policy on contracting;
- (13) to be final arbiter of all disciplinary matters;
- (14) to authorize any annual audit by an independent certified public accountant;
- (15) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees of Insight PA;
- (16) to approve all personnel actions;
- (17) to designate depositories of Insight PA funds;
- (18) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which Insight PA is chartered; and
- (19) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and consistent with the Charter School Law

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

PDE's Comprehensive Planning process, described in some detail in the School

Design section of this application, engages teachers and administrators to work together to come up with a plan to improve student achievement. It is an on-going effort requiring the committee will to monitor student achievement at least quarterly, or more often if new information becomes available.

Teachers and administrators will be decision-makers in the Comprehensive Planning process which should result in a highly productive and respectful relationship.

The team of Lead Teachers will meet with administrators weekly to discuss the operations of the school, instructional issues, and their coaching and mentoring responsibilities for other teachers. The Lead Teachers are a communication link between administrators and teachers, building relationships between them. They are also conduits for sharing successes and set-backs concerning the work of the School's Professional Learning Communities and Data-driven Instruction efforts.

Teachers are surveyed annually by the school and the results of the survey inform the administrators and Board about teacher satisfaction and opinions about the education program and management of the school.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

Previously in Section I. School Design, 5. School Community, we listed many opportunities parents have to be involved in decision-making matters at Insight PA. Please refer to that section for detailed information. To summarize the opportunities:

- Parents can hold a direct leadership position and influence the management of the school by serving on the Insight PA Board.
- Parents who are not members of the Board are actively encouraged to attend Board and other Insight PA meetings and to participate on ad-hoc committees appointed to address specific issues.
- Insight PA can participate in the Parent Advisory Council. The Parent Advisory
- Council is parent-driven and is recognized as the official voice of Insight PA parents.

- Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents can log on to the Insight PA website and participate in a moderated Insight PA online community discussion board to facilitate a constructive and interactive communication process.
- Parents can complete annual online Insight PA surveys to express their satisfaction with and/or critiques of Insight PA.
- New opportunities for parents, students, and community members to contribute will always be considered.
- Students and parents can also provide immediate curriculum feedback. Lessons contain a user feedback button that allows K¹² to identify learning issues on a real-time basis.

G. Submit copies of the school’s Articles of Incorporation, by-laws and contracts, and other documents required by applicable law. Requirements for the bylaws are as follows:

- **The bylaws must contain a provision for “failure to organize or neglect of duty”. Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.**
 - **No board member shall, as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.**
 - **A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.**
 - **Procedures for dismissal of an employee must be contained in the by-laws.**
- The Insight PA Cyber Charter School Articles of Incorporation (**Appendix III.2**) and By Laws (**Appendix III.3**) are attached to this application. The bylaws include a removal procedure for failure of a Board member to perform his or her duties (see Par. 3.3); compensation and conflict of interest

prohibitions (see Par. 3.9); duties and responsibilities of the Board Treasurer (see Par. 4.6); and dismissal of an employee (see Par. 3.6 and 3.8.7). Based on guidance from the Charter School Office, the Board of Trustees of Insight PA has amended Insight PA's Articles of Incorporation and Bylaws to reflect that the name of the incorporated nonprofit corporation is Insight PA Cyber Charter School. The attached appendices have been fully executed and the Articles of Incorporation contain the stamp of the Pennsylvania Department of State.

H. Submit board members' names, addresses, phone numbers and resumes.

The founders desired to be elected to the Board of Trustees of the school. Please refer to the previous Section III Governance, Subsection 1(A) Profile of Founding Coalition for the names and bios of the founders. As of the submission date of this application, there are seven persons who have been elected Insight PA Trustees. For privacy reasons we have not included all of the founders' addresses and phone numbers nor the addresses and phone numbers of their references in this application which will be posted on the PDE website. Insight PA will provide this information to PDE upon request.

I. Submit copies of the school's management contracts, if any.

The fully executed services agreement with K¹² Virtual Schools LLC is attached hereto as **Appendix III.1**. Before entering into this agreement, the board determined that it provides for a well-developed and viable management structure. The Services Agreement between K¹² and Insight PA was heavily negotiated in arms-length negotiations. During such negotiations, multiple drafts of the agreement were exchanged between K¹² and Insight PA's legal counsel (on behalf of Insight PA) and significant revisions, which were favorable to Insight PA, were made to the Services Agreement. As noted in other sections of this application, the Board negotiated with K¹² to achieve significant changes from previous submissions including Board employment of the CEO and CFO, a completely revised pricing structure which brings more structure and transparency to the budget, and the elimination of deficit credits which in previous submissions would have carried forward year to year. We believe these changes address previous concerns raised by PDE. We retained the guarantee that K¹² would loan the School start-up funding and its fees would only be due once the School has adequate funding. K¹²'s fees remain the last in the order of priority to be paid.

II. Needs Assessment

1. Statement of Need

A. Why is there a need for this type of school?

Insight PA will address many needs:

- Not all students learn in the same way. The flexibility along with the individualized yet structured nature of our model will appeal to a wide range of students for whom the regular classroom or even the existing cyber school model is simply not working. We need more public school options and models. If during the ILP process it becomes clear that a student requires greater daily structure, the added focus of synchronous, and face-to-face interventions for students, particularly for those who are academically at-risk, ISPA is positioned to serve those students still searching for the learning environment that best fits their unique needs.
- Insight PA anticipates a highly diverse set of students with approximately 60% of students qualifying for free and reduced lunch programs, and 20% designated as special needs students. As a result, Insight PA will enroll the highest percentage of free and reduced lunch and special needs students but for one other cyber charter school in Pennsylvania.
- The graduation and achievement rates of students across our country and our Commonwealth are sobering – especially those for minority students. Insight PA can make a difference. We need to offer new models that can help reach these students -- more of the same will not work to address this fundamental challenge. Though our model may not be ideal for all, it is a choice that needs to be available for the thousands for whom it may be the difference between opportunity and failure.
- The School's inclusion of Career and Technical Education (CTE) pathways for our students will help us better align the skills our students develop with the jobs our state needs to fill now and in the future. We plan to work with both the Bureau of Career and Technical Education in the Pennsylvania Department of Education and the Pennsylvania Department of Labor and Industry to align our offerings with the High Priority Occupations (HPO) database and listings.
- To our understanding, no other cyber school in the Commonwealth offers our proposed instructional model and intervention strategies for those

students who are struggling. Nor do we know of another statewide cyber charter school that has an explicit CTE-focused offering. We intend to share our best practices with other public schools. We hope the successes of our school will provide an example for charters and district schools across the Commonwealth.

- While interest in our proposed school is different from interest in online learning in general, or interest in our primary vendor’s offering, we find it quite promising that an analysis of Pennsylvania residents contacting K¹² Inc. about options in our state demonstrates significant interest:
- 182,452 PA inquiries with a create date between 1/1/09 - 9/18/14 listing a valid PA zip code
- Of the 182,452 inquiries with a valid zip code, 180,714 (99%) provided an email address which we may access to introduce ourselves.
- 25.8% of all inquiries with a valid zip code received between 1/1/09 - 9/18/14 are from Philadelphia County. The next highest inquiry producing county is Allegheny at 7.3%.
- 39.8% of all inquiries received between 1/1/09 - 9/18/14 are from the five counties in Southeastern PA: Philadelphia, Delaware, Montgomery, Bucks and Chester.
- 63% average inquiry growth year-over-year between 2009 – 2014.

(See **Appendix II.1 Insight PA Application Inquiry Analysis**)

B. Explain why the cyber charter school model is an appropriate vehicle to address this need.

Between 2009 and 2010, there were an estimated 1,816,400 enrollments in distance- education courses across K-12 school districts in the United States. Almost all of these were online courses. This enrollment estimate does not include students attending most full-time online schools—approximately 200,000 full-time students in 2009 – 2010 and 275,000 full-time students in 2011 – 2012.¹ By triangulating from several sources of information (because one comprehensive source does not exist at the present time), the report *Keeping Pace 2013* estimated 2012 K-12 distance-education course enrollments as: “the total number of students taking part in all of these programs (i.e. online and blended course programs) is likely several million, or slightly more than 5% of the total K-12 student population across the United States.”² A

2010 USDOE meta-analysis which looked initially at over 1,000 research studies of online learning and compared the quantitative results of 50 of the most rigorous of these determined that online learning is as or more effective than traditional face-to-face instruction. Though only 10% of these studies focused on K – 12 schools, the initial data suggests that this is a model that can provide more options to our public schools and the students we serve, particularly if we are able to take the best practices in online learning and combine those with what we know works well in face-to-face instruction. Insight PA proposes to do just that. Our program offers individualization, flexibility, a high degree of structure where and when it is most needed, high standards, a unique and proven instructional model, rigorous curriculum and assessments, and an engaging way to connect parents and teachers in an innovative public school model.

As a country, we have not made the kind of progress we committed to after the publication of *A Nation at Risk*. The founders of Insight PA recognize that for most severely struggling students, dropping out is the result of a series of events, of a process rather than a single event. The founders believe that if the appropriate interventions are put into place before the student evolves from a struggling or frustrated learner into an actively disengaged one, he/she can be redirected onto a path that leads to personal fulfillment and academic success. While we are mindful that Insight PA is not a simple solution to a complex problem, it is certainly one model among many that needs to be provided the chance to demonstrate its success. Online learning is growing. Interest in Career and Technical Education programs can also be scaled through quality online learning in ways that are more challenging than in traditional models. Quality online learning can help public schools meet unique student needs in a cost-effective manner. Quality online learning can help public schools design targeted programs for at-risk learners. Insight PA will be a model for these types of innovations.

While most Pennsylvania public schools offer high quality options for their students, including at-risk students and those seeking CTE options, this is not universally true. The appeal of a statewide cyber charter school like ours is that it can bring these options to any student seeking them. The flexible nature of the instructional model itself may also be an asset in helping to meet individual student needs. By way of example, having the ability to spend ninety minutes on a math lesson versus forty-five in a traditional classroom (regulated by a bell-

schedule) can be the difference between comprehension and bewilderment.

2. School Demographics

- A. What are the school’s enrollment projections for each of the first five years? What is the school’s ultimate enrollment goal? What grades will be served? What is the entry age for kindergarten students and the entry age for beginners? How many students are expected to be in each grade or grouping?**

Year	K—5	6—8	9—12	Total
2015—16	630	450	300*	1,380
2016—17	1,310	700	750**	2,760
2017—18	1,875	975	1,050	3,900
2018—19	2,286	1,179	1,575	5,040
2019—20	2,432	1,572	2,096	6,100

* Grades 9—10 only

**Grades 9—11 only

What is the school’s ultimate enrollment goal?

Insight PA has projected enrollment at 6,100 students through the 2019-20 school year. This enrollment goal will be adjusted to meet student need.

What grades will be served?

Insight PA will serve students in grades K-12.

What is the entry age for kindergarten students and the entry age for beginners?

Because the eligibility date for enrolling in Kindergarten varies across the Commonwealth, and because Insight PA will be a statewide school, we will follow the enrollment date established by the student’s district of residence. By and large, the most common enrollment dates districts set for eligibility are that the student must be five years old by either August 1st, September 1st, or October 1st in order to be eligible to enroll. Following the rules set by the district of residence is a practice among some current cyber charter schools.

How many students are expected to be in each grade or grouping?

Please refer to the table in this section above.

B. Describe the community or region where the school, particularly the administrative office, will be located.

The Insight PA administrative offices will be located in Delaware County.

Approximately half the teachers will also work from this administrative space. No students will receive instruction at this site. The proposed office space plays no key role in the culture of the school as experienced by students. The space is standard office space. For field trips, regional events, parent trainings, or individual tutor sessions, the school will secure from community organizations, public schools, universities, libraries, and churches (in non-denominational areas) space that can be rented for a modest fee in locations across the state.

These sites, if deemed compliant by PDE and its standards, may also be used as PSSA testing locations. If a site is to be used for instructional purposes, the site will meet appropriate codes to be used for student tutoring.

The Board of Trustees of Insight PA has executed a Letter of Intent with CBRE Estate Management for office space located at 335 Bishop Hollow Rd.; Newton Square, Pennsylvania 19073. Please see **Appendix II.2 CBRE Real Estate Overview**.

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The location of the administrative offices was selected in an area with easy access to the highest projected concentration of enrolled students, which is assumed to be the Philadelphia metropolitan area. Many members of the Board live in this area as well allowing them to more easily perform their oversight and governance roles.

D. Describe any unique demographic characteristics of the student population to be served including primary languages spoken.

Insight PA Cyber Charter School will be open to all grades K-12 students across the Commonwealth of Pennsylvania who meet residency and immunization requirements-- ranging from the neediest students (for reasons of disability and/or academic neglect) to gifted and talented students (particularly those identified as twice exceptional). They will be students who, for a variety of reasons, are in need of a quality educational option. We are expecting that over 60% of Insight PA students will be eligible to receive Free and Reduced lunch—and will therefore be considered living in low income families. We anticipate students representing several racial and ethnic subgroups. We expect to serve a special needs population of approximately 20% of our total enrollment. During the enrollment process, we will screen all families using the Home Language Survey to determine primary languages spoken and,

depending on the results of the screening, will provide appropriate ESL program services.

3. District Relations/Evidence of Support

A. Provide evidence that your cyber charter school has the sustainable support to operate.

For the reasons listed in the Needs Assessment Section of this application (e.g., interest in career and technical education, students struggling in traditional schools, the growing popularity of online learning for student in Pennsylvania and across the country, etc.), we believe that Insight PA has the sustainable support of parents and students to operate. Based on the families, teachers, corporations, organizations, and community members who have demonstrated their support for this model of instruction, we are confident that the school will be extremely attractive to those in search of quality online learning with targeted programs/interventions for at-risk learners. The addition of career and technical education pathways will be an attractive, attribute of the school. (See **Appendix II.4** Individual Statements of Support)

The Insight PA Board members, who include educators, parents with public cyber school experience, and highly respected professionals in a variety of fields have demonstrated their willingness to sustainably support the school by agreeing to serve on the Board. They have the ability to provide the sustainable support needed to govern the school effectively and sustain and maintain the proposed charter school as an on-going entity. They represent diversity of expertise and interests. They each have track records which demonstrate successful performance in at least one of the following areas: education, parent involvement programs, community service, social services, fund raising, marketing, law, finance, real estate, management, workforce and business development, public relations, personnel, government funding, and commitment to the state of Pennsylvania.

In addition to the Board, Insight PA has received statements of support from parents in Pennsylvania who believe that this option might serve their own children's unique learning needs, as well from community members, child advocates, and professionals who believe that this option is one that should be available to all children who could benefit from the program's unique approach.

In addition to having a strong educational program, there is an effective financial plan to implement our educational program. In particular with respect to the financial plan, due to expected delays in receipts from the school districts from which Insight PA will enroll students, short term financing will be required from time to time. The board has received a financing option in the form of an interest free loan as a part of the K¹² service agreement and is reflected in the budget. The Board will also seek proposals from more traditional financial institutions to ensure they receive the most favorable financing terms and rates available. K¹² has pledged its good credit to help us in this process if required.

Finally, reviewers of previous proposals from this board raised questions concerning the ability of the Board to truly provide the leadership and oversight necessary to ensure a high quality option for students and families. Responding to this concern, the board will now directly employ both the CEO and CFO of the school. We believe this addresses the oversight and independence of the board. Should our primary vendor not perform up to our standards, we will have the capacity and ability to seek other options for all or part of their services (provided we have first gained the counsel and approval of PDE to do so).

B. What efforts have you made to notify the district(s) from which your charter school would draw students?

Insight PA founders have sent a letter to each school district superintendent in the state of Pennsylvania informing them of our intent to operate a statewide cyber charter school opening in the fall of 2015. A copy of the letter is found in **Appendix II.3 Superintendent Letter of Intent**.

C. What efforts will be implemented to maintain a collaborative relationship with school districts? Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

As mentioned in the previous response, the founders have initiated a collaborative relationship with all school districts in the state by informing them of our intent to apply to operate a statewide cyber charter school (**Appendix II.3 Superintendent Letter of Intent**). The letter also states our intent to be a partner as a public school and to work collaboratively with our partners to benefit all students. Following are some ways we anticipate working collaboratively.

- We will explore opportunities to collaborate with Pennsylvania school districts on community service projects. Our extracurricular activities will focus on developing a strong sense of “community” among our students. They will be encouraged to work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. An example of our plans to build commitment to community is to involve all students in a “Semester of Service.” Insight PA students will join others across the country in “A Semester of Service” that encourages young people, ages 5-25, to develop a semester-long service-learning project. We will investigate the opportunities available to work with school districts who are involved in the “Semester of Service” and other community service projects.
- We expect some Insight PA students to participate in extracurricular activities offered by their school district of residence which are not offered by Insight PA as required by Pennsylvania Public School Code (24 P.S. § 17-1719-A-14).
- As described in this application, Insight PA will work cooperatively with Insight PA students’ school districts of residence to comply with state statutes and regulations requiring the exchange of student data and other information.
- In general, we will strive to establish positive relationships with school districts by keeping them informed about our school and inviting them to collaborate with us when possible.

D. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other tangible means.

There are several high quality, successful cyber charter schools in Pennsylvania. Like these schools, Insight PA Cyber Charter School plans to offer a model of instruction centered on high quality curriculum, passionate instructors and relentless leaders. As the cyber schools in PA have grown, so have the needs of their increasingly diverse student bodies and their families. The lead founders of Insight PA include parents with a long history of experience in and commitment to public online schools, educators with deep experience in Pennsylvania online learning, and civic and business leaders. Together our board brings connections to other supporting organizations that the Board members are affiliated with which are involved in community service, social service, fund raising, marketing, law, finance, real estate, management, workforce and

business development, and public relations.

Within only three days, 34 letters of support from across the state of Pennsylvania were received. Among the families who signed the petition of support, some also chose to write individual statements of support for the school.

A list of those 34 individuals who sent a response endorsing PDE approval of the Insight PA, as well as individual statements of support from those individuals and other individuals and organizations are included in this application as **Appendix II.4 Individual Statements of Support**.