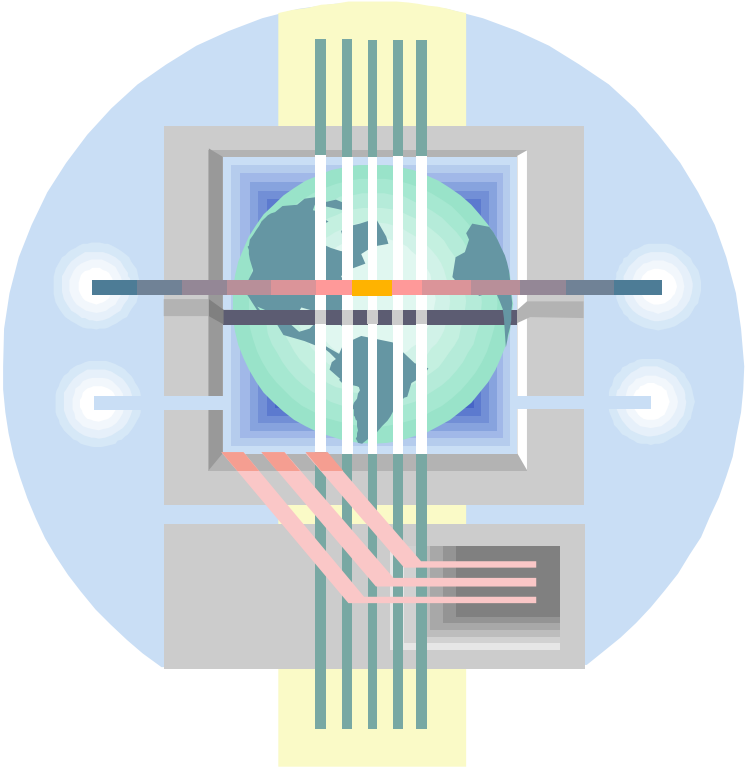
Commonwealth of Pennsylvania
Department of Education

Cyber Charter School Application

2011



PA COMMUNITY PARTNERS FOR EDUCAITON
APPLICATION TO ESTABLISH
INSIGHT PA CYBER CHARTER SCHOOL

Submitted on September 27, 2012

Pennsylvania
Department of
Education

Inspiring productive, fulfilled, life-long learners

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2011 Cyber Charter Schools Requirements and Application

Introduction

This application format serves as the framework for the official 2011 application, submitted by a cyber charter school applicant to the Department of Education. In developing this format, the research-based components that are identified as essential in the planning process for the creation of a cyber charter school serve as the basis for this framework. The five essential components are School Design, Needs Assessment, Governance, Finance/Facility; and Administration. In addition to the requirements that follow, when completing the application the applicant should review and refer to the two Basic Education Circulars on charter and cyber charter schools. The charter and cyber charter school Basic Education Circulars are available at:

http://www.portal.state.pa.us/portal/server.pt/community/purdon's_statutes/7503/charter_schools/507318 (charter schools)

The deadline for submitting the 2011 Cyber Charter School Application is 5:00 PM Eastern Standard Time, Monday October 3, 2011. If you are planning to submit an application, please contact the PDE Charter School Office for additional information regarding submission requirements.

Questions should be directed to:

Marlene Kanuck
(717) 783-9294
mkanuck@state.pa.us

Application Requirements

In the development of your application, you are required to expand upon each of the five essential components as outlined on pages 8 through 16. Successful applicants will be knowledgeable in the implementation of all federal and state requirements that are applicable to cyber charter schools. Successful applications will include all of the following information per sections 1719-A and 1747-A of the Charter School Law, and describe how the school will meet the requirements of section 1743-A(c) and (d), the provisions regarding the dissemination of information to parents and school district, and section 1748-A, the provisions requiring the notification of enrollment and withdrawal from a cyber charter school.

Section 1719-A:

1. The identification of the cyber charter applicant.
2. The name of the proposed cyber charter school.
3. The grade or age levels served by the cyber charter school.
4. The proposed governance structure of the cyber charter school, including a description and method for the appointment or election of the board of trustees.
5. The mission and (measurable) education goals of the cyber charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational

goals. Cyber charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.

6. The admission policy and criteria for evaluating student admission which shall comply with the requirements of section 1723-A (of the Charter School Law).
7. Procedures which will be used regarding the suspension or expulsion of pupils.
8. Information on the manner in which community groups will be involved in the cyber charter school planning process.
9. The financial plan for the cyber charter school and the provisions which will be made for auditing the school under section 437 (of the Public School Code).
10. Procedures which shall be established to review complaints of parents regarding the operation of the cyber charter school.
11. A description of and address of the physical facility in which the cyber charter school will be located and the ownership thereof and any lease arrangements.
12. Information on the proposed school calendar for the cyber charter school, including the length of the school day and school year consistent with provisions of section 1502.
13. The proposed faculty and a professional development plan for the faculty of a cyber charter school.
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the cyber charter school students in extracurricular activities within the school district. Not withstanding any provision to the contrary, no school district of residence shall prohibit a student of a cyber charter school from participating in any extracurricular activity of that school district of residence: provided, that the student is able to fulfill all of the requirements of participation in such activity and the cyber charter school does not provide the same extracurricular activity.
15. A report of criminal history record, pursuant to section 111, for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.
16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Ch. 63 Subch. 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.
17. How the cyber charter school will provide adequate liability and other appropriate insurances for the cyber charter school, its employees and its board of trustees.

Section 1747-A:

1. The curriculum to be offered and how it meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.
2. The number of courses required for elementary and secondary students.
3. An explanation of the amount of online time required for elementary and secondary students.
4. The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.
5. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.
6. The technology, including types of hardware and software, equipment and other materials

which will be provided by the cyber charter school to the student.

7. A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.
8. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment test, including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.
9. The technical support that will be available to students and parents or guardians.
10. The privacy and security measures to ensure the confidentiality of data gathered online.
11. The level of anticipated enrollment during each school year of the proposed cyber charter school including expected increases due to the addition of grade levels.
12. The methods to be used to insure the authenticity of student work and adequate proctoring of examinations.
13. The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.
14. Policies regarding truancy, absences and withdrawal of students, including the manner in which the cyber charter school will monitor attendance consistent with the provisions of section 1715-A (9).
15. The types and frequency of communication between the cyber charter school and the students and the manner in which the cyber charter school will communicate with parents and guardians.
16. The addresses of all facilities and offices of the cyber charter school, the ownership thereof and any lease arrangements. If the cyber charter school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h).

Section 1743-A(c)(d)

1. Describe how your cyber charter school will make available upon request, either in writing or electronically, the following information to each student's school district of residence:
    a. A copy of the charter.
    b. A copy of the cyber charter school application.
    c. A copy of all annual reports prepared by the cyber charter school.
    d. A list of all students from that school district enrolled in the cyber charter school.
2. Describe how the cyber charter school upon request and prior to the student's first day in the cyber charter school will provide, either in writing or electronically, the following information to the parent or guardian of a student:
    a. A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.

b. A description of the lessons and activities to be offered online and offline.
c. The manner in which attendance will be reported and work will be authenticated.
d. A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.
e. The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.
f. The address of the cyber charter school and the name, telephone number and e-mail address of the school administrator and other school personnel.
g. A list of any extracurricular activities provided by the cyber charter school.
h. The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent of guardian.
i. A list of all services that will be provided to the student by the cyber charter school.
j. Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.
k. Information on:
    i. The cyber charter school's professional staff, including the number of staff personnel, their education level and experience.
    ii. The cyber charter school's performance on the PSSA and other standardized test scores.
l. Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.
m. A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday and term breaks.

Section 1748-A

1. Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment through the use of the notification form developed by the Department of Education.
2. The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.

CYBER CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

This application fact sheet is intended to be a "finger-tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Cyber Charter School Name (Must Include "Charter School" in the Title)

Insight PA Cyber Charter School

Proposed Cyber Charter School Administrative Location (City/Town and Zip Code) Springfield 19064 County Delaware
Intermediate Unit Delaware
Proposed Start Date September 5, 2012
Federal Employer Identification Number EIN pending office location

Contact Person: First_ Alan_____Middle_____ Last__Kessler_____
Organization _Duane Morris on behalf of PA Community Partners for Education_____
City__Philadelphia_____State_PA_____Zip Code__19103-4196 _____
Telephone_215-979-1117___Fax Number 215-405-2588__
E-mail __akessler@duanemorris.com_

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents____2_____ Teachers_____ Business Partners_____ Community Based Orgs.___1_____ Museums_____ Higher Education_____ Other Group (Identify)_____	Elementary_6 - 8_____ Secondary__9 - 12_____ Age of Kindergarten__N/A_____ Age of Beginners_____N/A_____ Circle Appropriate Grade(s) K 1 2 3 4 5 (6 7 8 9 10 11 12) Kindergarten: Full Day or Half Day? N/A	1st Year: 1,000 2nd Year: 1,800 3rd Year: 2,700 4th Year: 3,200 5th Year: 3,600 Total Number of Teachers __25_____

Does the cyber charter applicant have an existing retirement system? Yes___No_X_

Does the applicant group presently have access to a facility suitable for the cyber charter school's administrative offices?
Yes_____No__X____

School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter school's mission, educational focus, and other essential characteristics.

School Focus:

Insight PA Cyber Charter School will be a high-performing cyber charter school that uses technology to connect middle school and high school students, parents, and teachers throughout the state of Pennsylvania, in a 21st century learning community focused on results. The Insight PA team of hard working, highly qualified staff, in partnership with parents, will strive for student mastery of a rigorous, research-based curriculum aligned to Pennsylvania academic standards. Delivered on and offline, this unique program will put public school accountability, teacher competence, 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, for a variety of reasons, choose to be, or must be, educated in a cyber school setting. Insight PA will partner with K^{12} Inc., a national leader in delivering virtual education products and services that benefit students in a variety of educational environments—including over 100,000 students in distance learning programs in 32 states. K^{12} Inc. will provide curriculum and management services to Insight PA.

Insight PA will serve at-risk students who could have dropped out, are credit deficient, have been retained or recommended for retention, have never been proficient in the PSSA, have attended multiple schools, are homeless, or just need an online learning environment. To guide students towards academic success, Insight PA will require all students to attend a face to face enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Further, Insight PA will be a fully synchronous school for first year students, students will have a reduced load, and a block scheduling format will be used. Through the ILP, students will work from a fully synchronous schedule towards a more asynchronous schedule to support the goal of creating independent learners.

To further support student learning, Insight PA will use an *academy* approach focusing on each academy individually. For example, students may be placed into the Middle School Academy, Freshmen Academy, or High School Academy, with the goal of all students matriculating out of the High School Academy with a diploma.

I. SCHOOL DESIGN

1. Mission Statement:

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

The mission of Insight PA is to bring students back into the public school system and help them to reach their individual potential. Insight PA will continue to provide an excellent education alternative and student supports for students throughout Pennsylvania who, for a variety of reasons, do not attend school, or who may benefit from a non-traditional school setting. The educational program and philosophy of Insight PA is structured to support these students towards earning their high school diploma.

B. What is your overarching vision of the school?

Insight PA believes that, given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and Internet), strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents/other responsible adults, a well-conceived virtual education program will boost student achievement, serve the unique needs of Pennsylvania's students and families, and offer a new model for effective public education in the 21st century.

This cyber charter school will utilize a powerful partnership between instructional coaches and teachers in which children receive individual attention and a personalized course of instruction. Highly qualified licensed teachers manage the learning process and are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide instruction, guidance, and support to students, focusing on students' individual needs. Teachers monitor student progress through K^{12}'s style of interactive lessons and daily assessments, as they work actively with students and instructional coaches to advance each student's learning.

Teachers will provide synchronous instruction in a face to face setting during the *Live Launch*. Live Launch will act as a kickoff week for students, allowing them to meet teachers face to face, be given tutorials with the learning management system, and demonstrate they can be successful online learners. The Live Launch will give teachers an opportunity to gain important information about their students' learning styles and communication skills, and to build trusting relationships with students. During Live Launch and continuing thereafter, teachers will: evaluate student work; develop progress reports; collect student attendance records; make placement and promotion decisions; administer state tests in a proctored setting; encourage and motivate students; help students with remediation or enrichment; develop opportunities for parental involvement; participate in regular professional development sessions led by school administrators; modify lessons to fit students' unique learning needs; and organize activities such as school outings, clubs, and events.

Parents or another instructional coach help students learn at home using comprehensive educational materials provided by Insight PA. Parents/coaches working with students

have the opportunity to participate actively and meaningfully in the learning process. Parents/coaches help students navigate through the lessons, record progress and attendance for teacher review, and work with teachers to determine and overcome students' learning difficulties. Parents are also encouraged to become involved in the school community through parent groups and their children's school outings, clubs, and events.

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

2. Measurable Goals and Objectives:

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

Academic Goals:

(a) Students will demonstrate mastery of a curriculum that meets or exceeds the Pennsylvania Academic Content Standards:

- In all grades, all students will master the K12 network Curriculum aligned to the 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.
- All students in grades six through eight and high school will demonstrate their mastery in reading, math, and science through participation in Pennsylvania's System of School Assessment (PSSA).
- All students will participate in state, sponsor, and school required assessments.

(b) PSSA**:** (1) For students in grades 6-12, Insight PA will follow the Pennsylvania Department of Education requirements as listed in the chart below:

Mathematics				
Grade	**Performance Level**			
	Below Basic	**Basic**	**Proficient**	**Advanced***
6	700 – 1173	1174 – 1297	1298 – 1475	1476 – and up
7	700 – 1182	1183 – 1297	1298 – 1471	1472 – and up
8	700 – 1170	1171 – 1283	1284 – 1445	1446 – and up
11	700 – 1166	1167 – 1303	1304 – 1508	1509 – and up

Reading				
Grade	**Performance Level**			
	Below Basic	**Basic**	**Proficient**	**Advanced***
6	700 – 1120	1121 – 1277	1278 – 1455	1456 – and up
7	700 – 1130	1131 – 1278	1279 – 1469	1470 – and up
8	700 – 1145	1146 – 1279	1280 – 1472	1473 – and up
11	700 – 1111	1112 – 1256	1257 – 1491	1492 – and up

Science	
Grade	**Performance Level**

	Below Basic	Basic	Proficient	Advanced*
8	925 – 1149	1150 – 1274	1275 – 1463	1464 – and up
11	1050 – 1149	1150 – 1274	1275 – 1346	1347 – and up

Writing				
Grade	**Performance Level**			
	Below Basic	**Basic**	**Proficient**	**Advanced***
5	700 – 744	745 – 1235	1236 – 1908	1909 – and up
8	700 – 913	914 – 1235	1236 – 1747	1748 – and up
11	700 – 951	952 – 1235	1236 – 1805	1806 – and up

Mathematics-Modified				
Grade	**Performance Level**			
	Below Basic	**Basic**	**Proficient**	**Advanced***
6	1075 – 1149	1150 – 1274	1275 – 1380	1381 – and up
7	1075 – 1149	1150 – 1274	1275 – 1363	1364 – and up
8	1075 – 1149	1150 – 1274	1275 – 1394	1395 – and up
11	1075 – 1149	1150 – 1274	1275 – 1402	1403 – and up

Reading-Modified				
Grade	**Performance Level**			
	Below Basic	**Basic**	**Proficient**	**Advanced***
6	1075 – 1149	1150 – 1274	1275 – 1380	1381 – and up
7	1075 – 1149	1150 – 1274	1275 – 1384	1385 – and up
8	1050 – 1149	1150 – 1274	1275 – 1398	1399 – and up
11	1000 – 1149	1150 – 1274	1275 – 1432	1433 – and up

Science-Modified				
Grade	**Performance Level**			
	Below Basic	**Basic**	**Proficient**	**Advanced***
8	1050 – 1149	1150 – 1274	1275 – 1418	1419 – and up
11	1100 – 1149	1150 – 1274	1275 – 1400	1401 – and up

**The highest possible score is determined when raw-to-scale is determined and can change from year to year. The upper limit for the advance range will be posted annually with the public release of PSSA and PSSA-M results on the PDE Web site.*

(2) For all students participating in the PSSA, Insight PA will attain a Participation Rate of 95 percent or greater.

(c) Students in grades 6 through 12 will demonstrate proficiency in language arts:

- Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.
- Students will develop and use an advanced vocabulary in verbal and written communications.
- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, news articles).
- Students will gain exposure to as well as an appreciation for great works of literature.

- Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
- Students will develop and use a variety of writing strategies appropriate for different audiences and purposes—persuasive, creative, descriptive, and research writing—by the end of eighth grade.
- Students will demonstrate their proficiency in language arts through participation in the state testing program. On average, students will perform at or above the proficient level on the PSSA.

(d) Students in grade 6 through 12 will demonstrate proficiency in mathematics:
- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
- Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
- Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).
- Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
- Students will apply mathematical skills to solve real-world problems.
- Students will demonstrate their proficiency in mathematics through participation in the state testing program. On average, students will perform at or above the proficient level on the PSSA.

(e) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:
- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
- Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.

(f) Students will develop critical reasoning and higher-order thinking skills:
- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions by the fifth grade.
- Students will demonstrate the ability to recognize alternative positions and evaluate their validity by the fifth grade.
- Students will be able to analyze, synthesize, evaluate, and apply their knowledge.

(g) Students will acquire skills in both art and music as part of their aesthetic development:
- Students will understand and implement artistic and musical techniques.
- Students will know and be able to speak intelligently about great works of art and music.

Students will develop a sense of the history of art and music and how ideas, movements, and trends from one era inform another

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

Non-Academic Goals

Our primary non-academic goal is to develop those qualities of mind and character that will help our students develop into active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.

(a) To create a powerful partnership between satisfied Insight PA parents and teachers, combining forces to ensure that children receive individual attention and achieve academic excellence.

- This goal will be measured in two ways:
  (1) Parental satisfaction: 70% or more of parents or other responsible adults in 2013-2014, 80% or more of parents or other responsible adults in 2014-2015, and 90% of parents or other primary adults in 2015-2016 will be satisfied with the academic progress their student is making while enrolled in Insight PA; and
  (2) Professional Development: 100% of Insight PA teachers each year will participate in networking and professional development opportunities with the goal of improving student academic achievement in math and reading. This goal is measured by the percentage of Insight PA teachers participating in professional development.

Parents will help us to continuously evaluate the operation and governance of the school both online and offline. Insight PA will survey parents online twice each year to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School System, 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.

(b) Students will be responsible for the improvement of their school and local community:

- All students will participate in assessments required by the school. This goal is measured based on the percentage of students participating in required assessments.
- Students will participate in school activities and events (whether electronically or physically).
- Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.

- Students will be encouraged to volunteer in their communities on various school-related or civic projects.
- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(c) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:
- Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes.
- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.
- Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.
- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(d) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:
- Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.
- Students will participate in regular conferences with teachers and parents. This goal is measured by actual student participation in biweekly conferences.
- Students shall submit the required work samples every month. Insight PA teachers shall provide feedback at least once a month on the samples provided. This goal is measured based on the number of samples submitted.
- Students will develop an understanding of the dynamics and importance of entrepreneurship.
- Students will learn to collaborate effectively with other students.
- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.

(e) Students will rise to meet high expectations of behavior and performance:
- Students will be expected to give their best effort in their schoolwork and their active participation in school events.
- Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
- Students will learn to interact maturely with peers and adults.
- Students will conduct themselves with integrity at all times.

(f) Students will learn habits of healthy living:
- Students will attend to their social, emotional, and physical well-being.
- Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (personal, family, social, athletic, artistic).
- Students will engage in social activities and school events to enrich their academic work with real-world experiences.

Explanation: Develop clear, measurable goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.

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.

Insight PA will utilize the K^{12} network curriculum and *learning management system* for its educational program. The K^{12} network curriculum is a standards- and research-based, content-rich curriculum that meets or exceeds the Pennsylvania Academic Content Standards in the subject areas of math, English/Language Arts, history/social science, science, art, second languages, music, and electives. This rigorous curriculum is a combination of:

1. The *K^{12}*® network proprietary elementary, middle school and high school curriculum, and
2. Middle school and High school curriculum utilizing Aventa and A+ designed curricula

Insight PA will use K12 as well as A+, and Aventa curricula to better meet the needs of and differentiate instruction for secondary students (grades 6-12). These K12 owned curricula are more flexible ones with diagnostic components to better target instruction for remediation and credit recovery for secondary students. This will help us better meet the needs of students who are lacking grade level skills or who are behind in credits for their cohort level. In addition, the number of at-risk students working with each teacher would decrease in these curricula and the advisors, counselors, and an addition of a social worker would round out the support for student.

Students will log in to the program via a specially designed Insight PA website and view their daily lessons and courses, which will involve a mix of both online lessons through K^{12}'s network *Online School*, and offline work using electronic textbooks, workbooks, a phonics program, math manipulatives, science and musical equipment, and more as appropriate to their grade level. All materials will be shipped directly to the family of every student enrolled in the school. Lessons have teaching components, practice components, assessments, and optional challenge opportunities. The K^{12} network developed lesson plans and curriculum-based assessments guarantee consistent quality access for all students.

Grade 6 through 12 Program

Students receive instruction from Pennsylvania certified teachers and are supported by an Academic Counselor and Homeroom Advisor. There is tutorial support and supplemental remediation available to students at the click of a button. Certified teachers provide

instruction in the curriculum and additional office hours for one-on-one skill development.

Highly Qualified Teachers provide synchronous – or *live* - real-time sessions. Insight PA will be a fully synchronous school for first year students, students will have a reduced load, and a block scheduling format will be used. Through the ILP, students will work from a fully synchronous schedule towards a more asynchronous schedule to support the goal of creating independent learners. Beyond that first year, synchronous sessions will continue as necessary, aimed at re-teaching and remediation when students struggle with the asynchronous online lessons. These sessions may be in the form of office hours, where students can drop in and ask questions – one-on-one or small-group tutoring sessions, or small group re-teaching of difficult topics. *Blackboard Collaborate* is also used to allow students to socialize and make friends through activities like Chess Club, guest speakers, and peer mentoring.

Students can choose from a broad and rigorous course catalog listing courses that consist of multiple units, lessons and activities that instruct, provide practice to, and evaluate students. Within these courses, students complete assignments, lessons, assignments, and assessments that teachers post to their course calendar. Students submit assignments to teachers on or before the due dates posted on the calendar. Once teachers grade and return assignments to students, they read the feedback listed from their teachers. Teachers are available in online discussions or during live office hours. They can also get help during optional live sessions or by watching recordings of these sessions. Students always know where they are in a course and how they are doing, and can continually monitor their progress. Most of all, students partner with teachers and other staff – being actively engaged and committed as a learner and student of Insight PA's high school.

Insight PA's academic program is aligned with Pennsylvania's graduation requirements. These requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in essential skills, and meet the personalized learning requirements. Students will have the option to earn credit for proficiency. Insight PA will adopt the any new high school graduation requirements as they are implemented by the Pennsylvania Department of Education or the Pennsylvania Legislature. Insight PA current graduation requirements are:

Graduation Requirements

Insight PA recognizes a "Graduate" when the following requirements have been successfully completed according to 22 Pa. Code Section 4.24

1. Students must earn 22 credits in the following content areas that are aligned to the Pennsylvania academic standards.

Content	Courses	Credits Required
Mathematics	Algebra I, Algebra II, Geometry, Trig, Calculus, etc.	3
English	Literacy Analysis and Composition, American Lit., British and World Lit., etc.	4
History and Social Sciences	World History, Geography and World Cultures, U.S. History, U.S. and Global Economics, etc.	3
Science	Physical Science, Earth Science, Biology, Chemistry, Physics, etc.	3
Humanities/World Languages	Fine Arts, Music Appreciation, Spanish, French, German, Latin, Chinese, etc.	2
Electives	Computer Literacy, Web Design, Game Design, Journalism, Anthropology, etc.	4.5
Physical Education	Physical Education	1.5
Health	Skills for Health	0.5
Career Planning	Career Planning, Business Communication, and Career Exploration	0.5

2. Students must complete a culminating Graduation Project presented to peers and a school faculty sponsor.

3. Students must score Proficient on the 11th grade PSSA in Math, Language Arts, and Writing. Students who either do not score proficient or advanced on the PSSA Reading or do not score proficient or advanced on the PSSA Math or whom we do not have scores for, must master an alternative assessment that measures the state standards for the PSSA in reading and mathematics. If they do not receive a passing grade, they must attend remediation sessions with the High School Remediation team or content specific teacher(s) to ensure they learn the required information and retake the alternative assessment**.**

Insight PA offers a seamless and integrated option for students and their parents, where all of the major tools for success are available right there in the *learning management system*.

- Single login at the Insight PA website – no need to remember several usernames and passwords.
- Home page announcements & school info to keep both students and parents abreast of important information.
- A single calendar that keeps track of all of a student's lessons and assignments makes time management a breeze.
- Online Groups and organizations help students to make friends and to explore their interests.
- Insight PA utilizes *Blackboard Collaborate* – a great tool that allows for live real-time synchronous sessions with teachers and other students.
- Accurate online grade book tools allow students and parents to check on course progress anytime – day or night.
- Student Guides in K ^{12} network courses provide students step-by-step direction through lessons and help teach effective note-taking and study skills. Worksheets provide extra skill-building practice for students.
- Mentor Guides in K ^{12} network courses provide "in-roads" into student learning for mentors. At a glance, parents/guardians can know exactly what a student should be learning in their current unit and lesson.
- Threaded discussions are used in many courses to help students learn from each other and to form a community of learners in a class.

Courses use visualizations to make abstract concepts and complex ideas more accessible for students. K ^{12} network employs a variety of techniques to explain these concepts in a *media-rich* environment through:

- Animations – unzip strands of DNA, and reconstruct them to understand how proteins work together.
- Illustrations – view the systems of the human body layer by layer and see how they build upon each other.
- Simulations – Understand how density and mass have an effect on the buoyancy of an object.
- Games – test your knowledge of the cold war in a timed trivia game.
- Photography – See the Taj Majal up close and personal.
- Video – Famous speeches that happened before you were born.

These interactive pieces engage the students in ways that print or traditional classroom materials can't.

***Please see Appendix 1 for K12 course descriptions.
***Please see Appendix 2 for Aventa course descriptions.

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.

Insight PA welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate education will be provided to students with disabilities in accordance with their Individualized Education Programs (IEPs).

Insight PA will work to accommodate students with all disabilities who are using the K^{12} web-based courses in a distance learning setting. Insight PA will offer necessary accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, K^{12}'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

The Insight PA enrollment application, a conference call with a K^{12} placement counselor, and conference calls with a Insight PA general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by Insight PA's special education director will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. Insight PA's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since Insight PA will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

Special Education Services and Support

All identified students with a disability will have a Insight PA IEP meeting upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be

involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the [state] Performance Standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, Insight PA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider.
Insight PA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by Insight PA and as determined by the IEP team. The Insight PA special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

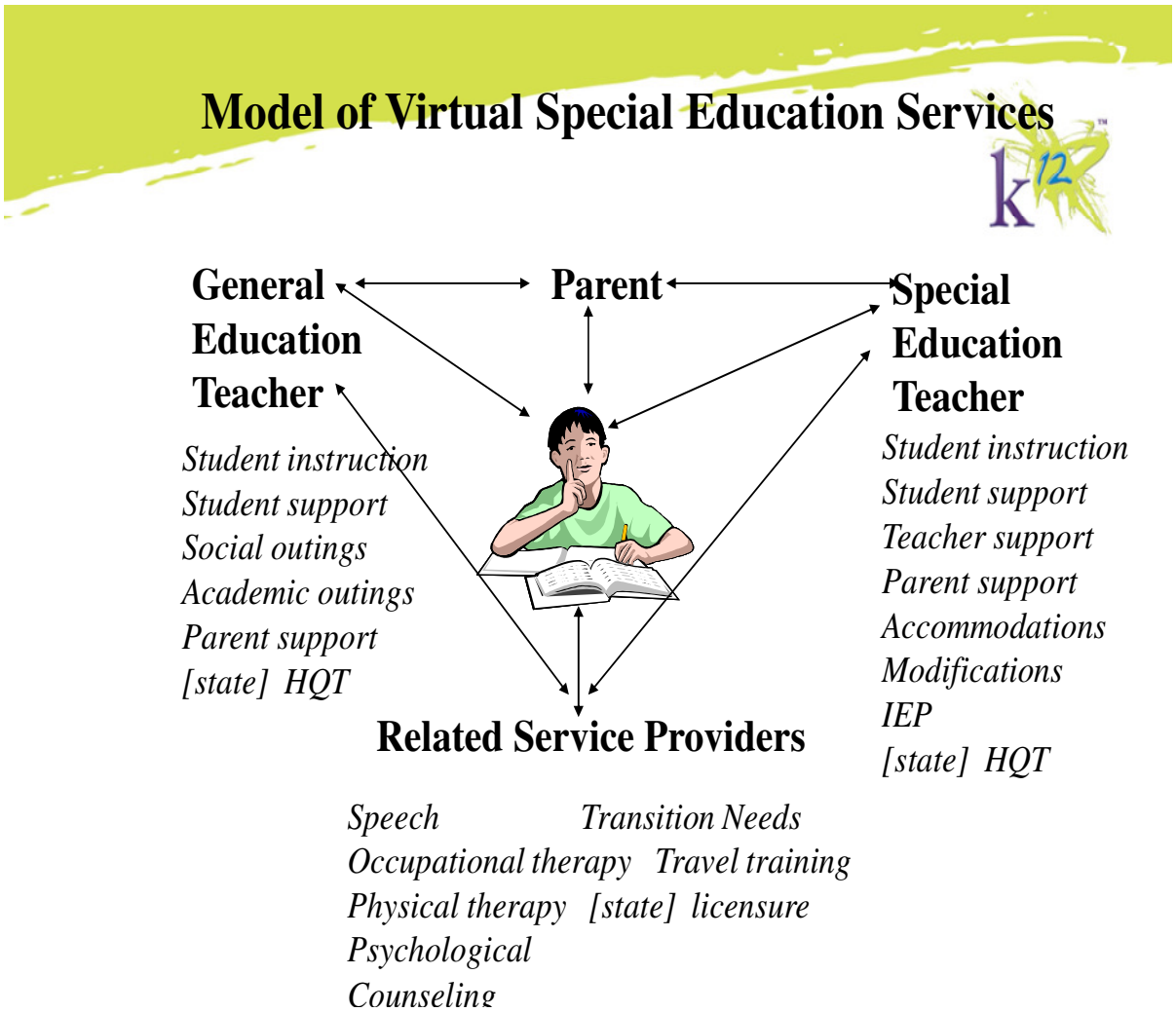
Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

Insight PA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at anytime, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The only possible exception to this would be related services at a contractor's office.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher; file review and monitoring of timelines by [school's] special education director.

Based on K[12]'s experience serving special needs students in 32 statewide programs across the United States, Insight PA projects that the school will provide special education services across all disability categories including: autism, serious emotional disturbance, traumatic brain injury, deafness/hearing impaired, specific learning disability, mental retardation, multihandicap, other health impaired, physical disability, speech/language and blind/visual impairment.

Insight PA believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools. The following illustration depicts this team model.



Accommodations

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

Instructional Enhancements	Assessment Enhancements
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 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.
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.	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 devices.

Related Services:

Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by Insight PA or contracted by Insight PA, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered in home, virtually, or face-to-face or the parent may provide transportation to a contracted therapy agency within a reasonable distance of their home.

- Mobility training
- Adaptive therapy
- Assistive technology evaluations
- Counseling services
- Psychological services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf of hard of hearing

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, Insight PA will seek parental consent to conduct an evaluation. "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. Requests for an evaluation should be made in writing to the Special Education Director at Insight PA. Insight PA uses a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, Insight PA must provide them with information about where an independent evaluation may be obtained.

English Language Learners

Insight PA will first identify ELL students, students whose dominant language is not English, during the enrollment process using the Child Find previously described. Children and families with limited English proficiency will be provided translation and

interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

In addition to the Child Find process, a home language survey, teacher observation and student placement assessment will be completed. A language proficiency assessment (yearly) as well as culminating data on the student's academic performance scores will become part of the components that develop his/her individual education plan. The school will employ, as needed, an appropriately licensed ESL or bi-lingual teacher for the ELL identified students. The contracted ESL teacher can provide support to the students within the distance learning school by: relating background information and experiences to the students to better grasp a concept, scaffold instruction to aid the students in comprehension, adjusting speech or content, providing project based learning experiences, necessary visuals and providing in classroom modeling of best instructional practices for the general education teachers. If a need is established, Insight PA will consider acquiring and using third party courses to assist with English language acquisition. Exit criteria for ELL students will be consistent with [state] and federal requirements.

Professional development will be provided to all staff on the following: research-based bilingual/multicultural programs and implications for instruction, best practices of English as a Second Language (ESL), English Language Development (ELD), and /or language revitalization programs and the principles of language acquisition.

Special education teachers will be included in all aspects of the professional development. In order for teachers to develop effective IEPs with appropriate content, instructional modifications, and measurable goals, teachers of students with special needs must be very knowledgeable about the content the special needs students are studying. In some cases, assessments will also need to be modified to meet the terms of a student's IEP. Cases like these demand that special education, and regular education teachers are familiar with the scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

Start-up Guidelines

All public schools must provide services as defined by IDEA 2004 and the Americans with Disabilities Act. Both federal statutes provide national requirements regarding services for and rights of the disabled. Each state must meet minimum federal regulation requirements but may choose to exceed them. It is vital that each school becomes familiar with the federal and state regulations to serve the special education population. The guidelines are adapted based on state requirements. This section serves as an outline.

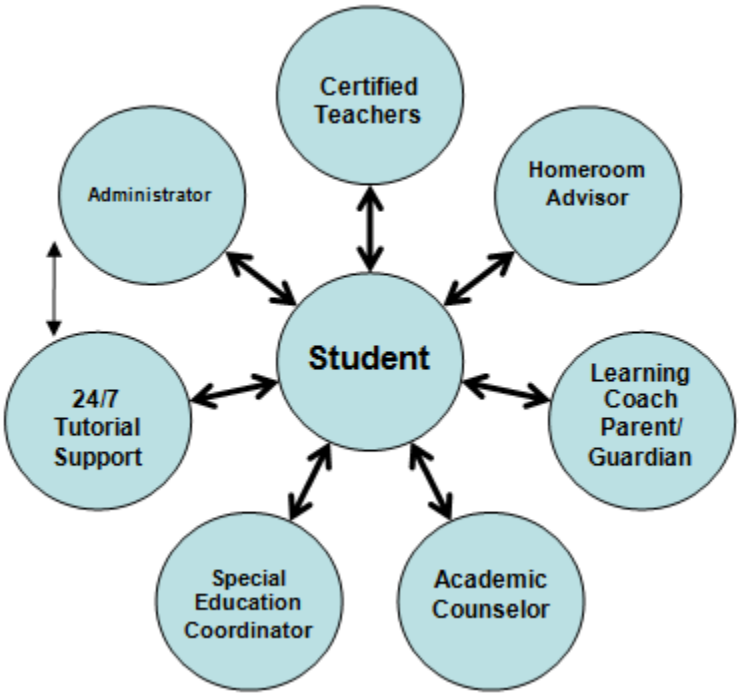
Subtopic	Recommendations
Child find	• Query parents using approved online child find

	questions in Enrollment Placement Register (EPR) • Post child find letter in school handbook • Send child find letter with initial head-of-school mailing, if applicable • Post non discriminatory information on school website • Post child find information on school website • Track positive responses to child find and refer to the appropriate school personnel
Receipt of previous records	• Request previous records (twice, if necessary) using parent release of records • Mail certified letter to previous school to obtain records • Visit school if records not received • Contact state agency if records not received • Track and validate all attempts to receive records to state agency
Parent communication during enrollment	• Educate parents on school-offered services • Track all communication with parent, PAL, and/or school staff
Special education software	• Contact state agency to determine state-required IEP software • Purchase web-based IEP software that allows IEP writers in other states to assist with IEP development if no state-required software
Initial IEP	• Write initial school IEP upon enrollment to indicate change of placement and services • Contact IEP writers to support initial IEPs • Provide training to IEP writers; arranged by Director of Special Programs or on-site special education manager/coordinator
Special education staffing	• Job descriptions • Training • Provide on-site support to assist with records receipts, records requests, and parent communication

Related services	• Finalize contracts with speech therapists, occupational therapists, and school psychologists prior to new school start, using school-approved contract form • Contact Director of Special Programs for support • Track related services needs of new students during enrollment • Ensure all students receive needs-related service during first week of school
Special education service delivery	• Provide weekly special education teacher contact • Provide special education services • Drive contact by IEP goals • Record all contact in TotalView School • Submit monthly reports tracking progress toward IEP goals • Submit quarterly progress reports using state approved forms
Professional development	• See Section 3(C) within Human Resource Information section
Extended school year	• Follow PA state guidelines
Transition services (high school)	• Follow PA state guidelines • Use Pathfinder to determine learning styles, career interests, etc.
Compliancy checklists (state specific)	• Teachers self-audit files twice a year • Special education manager randomly audit files once a year using approved checklist
Teacher evaluations	• See Section 4(B) within School Accountability
State department communication	• Ensure special education manager attends all relevant state agency meetings • Ensure special education manager is included on all relevant state agency distribution lists
Initial evaluation for special	• Determine school eligibility within state-required time frame

education services	• Process all initial requests through the school's Responsiveness to Intervention (RTI) process • Ensure contracted school psychologist complete necessary testing
Re-evaluation for special education services	• Review records following state guidelines • Contract with school psychologist for additional testing • Meet within state-required time frame to determine continued eligibility
Annual IEP meetings	• IEP written within required time frame for initial and re-evaluation meetings • IEP amended when deemed necessary based on monthly and/or quarterly data
Testing accommodations	• Use tracking tool to indicate each student's location and allowable accommodations • Provide training for all proctors
Child count	• Use state reporting tool to appropriately reflect the number of students with disabilities served by each school • Ensure 100% report completion and submission at each cycle by the special education manager/ coordinator

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



Students are served – in every course – by Highly Qualified Pennsylvania certified teachers who are experts in their field of study and in the most effective online instructional techniques. This means that students taking 5 or 6 courses will most likely have 5-6 different teachers – one for each subject. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. They 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. They set the pace of the course through defining daily assignments and setting due dates, and support students through the use of synchronous (real time) and asynchronous (recorded sessions to review and refresh/remind/reteach) methods.

Learning coaches are usually parents or guardians, but can be any caring adult that the parent or guardian assigns to serve as the 'eyes and ears' and who work in conjunction with the teacher to ensure student success. They are responsible for confirming:

- Materials and equipment are received
- Computer equipment is working and reliable
- There is constant connectivity to the Internet
- Students are completing their daily assignments
- Students are submitting all required assignments to teachers on or before the due date
- Encourage and motivate students daily
- Check for student understanding of their coursework

Learning Coaches also work directly with teachers and Homeroom Advisors when support is needed to ensure student success.

All students are provided instructional strategies through synchronous and asynchronous must be rooted in scientifically proven methods supported by data in order to improve student achievement effectively. Live online instructional sessions are provided daily. Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history, and science.

Methods of Instruction:

- Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning
- Synchronous Instruction: Live online instructional sessions are provided daily.
- Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history and science.
- Asynchronous Instruction: All synchronous sessions are recorded and made available to students within their online course and course recorded library.
- Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives.
- Blended learning centers that provide in-person, direct instruction in the areas of math and English (select locations).
- Advisors, Counselors, and Social Workers to support students, at differentiated student ratios based on at-risk characteristics of students served.

Homeroom Advisors monitor students' overall academic 'health' and attendance. They effectively "tie together" the students' educational experience at the school. They may follow students from grade to grade, and are responsible for building the school's student community which is connected to a larger National Student Body of students at other K^{12} network schools nationwide. They may serve as the instructors in orientation courses, to ensure that students are ready to learn and to succeed in Insight PA. In addition, they serve as an important administrative resource – helping to pull together teachers and learning coaches for conferences when students need help.

Academic Counselors assist students in the transition from Middle School to High School. They also assist students in selecting the correct pathway through high school, and to draft their post-graduation plans. Counselors are also crucial in that they assist students with non-academic issues related to social, emotional, or cognitive development and personal health and safety.

For students with exceptional needs, Special Education Coordinators and teachers develop a student's IEP, monitor progress toward IEP goals, and conduct annual reviews of IEPs. They partner with the student's assigned teachers in co-teaching activities that support special needs students learning providing accommodations and modifications as necessary and relevant to the student's performance. They provide suggestions/guidance

to the student's assigned teacher on accommodations/modifications to be made to lessons or provide them directly to the students. They also support parents of the student to help them better support the child in the home learning environment. Our school also ensures – where appropriate and applicable – the delivery of other services to support students. See Section 3(B) within Educational Program for further details on programming.

All students are assigned to a Homeroom, in which a designated certified teacher provides additional guidance and academic/attendance support. This program allows students to quickly get acclimated to the school, policies, and procedures, learn valuable time management and study skills.

Last, but not least, the school Administrator provides oversight and leadership for all of the people involved in supporting and educating the student. These seasoned professionals ensure that your child receives the highest quality educational experience, while developing and enforcing all school policies and ensuring that the school meets all federal, state, and local education standards. They will often conference directly with teachers, parents, and students to set academic, attendance, or behavior performance goals/expectations for students.

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

Insight PA's school calendar will meet requirements of at least 180 instructional school days (990 hours) and hours of school operation will be from 7:30am to 3:00pm. Please see Appendix 3 for a copy of the school calendar.

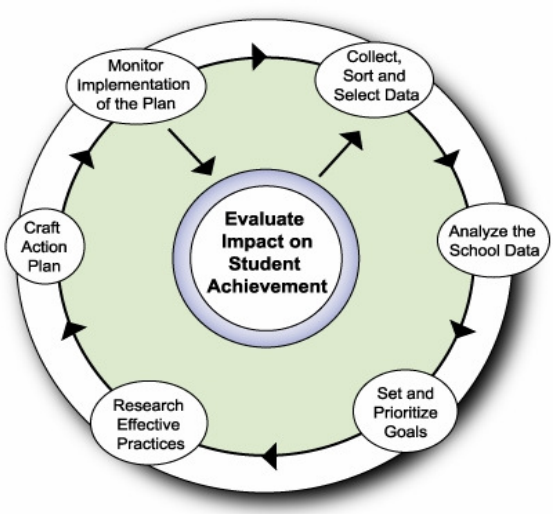
Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of ALL students that are consistent with the mission of your school.

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 school's Student Achievement Improvement Process (SAIP) will be a primary means of self-assessment and evaluation. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application (please see Section I. School Design Subsection 2 Measurable Goals and Objectives). The stages of the SAIP process are:

1. Prepare for Readiness to Benefit
2. Collect, Sort, and Select Data
3. Analyze the School Data
4. Set and Prioritize Goals
5. Research Effective Practices
6. Craft Action Plan
7. Monitor Implementation of the Plan
8. Evaluate Impact on Student Achievement



Stage 1: Prepare for Readiness to Benefit

The Student Achievement Planning Team (representatives from all aspects of the school, including Human Resources, Operations, and Finance) must be aware of their own readiness, abilities, and willingness to embark in a collaborative strategic planning process. All Team Members should:

- Have completed training in conducting effective meetings
- Understand how decisions are made
- Agree on decision-making strategies for working toward consensus
- Commit time to meet and resources to support this work
- Assure open communication and trust among members
- Possess an understanding of the purpose of the SAIP process

Stage 2: Collect, Sort, and Select Data

- Team collects and sorts information from previous school records, past performances on state testing, anecdotal information from parents, and other sources
- Team verifies data is current and correct
- Team accurately identifies students in TotalView School according to performance data and initial benchmark testing.

Stage 3: Analyze the School Data

- Team analyzes school data to understand current student achievement

- Team displays achievement and other data types in ways that are understandable to all audiences and stimulates shared responsibility
- Team clearly articulates answers to the following questions:
    - Who are the specific groups of students at our school (i.e., at-risk, minority, advanced learner, etc.)?
    - How does each of these groups perform on various measures?
    - What does this data tell us about the strength and weaknesses of the program for these specific populations?
- Team schedules frequent data reviews and considers whether new information should change the SAIP

Stage 4: Set and Prioritize Goals

- Team identifies three-to-five areas based on data review. Goal-setting includes answering questions such as:
    - What state goals are required to meet AYP?
    - What are the areas of greatest need based on student achievement in subgroups?
    - Which strategic areas have the highest potential for impact?
- Team follows a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement
- Team discusses desired and anticipated gains from SAIP implementation

Stage 5: Research Effective Practices

K^{12} Inc. provides programs - Scantron testing, Study Island, Class Connect, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6: Craft Action Plan

The Team creates an SAIP Action Plan that converts data analysis into action. Time spent in detailed planning at this stage is critical. The Action Plan should be detailed enough so that all staff members understand their role, stakeholders see a clear focus, and measurable goals are identified.

Stage 7: Monitor Implementation of the Plan

- Team monitors SAIP action plan quarterly or as new information/data is obtained
- Team discusses the progress of the Action Plan and its impact on student achievement

- Team assures the activities and tasks for each goal are moving forward under the identified timelines
- Team considers what revisions are needed to accomplish the learning improvement goals and increase student achievement

Stage 8: Evaluate Impact on Student Achievement

Evaluating the impact of the SAIP brings the process full circle. It is a time to measure SAIP effectiveness, determine which practices will be continued, and start the process again.

- Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted
- Team evaluation report creates an SAIP to implement the following August

SAIP Checklist:

Action – Prepare for Readiness to Benefit	Check Box
Staff members have completed training in Strategic Planning Process and the purpose of the SAIP process	☐
Team has agreed on SAIP purpose	☐
Team has agreed on effective meeting norms and roles	☐
Team has agreed on decision-making strategies for working toward consensus	☐
Staff members have committed to specific times to meet	☐

If you are implementing alternate processes, please specify:

Action – Data Collection	Check Box
Team collects and sorts information from previous school records, past performances on state testing, anecdotal information from parents, and other sources	☐
Team verifies data is current and correct	☐

If you are implementing alternate processes, please specify:

Action – Data Analysis	Check Box
Team displays achievement and other data types in ways that are understandable to all audiences	☐
Team clearly articulates answers to the following questions: o Who are the specific groups of students at our school (i.e., at-risk, minority,	☐

advanced learner, etc.)? o How does each of these groups perform on various measures? o What does this data tell us about the strength and weaknesses of the program for these specific populations?	
Team schedules frequent data reviews and considers new information	☐

If you are implementing alternate processes, please specify:

Action – Setting Goals	**Check Box**
Team clearly articulates answers to the following questions: o What state goals are required to meet AYP? o What are the areas of greatest need based on student achievement in subgroups? o Which strategic areas have the highest potential for impact?	☐
Team develops focused goals to improve student achievement which are: o student-centered o measurable o realistic o time-bound	☐

If you are implementing alternate processes, please specify:

Action – Researching Effective Practices	**Check Box**
Team determines effective practices (Scantron assessments, Study Island, Class Connect, etc.)	☐
Team develops guidelines to implement and monitor effective practices	☐

If you are implementing alternate processes, please specify:

Action – Crafting Action Plan	**Check Box**
Team creates a detailed Action Plan that identifies staff members' roles with measurable goals	☐

If you are implementing alternate processes, please specify:

Action – Monitoring Implementation	**Check Box**
Team monitors SAIP action plan quarterly	☐

Team assures the activities and tasks for each goal are moving forward under the identified timelines	☐
Team considers what revisions are needed to accomplish the learning improvement goals to increase student achievement	☐

If you are implementing alternate processes, please specify:

Action – Evaluating Impact	Check Box
Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted	☐

If you are implementing alternate processes, please specify:

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

Insight PA teacher evaluation is designed to help all highly qualified teachers become highly effective virtual educators. The following beliefs should guide the teacher's development in this process.

- Effective teachers believe that all students can learn.
- Effective teachers are caring, fair, and respectful.
- Effective teachers hold high expectations for themselves and their students.
- Effective teachers dedicate time for preparation and reflection.
- Effective teachers are continuous learners.
- Effective teachers provide critical feedback for their peers.
- Effective teachers receive critical feedback from their peers, students, and learning coaches.

Teacher evaluations are designed to serve two purposes: to measure teacher competence and to foster professional development and growth. The Insight PA teacher evaluation system will provide teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from administrators and other teachers on how to make changes in their instructional strategies. To achieve these goals, evaluators will first set specific procedures and standards. The standards will follow Charlotte Danielson's Framework for Teaching:

- Planning and preparation,
- Classroom Environment,
- Instruction, and
- Professional responsibilities.

Insight PA teacher evaluations will consider a variety of teaching skills in a variety of ways including:

- Observing classroom activities. The goal of class observations is to obtain a representative sample of a teacher's performance in the classroom. Observations can be formal and planned or informal and unannounced. Both forms of evaluation can provide valuable information.
- Reviewing lesson plans and classroom records. Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments, can indicate how well a teacher has linked lesson plans, instruction, and testing.
- Expanding the number of people involved in the evaluations to include principals or teacher supervisors, peers and students.

Teachers will be evaluated using the Level I to Level II Evaluation Forms (Appendix 4, 5, 6).

Teachers moving from Instructional I to Instructional II certification should also familiarize themselves with the process found on the Pennsylvania Department of Education Website:
http://www.education.state.pa.us/portal/server.pt/community/applications___forms/8649/level_i_to_level_ii_evaluation_forms/506765

Administrator Evaluation

Highly qualified administrators will be very important to the success of Insight PA. The school will set high standards for hiring administrators and will set equally high standards for evaluating their performance on the job. After hiring instructional leaders who have the required experience and education, Insight PA will provide them with an online performance review to be done in cooperation with their immediate supervisor. This self-evaluation will be conducted as frequently as the administrator desires, but at least annually. Administrators will do a self-evaluation of their job performance with feedback provided by their immediate supervisor. Following the PDE Pennsylvania Leadership Standards, this performance review will evaluate the performance of the school administrators in terms of how well and to what extent they meet the standards, specifically:

1. The administrator has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

2. The administrator is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

3. The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

4. The leader creates a culture of teaching and learning with an emphasis on learning.

5. The leader manages resources for effective results.

6. The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.

7. The leader operates in a fair and equitable manner with personal and professional integrity.

8. The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.

9. The leader supports professional growth of self and others through practice and inquiry.

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:

1. **Education Program**
   - We will set measurable academic and nonacademic goals and objectives that are consistent with the Pennsylvania state standards, especially the goal of making AYP, which we have built directly into our services agreement with K^{12}.
   - We will make these goals and objectives known to our parents.
   - We will acquire and devote the program and financial resources necessary to reach our goals and objectives especially the goal of making AYP.
   - We will frequently and thoroughly evaluate our success at meeting our goals and objectives; inform our parents about our results; and plan for ways to improve on our success.

2. **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.

3. **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 7).

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 Business Operations Manager to 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 Business Operations Manager 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 manual 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 Business Operations Manager 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 Business Operations Manager 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 Business Operations Manager 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 Business Operations Manager will ensure monthly that all regulatory reports are filed in a timely manner.

- The Business Operations Manager, 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 Business Operations Manager 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 Head of School (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Head of School or 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 Head of School, 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.)

(4) 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.
Enrollment

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 Head of School 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 nonresidence shall include the basis for the determination.

(ii) Within seven days of notification in (i), Insight PA shall review the notification of nonresidence, 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 expresses 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 8). The school administrative staff or teacher will immediately send the family the School

Withdrawal Form and Statement of Intent to Discontinue Education (see Appendix 8) 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 (see Appendix 8).

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 (see Appendix 8). 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 ;
- performance and growth measured on the Scantron Performance and Achievement Series assessments.
- 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 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 is making AYP.

Throughout the school year, Insight PA will be proactive to ensure that its students are meeting the Pennsylvania state academic standards and the school is meeting AYP. Insight PA will utilize the **Scantron Performance and Achievement Series Assessments** to continuously measure student progress toward meeting these academic goals throughout the school year. Students in grades 6-8 and grade 11 will take the Scantron Performance Series Assessment at the beginning of the school year (or upon enrollment) and at the end of the school year. This is an adaptive assessment which provides a scaled score. This scaled score provides a growth measure indicator for each child. The Scantron Performance Series Assessment also provides a SIP score (standard item pool score) for each content unit within the subjects of math and reading, suggested

learning objectives, and Pennsylvania state standard information indicating whether a student has mastered each age appropriate grade level standard. Data collection from this assessment will predict how students will perform on the PSSA based on a correlation of the child's performance to content standards. It will also allow teachers to view individual student reports as well as an entire class in order to make data-driven decisions on individual and classroom instruction.

Grades 6-8 and 11 will also take the Scantron Achievement Series Assessments. These assessments are single strand objective assessments. For each objective on the Pennsylvania State Blueprint an assessment of 10 questions will be given to all students – generally one standard per week. Students who do not master the state objective will be provided focused remediation on the objective and reassessed for effectiveness of instruction and student proficiency. Data collected from the Achievement Series Assessments will prove proficiency of each Pennsylvania State Content Standard in a given grade level by student, and provide a measure of the effectiveness of interventions.

Individualized Learning Plans

Every student enrolled at Insight PA Cyber Charter School will have in 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 9).

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

Middle School Promotion

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, prior school experience, 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 a mid-year progress report at the end of the first semester. The Insight PA uses 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 core subjects are (math, Language Arts, history, science, art, and physical education) of 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
0-4.99 Credits – 9th Grade
5-10.99 Credits – 10th Grade
11-15.99 Credits – 11th Grade
16- 22 Credits – 12th Grade

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

Data from Scantron diagnostic testing 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. 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.

Additionally, every student enrolled at Insight PA Cyber Charter School will have in 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 9).

Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA) or the PA Alternate School Assessment (PASA); and an analysis of assessment results to improve student performance.

5. School Community:

A. Describe the relationship of your school with the surrounding community.

Insight PA will be open to all sixth through twelfth grade students in the Commonwealth of Pennsylvania—which is our "surrounding community." 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 "needs improvement", 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. The expectation is that volunteers will commit to meeting weekly with students. 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.

Our extracurricular activities will focus on developing a strong sense of "community" among our students. Please see the description in the following section (6. Extra-curricular activities) of our "Semester of Service" which will be a community service requirement for all Insight PA students. Students will work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice.

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

Direct parental 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. Sessions will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating 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 in regional tutoring centers across the state.

At Insight PA, parents will help guide students through their daily coursework using the K^{12} network of curriculum offerings and the OLS. Parents will be expected to partner with teachers daily 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 principal, 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 Administrator.

3. If the concern is not resolved at the teacher, lead teacher, or Academic Administrator levels, students and parent(s)/responsible adults, custodian(s), or legal guardian(s) should address any concern or grievance in writing to the Head of School. The Head of School will respond within ten (10) working days.

4. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days.

5. If the family's concern is not resolved at the meeting with the Head of School, 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.

Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other

community organizations.

6. Extracurricular activities (athletics, publications and organizations):

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

Note: Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

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.

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 that launches on Martin Luther King, Jr. Day of Service and culminates on Global Youth Service Day. 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 these 12 weeks, 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 Head of School. Whenever possible, Insight PA will assist students and parents to secure the opportunity to participate in extracurricular activities.

Explanation: Identify organized activities that complement the mission of the cyber charter school and the programs in the students' school districts of residence.

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.

The design, development and delivery of the K^{12} learning system are based on a set of guiding principles. One of the principles specifically addresses how the K^{12} learning program uses technology in its curriculum:

> *Employ Technology Appropriately for Learning. We employ technology only where we feel it is appropriate and can enhance the learning process. In addition to online content, our curriculum includes a rich mix of offline course materials, including engaging textbooks and hands-on materials such as phonics kits and musical instruments.*

For grades 6 through 12, the course content, instruction, assignments and supplemental materials are delivered to the students through online (web-based lessons), through hands-on materials kits shipped directly to the student -- containing related books (textbooks, workbooks, reference books, and anthologies), DVDs, and other hands-on activity materials (science experiments, art supplies, math manipulatives, etc.).

The ratio of online to print materials for the student varies from curricula area/course to course and by grade level. Note: as a definition, print materials are defined as a book, magazine, and binder sheets that are delivered 100% offline for the student. Some print materials will be delivered online and will need to be printed by the student. These materials are categorized as online materials. Generally, the ratios in the core subjects are:

K^{12} CURRICULUM RATIOS OF ONLINE/PRINTED MATERIALS										
GRADE	% ONLINE MATERIALS					% PRINTED MATERIALS				
	Math	Science	History	Lang. Arts	PS*	Math	Science	History	Lang. Arts	PS*
K-2	50	95	75	25	NA	50	5	25	75	NA
3-5	50	100	50	2	100	50	0	50	98	0
6-8	50	100	40	30	100	50	0	60	70	0
9-12	67	75	30	30	100	33	25	70	70	0

*PS = $powerspeak^{12}$

B. Describe how you will improve student achievement through effective uses of technology.

The K^{12} curriculum and patented methodology for online learning has proven to be a powerful approach to learning. Its core elements include:

- **Rich, challenging, and engaging content,** delivered in state-of-the-art online lessons along with traditional materials that complement interactive online learning. This rich mix of content allows K^{12} to deliver lessons in diverse ways that accommodate diverse learning styles.
- **Synchronous web-based instruction** using web conferencing platforms such as *Class Connect* that give teachers the opportunity to instruct and assess student understanding in real time while establishing community in a distance learning environment.
- **Web-based student assessment** that drives instruction based on student performance.
- **An Individualized Learning Plan** designed for each child to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes.
- **A learning coach** (typically the parent) who facilitates progress through daily lessons in the K-8 environment and who plays a supportive role to help the student stay on task in high school.
- **Cutting-edge technology** that enables individualized learning to happen anytime, anywhere. The online school itself provides daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together.

The ability to continually update their curriculum and systems based upon student, parent and teacher feedback and assessment data is one of the significant advantages of the K^{12} online curriculum. All of the lessons contain a user feedback button that allows K^{12} to identify learning issues on a real-time basis. In a given week, they receive hundreds of feedback items from students, parents and teachers. The final stage of the product development cycle is the evaluation stage. During that phase, they evaluate the overall performance of their product against the original design specifications. They obtain measurement feedback from a number of sources, including:

- ***User Feedback*** —they receive a substantial amount of feedback from teachers, parents and students. Some feedback is directly incorporated into course modifications. In addition, they observe students in their usability labs and visit students and parents to better understand how their products are being used;
- ***Progress Reports***— through the OLS, they are able to monitor each student's progress through a course. This data helps them identify portions of a course that may be especially difficult for students, and may require revision or enhancements; and
- ***State Test Scores*** — students in the virtual public schools they serve participate in proctored state exams. These tests provide an impartial assessment of how these students are performing against established benchmarks and within their state.

Using these sources of feedback, they can revise their courses and systems as necessary to achieve the desired learning objectives.

C. Describe the technical support that will be provided to students and parents.

K^{12}'s Technical Support includes web-based, email and phone support. All support personnel are knowledgeable in OLS use and have received training on resolving technical support problems. K^{12} Technical Support includes the following web-based support areas:

1) Using the Online School (OLS)
2) K^{12} Supplied Computer Equipment
3) Personal Computers
4) Connectivity—ISP, Firewall, Troubleshooting
5) Materials
6) Account Information
7) Learning Coach Resources
8) Online Tutorials
9) Contact Phone Numbers
10) Request for Support

K^{12}'s phone center includes support in three (3) general areas:

1) Customer Care (using the LMS, shipment of materials);
2) Technical Support (available only for K^{12} issued equipment or K^{12} systems);
3) Enrollment Consultants (assistance for enrolling students).

K^{12} Technical Support is managed by a mature Customer Care organization. Customers can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K^{12} website:

- Phone Support: The K^{12} Call Center is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number and hours of operation are provided on the K^{12} Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K^{12} Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K^{12} responds within 24 business hours of receiving a customer e-mail inquiry.
- Self Help: Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K^{12} Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

D. Describe the policy for ensuring the privacy and security measures that will guarantee the confidentiality of data gathered online.

All of Insight PA's educational records will be protected as required by the Family Educational Rights and Privacy Act and similar state laws. Please refer to Section I School Design Subsection 4 School Accountability (E) and Section V Administration Subsection 2 Admissions Policy (B) of this application which describe how Insight PA will comply with these laws.

Reference checks and background checks will be completed on each candidate including educational, DMV, criminal history record, official clearance statement regarding child injury or abuse, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation.

We understand that our students who are under 13 years of age need special safeguards and privacy protection, and it is our intent to fully comply with the Children's Online Privacy Protection Act (COPPA). K^{12} and its contracted partners do not collect personal information from children online at any point. K^{12} only receives personal information about students directly from parents when they enroll their children in Insight PA. Parents can review certain personal information that K^{12} has regarding students by making such a request in writing to privacy@K12.com. Some personal information relating to student's educational records may not be able to be disclosed by K^{12} due to state and/or Federal law.

Snapshots of performance metric data will be maintained on a daily basis and stored on data-redundant, secured servers. Only Insight PA teachers or administrators with the necessary usernames and passwords may access student data. The K^{12} data center has intrusion detection and monitoring equipment and staff to ensure our data security.

Information posted to school message boards and chat rooms by parents will be disclosed and available to all users of that message board or chat room, and is therefore no longer private. Insight PA and K^{12} cannot guarantee the security of such information disclosed or communicated online in public areas such as message boards and chat rooms. Insight PA and K^{12} reserve the right to monitor the content of the message boards only.

To prevent unauthorized access, maintain data accuracy, and ensure the correct use of information, K^{12} has put in place commercially reasonable physical, electronic, and managerial procedures to safeguard and secure the information collected about Insight PA students and families. K^{12} also uses Secure Sockets Layer (SSL) protocol on student account information and registration pages to protect sensitive personal information.

E. Describe the methods to ensure authenticity of student work and the proctoring of exams.

Teachers verify authenticity of student work in several ways:

Identification of Student "Voice" and Historical Context

K^{12} 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.

Use of Anti-Cheating Technologies

Insight PA will consider subscribing to plagiarism checking services such as Turn-It-In – a service used by other cyber charter schools using the K^{12} curriculum. Teachers can choose to either submit student submissions to the service to check for plagiarism or to have students do so in advance of their submission to the teacher. K^{12} is also investigating the future implementation of a Browser Lockdown application. This piece of web-based software will work through the K^{12} LMS to prevent students from opening any additional application or browser windows while taking a computer-based assessment.

Proctoring

Mid-semester, mid-year and/or end of course assessments can be proctored in a live in-person environment. Unit tests and end-of-semester assessments are most often used for these sessions. Insight PA has the option of requiring the passing of these assessments before a student may pass the course overall. 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 uses an original assessment that the student must respond to orally in real time, thus reducing the possibility of academic dishonesty.

All Insight PA students at the appropriate grade levels will be required to participate in the state-mandated achievement tests including the PSSAs and Keystone Exams (upon their approval by the Independent Regulatory Review Commission). Administration of the PSSA tests for Insight PA students will take place in proctored settings at facilities located regionally across the state. The test director and school administration will ensure the security of the test administration. Test proctors will be trained and hold a valid Pennsylvania teaching license. Insight PA will contract with intermediate units and/or school districts to have our students take the state tests during regular testing days in their districts of residence. In some cases, the school administration may have to find other suitable code compliant locations such as rented space in other charter schools and public libraries if, for instance, space is not available in their district of residence.

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 cheat on the assessment successfully. 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

K^{12} 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. K^{12} includes open-ended assignments in addition to close-ended activities which are more difficult for students to cheat on successfully.

F. Describe equipment such as hardware, software and Internet connections to be provided to students.

Each student of Insight PA 6-12 will be loaned a laptop and printer with printer cartridges for the duration of their students' enrollment in the school. Families will have the option to use the Internet connection of their choice. The school will subsidize the cost of their Internet service. The computers and printers are the property of the school and must be returned when the student is no longer enrolled in Insight PA.

II. NEEDS ASSESSMENT

1. Statement of Need:

A. Why is there a need for this type of school?

- 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 existing cyber school model is simply not working. We need more public school options and models. With its added focus on synchronous, face-to-face interventions for all students, but 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.
- 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.

- Our school is unique. No other cyber school in the Commonwealth offers our proposed instructional model and our academic intervention strategies. 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.
- Additionally, an analysis of persons showing interest in an online K12/Insight program finds over 100,000 persons expressed interest between January 2009 – September 2012 (Appendix 10).

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. Almost all of these were online courses. 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 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. Quality online learning can be scaled in ways that are more challenging with 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.

Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.

2. School Demographics:

A. What are the school's enrollment projections for each of the first five years?

YEAR	GRADES 6-8	GRADES 9-12	TOTAL
2013-14	400	600	1,000
2014-15	720	1080	1,800
2015-16	1080	1620	2,700
2016-17	1280	1920	3,200
2017-18	1440	2160	3,600

What is the school's ultimate enrollment goal?

Insight PA has projected enrollment at 3,600 through the 2017-18 school year. This enrollment goal will be adjusted to meet student need.

What grades will be served?

Insight PA will serve students in grades 6-12.

What is the entry age for kindergarten students and the entry age for beginners?

N/A

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 the Delaware County area. Learning Center facilities will be secured across the Commonwealth for individualized synchronous instruction, weekly face-to-face interaction between teachers and students as needed, and a networking location for teachers, parents and students. We expect and have budgeted for leasing Learning Centers where students could account for as much as 40% of the school's total enrollment and where there are a substantial number of students requiring individualized synchronous instruction and weekly face-to-face interaction with teachers. Smaller centers will also be necessary to meet the needs of students who may reside in smaller cities or more remote areas of Pennsylvania. The school will secure partnerships with community organizations, universities, libraries, and churches (in non-denominational areas) that can donate or rent for a modest fee Learning Center sites in locations across the state. As the school expands and needs warrant, the board will consider when to lease additional tutoring sites. These sites, if deemed compliant by PDE and its standards, may also be used as PSSA testing locations. All sites will meet appropriate codes to be used for student tutoring.

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 will be based on the location of the highest projected concentration of enrolled students, which is assumed to be the Philadelphia metropolitan area. The locations of potential Learning Centers will also be determined by concentrations of enrolled students, especially those needing individualized synchronous instruction and weekly face-to-face interaction with their teachers.

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 6-12 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). 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 13% 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.

Explanation: Provide a description of the students to be served and the community in which the school will be located.

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 (low achievement and graduation rates, the growing popularity of online learning for student in PA and across the country), we believe that Insight PA has the sustainable support to operate. Based on the families, teachers, 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. 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. A financing option is available to the school as a part of the K^{12} service agreement. The Board will also seek proposals from more traditional financial institutions to ensure they receive the most favorable financing terms and rates available.

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 2013. A copy of the letter of intent is found in Appendix 11

C. What efforts will be implemented to maintain a collaborative relationship with school districts?

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 operate a statewide cyber charter school (see Appendix 11). 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 that launches on Martin Luther King, Jr. Day of Service and culminates on Global Youth Service Day. 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 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.

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.

II. NEEDS ASSESSMENT (Continued)

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.

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

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 around 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 are parents with a long history of experience in and commitment to public online schools. As parents who have seen what these schools have been able to achieve, we were excited about the opportunity to open up greater possibilities to enhance the model in order to meet the needs of all learners with an increased ability to meet student needs through asynchronous, synchronous, web based instruction and tutoring, and face-to-face tutoring and community interaction. Like all high-performing charter schools, Insight PA is committed to data-driven instruction and decision making, responsive governance, across-the-board accountability, and transparency in all aspects of school operations.

An email letter was sent on behalf of the founders to parents across PA who had contacted our educational partner, K12, with questions about online learning opportunities in PA. The letter informed families that an application was going to be submitted to the PDE for a new cyber charter school (Insight PA Cyber Charter School) using the K12 network curriculum and focusing on students with specific learning needs and challenges. Within only three days, 60 letters of support from across the state of Pennsylvania were returned. A list of those 60 individuals who sent a response endorsing PDE approval of the Insight PA are included in this application as Appendix 12.

III. GOVERNANCE

1. Profile of Founding Coalition:

A. Describe the make up 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.

Diana Moninger 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. References for Diana include Jennifer Bradmon and Kathy McClure (contact information provided upon request).

Similarly, Kimberly Courtwright has witnessed the success her own children have experienced during their nine years of cyber schooling. Her interest as a founder of Insight PA stems from her own family circumstances, in which she has seen firsthand the challenges that many young people face when the educational options available to them do not meet their unique needs and circumstances. Kimberly hopes that other students in PA will have more opportunities to be successful within the public school system and after graduation. References for Kimberly include Jennifer Bradmon (contact information provided upon request).

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.

Each of the founders is a board member 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. We are parents who have seen our own children and the children of hundreds of the other families we represent thrive within their online public schools. That being said, we realize 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. We recognize the need for a school with a singular focus on serving at-risk students and we believe that this model, along with the expertise of the educational services provider we have selected to work with us, will enable Insight PA to serve these students and to help them succeed in a way that other schools and founding boards will choose to emulate.

C. Include any plans for further recruitment of founders or organizers of the school.

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.

Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

2. Governance:

A. Describe the proposed management organization of the school, including the following requirement:

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.***

B. How will the Board of Trustees be selected?

The initial founders have been elected as members of the Board of Trustees. 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.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

Initially there will be continuity provided between the founding coalition's vision and the Board by the election of Trustees who were also founders. In addition, the Insight PA charter will charge the Board to carry out the education program proposed in the charter application—the vision, mission, and goals. 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. At least annually the Pennsylvania Department of Education will assess whether Insight PA is meeting the goals of its charter and is in compliance with the provisions. The Department will also annually review the school's performance on the PSSA, other standardized tests and other performance indicators related to academic standards and assessment. 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?

The SAIP process, described in the School Design section of this application, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available. Teachers and administrators will both be decision-makers in the SAIP 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.

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.

Extensive Learning Coach training will be provided by Insight PA (see Section 4 Learning Coach Training in the previous outline of the National Instructional Model). The Learning Coach training is designed to educate parents about their essential role in the success of their students and the school.

Previously in Section I. School Design 5. School Community, we listed the 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 K^{12} 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 PA Community Partners for Education Articles of Incorporation (Appendix 13) and By Laws (Appendix 14) 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).

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 2 founders who have been elected Insight PA Trustees. Additional Trustees will be considered for election at Board meetings in the near future. For privacy reasons we have not included 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.

A copy of the PA Community Partners for Education/K12 Virtual Schools L.L.C. Educational Products and Services Agreement is found in Appendix 16 of this application. Before entering into this agreement, the board determined that it provides for a well-developed and viable management structure.

Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.

IV. FINANCE AND FACILITY

1. Financing:

A. Develop a preliminary startup and operating budget. Use the attached Pennsylvania Department of Education budget templates; 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 project sources of revenue from both public and private and planned expenditures (see Appendix 15).

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 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 Head of School prior to awarding a bid and completing the transaction. The Head of School shall approve all requests for purchases of product and services. Purchases in excess of $10,000 must be pre-approved by the School 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 Operations manager will ensure that all products and services have been received per the Purchase Order and the invoiced price is correct. The Business Manager will review the request for payment; and confirm that all approvals are contained therein before approving payment.

Items with an estimated useful life of 3 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 charter schools in the state of Pennsylvania and IDEA special education entitlement funding. The school's major costs are direct student instruction, 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 not planning on receiving any discretionary or competitive grant funds to achieve financial goals—other than per pupil revenue and IDEA special education entitlement funding.

Board and staff development will include training about school finance and funding sources. Attendance by board members and staff at national and state conferences will

provide opportunities to learn from federal, state and private funding source presenters as well as other charter schools about current and upcoming opportunities. The school will have the added expertise of K^{12}'s knowledge of state education funding laws in twenty-three states across the nation where it is currently managing public virtual 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 of 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 et seq.) as defined in PA 24 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.

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 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.

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 and renovate an existing site in the Philadelphia metropolitan area (e.g., in Delaware, Chester, or Montgomery counties) for the school's administrative offices. The Insight PA Board of Trustees is working with a real estate broker familiar with commercial properties that may be suitable for the charter school's offices (see Appendix 17).

Learning Center facilities will also be secured for individualized synchronous instruction (Tier I interventions), weekly face-to-face interaction between teachers and students as needed (Tier II interventions), testing facilities, and networking and training locations for teachers, parents and students. It is expected that these Learning Centers will be in Philadelphia and Pittsburgh which are most likely to have the largest concentration of students. The Learning Centers will be sites for many purposes supportive of Insight PA's educational plan:

- face to face contact time with Pennsylvania licensed, highly qualified teachers;
- student meetings with math and reading specialists;
- teacher, parent, and student activities and networking such as student, parent, and teacher libraries and student clubs based on interests such as science, music, and art;
- teacher and parent training;
- parent outreach;
- teacher work center; and
- collections of instructional resources to be shared among Academy teachers

We expect and have budgeted for leasing Learning Centers, in population centers where students could account for as much as 40% of the school's total enrollment and where there are a substantial number of students requiring individualized synchronous instruction and weekly face-to-face interaction with teachers. Smaller centers will also be necessary to meet the needs of students who may reside in smaller cities or more remote areas of Pennsylvania. The school will secure partnerships with community organizations, universities, libraries, and churches (in non-denominational areas) that can donate or rent for a modest fee Learning Center sites in locations across the state. As the school expands and needs warrant, the board will consider when to lease additional tutoring sites. These sites, if deemed compliant by PDE and its standards, may also be used as PSSA testing locations. All sites will meet appropriate codes to be used for student tutoring.

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 and Learning Center 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).

It is very likely that the facilities will need to be renovated to suit the school's administrative office and Learning Centers needs, but that will be determined when the facilities are identified.

While we cannot describe the details of the services in the facilities at this time (e.g., heating, ventilating, lighting, sanitary conditions and water supply), we can provide the assurance, as we did in the opening paragraph of this section, that all Insight PA facilities 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).

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

Insight PA will seek to enter into full service (1) leases for rented space or (2) agreements to utilize donated space for its facilities where possible. Daily custodial service may be included in those leases and agreements. If custodial services are not included, Insight PA will hire custodial/maintenance personnel to maintain the facilities on a daily basis.

Insight PA assumes that the responsibility of the long-term facility maintenance of the buildings in which its facilities are located 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 charter school being responsible for the daily operational maintenance (i.e. fixtures, light bulbs, interior painting, etc.). Responsibilities for required renovations will be addressed in the leases 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.

The real estate brokers who are advising Insight PA about properties that may be suitable for the charter school's facilities have also informed us about the typical costs of these facilities including needed improvements. In preparing the proposed budget submitted with this application (see Appendix 16), we have included those costs. 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 K^{12} Virtual Schools, L.L.C. provides for the advance of funds as necessary by K^{12} Virtual Schools, L.L.C. to Insight PA for program expenses. Insight PA would be obligated to repay this debt. Insight PA will also consider other available sources of loans to finance facilities if necessary.

Explanation: Describe progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

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 will provide appropriate medical and dental coverage to all full-time employees. Coverage shall be competitive with the average coverage provided by Pennsylvania school districts.

Insight PA is working with Marsh & McLennan Agency LLC and Hanover Insurance Group to establish the required insurance coverage. Appendix 18 is the Avenues Education Advantage Program Educational Risk Supplemental application for insurance. Insight PA will finalize insurance coverage once an office space is secured (March 2013).

Explanation: Provide evidence of insurability in all areas identified above.

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 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 Head of School will be responsible for overseeing the maintenance of this information. The school

Administrative Assistant 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. 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

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. Learning coaches will be expected to log instructional time on each scheduled school day capturing the completion of on- and offline activities.

Pennsylvania requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction between July 1 and June 30. Additionally, statute requires a minimum number of instructional hours by grade level. Insight PA students will comply with these requirements by following the chart below. Instructional time will occur at anytime during the day and on any day of the week. Instructional time must directly relate to lesson objectives which are aligned to the Pennsylvania Academic Standards. Instructional time can be entered on any day (e.g., weekends, holidays, etc.).

Grade Level	**# Days**	**Hours per Day**	**Hours per Year**
6	**180**	**5**	**900**
7-12	**180**	**5.5**	**990**

Time logged on a non-school day will count toward hours and progress, but not toward the 180 days. 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. 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 principal 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 parental 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 10 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.

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

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 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 call center to provide information to prospective applicants.
- 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 enrolled in Insight PA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K^{12} representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies
- Insight PA will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries.

B. What type of outreach will be made to potential students and their families?

Please refer to the answer to the previous question. It addresses the type of outreach which will be made to students and their families. It is a model which has been used successfully by cyber charter schools in other states to attract diverse student bodies by using a variety of marketing techniques to match the cyber charter school program and applicants' educational and personal needs.

Explanation: Develop a solid plan to attract sufficient students to operate a cyber charter school; publicize the cyber charter school; and ensure a match between the cyber charter school program and applicants' educational and personal needs.

2. Admissions Policy:

A. **Describe the admission methods and eligibility criteria you will use to select students.**

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.

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.

Based on Section 1723-A of the Charter School law, any resident grade 6-12 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.

*** Please see Appendix 19 for enrollment application and instructions

C. 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

D. 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 enrollment period could begin in the winter of 2012 and continue through the summer of 2013. 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 2013. 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.

E. 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 Oregon 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 may establish a call center to provide information to prospective applicants.
- The school may 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 sessions that Insight PA will conduct throughout the state.

At the orientation 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, school policies

- Insight PA will produce recruiting materials about the school's mission, curriculum, leadership, and the application process which are available in public places such as libraries.

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).

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 certified teachers who are experienced educators, and are highly qualified under the No Child Left Behind Act of 2001 (NCLB). 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 regular 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 as necessary.

Teacher Selection and Hiring

Prior to opening in the fall of 2013, the process to advertise for, select and employ instructional staff for Insight PA will take place in the in the summer of 2013. 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. As such, their first step in the recruitment process will require applicants to not only find but also apply for teacher job opportunities purely through an electronic medium. This process will help ensure that only applicants comfortable with the technology they will use with students will make it through to apply.

Once applicants make it through the electronic application process, they will be further screened by a team of Human Resources professionals armed with a baseline set of phone screening questions derived from school administrators. If applicants pass 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 called in for 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 investigations as well as ensure the appropriate state certification, educational, DMV, criminal history record, official clearance statement regarding child injury or abuse, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation for applicants who have made it through the interview process. Throughout this entire process, the team of skilled Human Resources professionals corresponds with applicants regarding the status of their applications such that the best qualified understand the process and their standing in the selection process.

Teachers will be hired 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

K^{12} will employ, in conformance to Pennsylvania statutes, and determine the employment terms for appropriate Insight PA administrative staff such as Head of School, Operations/Business 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 will retain ultimate responsibility for the adoption of academy 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 2013, the process to advertise for, select and employ administrative staff for Insight PA will take place in the in the winter, spring, and summer of 2012-2013. Academy 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, and in local media throughout Pennsylvania. Resumes will be reviewed and sorted.

Reference checks and background checks will be completed on each candidate including educational, DMV, criminal history record, official clearance statement regarding child injury or abuse, personal references, and certifications. Candidates must comply with all state laws requiring fingerprinting and other documentation. As authorized by the

services agreement between Insight PA and K12 Virtual Schools L.L.C., school administrators will be hired by K12 Virtual Schools L.L.C. Compensation levels (salary and benefits) for Insight PA administrative staff will be competitive with starting local salary and benefits. Employment agreements will be signed. Benefits will be secured. As administrative vacancies occur during the school year, the same recruitment, selection, and employment techniques will be used.

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 middle school homerooms will be 50:1. The student/teacher ratio in high school homerooms will be approximately 150:1. The student/teacher ratio for special education will be 25:1 in middle school, and high school. With the addition of math and reading specialists, advisors, and counselors, the total student to instructional staff ratio is 25:1, excluding para-educators. We will hire para-educators to support synchronous and Learning Center instruction.

C. What professional development opportunities will be available to teachers and other staff?

Teachers and Staff benefit from K12's Academic Services Group's ongoing professional development which provides a variety of resources to support teachers in their roles, particularly in the areas of curriculum and instruction. Professional development opportunities are a combination of K^{12}'s best practices and training along with required annual professional development for all teachers. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. Teachers and staff will receive professional development on these and other topics, at various points throughout the year.

Professional development will begin with Virtual New Teacher Training (VNTT) for new teachers and staff and continues with ongoing training monthly for new and experienced teachers. VNTT is designed to help new teachers get a fast start with the K^{12} model, K^{12} curriculum, K^{12} systems, communication, instruction, accountability and community through customizable paths. VNTT content is designed to be flexible and customizable to teacher needs.

Ongoing Professional Development consists of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example, professional development sessions

around student and even teacher misconceptions by subject. An online real-time presentation tool is used to facilitate professional development.

Teachers are provided with necessary technology equipment, e-mail accounts, a dedicated teacher help desk for technology support, online classrooms, and operations support. Additionally, teachers are provided access to a comprehensive set of teacher and administrative tools, including customized reporting, to enhance effectiveness. FAQ's are also available to help teachers troubleshoot issues as they arise.

Many of the student supports and services are also support services to teacher as they aid the teacher in providing a successful student experience.

D. Describe your human resource polices governing salaries, contracts, hiring and dismissal, and benefits.

Insight PA will contract with Insperity for Human Resource and Benefits services. A draft Employee Manual, which is a detailed explanation of our human resource policies, is attached to this application (see Appendix 20). Insight PA will develop an Acceptable Use Policy for teachers for the use of the technology and the Internet.

E. Identify the proposed faculty.

The faculty of Insight PA will be a diverse group of highly qualified K-12 teachers and math and reading specialists. Insight PA will employ Pennsylvania certified teachers who are experienced educators, and are highly qualified under the No Child Left Behind Act of 2001 (NCLB). 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 regular 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 as necessary. Faculty will be assisted by para-educators in the Learning and tutoring centers.

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.

K12 Virtual Schools L.L.C. and 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 to K12 Virtual Schools L.L.C. or Insight PA (depending on the employer) prior to employment or engagement of services. K12 Virtual Schools L.L.C. or Insight PA (depending on the employer) 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, a Insight PA contractor shall obtain a criminal history background check on each employee and present it to Insight PA in the same manner to be used by K12 Virtual Schools L.L.C. or Insight PA as outlined in the preceding paragraph.

The Insight PA Head of School and a designated K12 Virtual Schools L.L.C. representative 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.

Neither K12 Virtual Schools L.L.C. or Insight PA will 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.

Neither K12 Virtual Schools L.L.C. or Insight PA will engage or utilize the services of a contractor who would have direct contact with children or permit an employee of the contractor to have direct contact with children if the contractor or the contractor's employee's criminal history background check states that the contractor or contractor's employee has bee 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.

K12 Virtual Schools L.L.C. or Insight PA (depending on the employer) 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. K12 Virtual Schools L.L.C. and 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 20) 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.

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

V. ADMINISTRATION (Continued)

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.
- *Class Connect*: *Class Connect* 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 can not 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 a 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 Head of School will appoint a designee will make expulsion or suspension decisions. Parent and student will be notified and provided and explanation of the action taken. Appeals can be made to the Head of School 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 Head of School'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 Head of School'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 Head of School's appointed designee at each level of discipline.

1. Charges and Evidence: The Head of School'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 Head of School'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 Head of School'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 Head of School'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 building principal (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.	Student is expected to make up any missed assignments and submit immediately on the next school day. Zeros will be assigned until

	Parents are then able to contact a specific person to request assistance in resolving the child's truant behavior.	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 personal shall be included. Additionally, another offer of assistance will be made to the parent.	Student is expected to make up any missed assignments and submit on the next school day.
Third Unlawful Absence	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. 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 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.	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.
Subsequent Unlawful Absences	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 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.	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.
Referral to County Children and Youth Agency	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	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.

	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. 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.	
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. [1] http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=121159[2]	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.

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.

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

5. Timetable:

A. **Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.**

[1] 24 P.S. §17-1701-A
[2] 24 P.S. 13-1327 Compulsory Attendance and Truancy Elimination Plan

INSIGHT PA CYBER CHARTER SCHOOL OPENING TIMELINE

Incorporate and file Articles	completed
Create and approve ByLaws	completed
Contract with Management Provider	completed
Submission of Charter Application	September, 2012
Approval of Charter Application	January, 2013
Recruitment of Board of Trustees	January
Approval of Board Policies	February-March
Create Student/Parent Handbook	February-March
Recruitment of Students	March
Finalize Insurance Coverage	March
Enrollment Opens	March
Finalize Office Lease	April
Move into Office & Setup	May
Hire Administrators	May
District Notification	May (ongoing with enrollment)
Course Placement	June-July
Hiring of Teachers	June-July
Teacher Training	August
Student Computer/Materials Delivered	August
Orientation Sessions	August - September
School Begins	September
Live Launch	September (ongoing with enrollment)

Explanation: Establish a well-developed, realistic plan of action for opening a charter school.

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 and Learning Centers. 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.

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should 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 well being 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 K-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 thebigthinK[12] (a secure online "bulletin board"), 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 grade7 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 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

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a cyber charter school known as

Insight PA Cyber Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the Insight PA Cyber Charter School is hereby granted a Charter to operate a cyber charter school located at _____, for the period commencing on _____ and ending on _____. The grant of this charter was approved by the Pennsylvania Department of Education on _____.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A through 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Pennsylvania Department of Education or the State Charter School Appeal Board. Said Application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;

3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

4) this Charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new Charter shall be executed by the parties; and

5) this Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 20__.

ATTEST:

_____

_____

_____

_____

_____

_____

BOARD OF TRUSTEES:

_____

_____

_____

_____

_____

_____

ATTEST:

_____

PENNSYLVANIA DEPARTMENT OF EDUCATION

_____
Ronald J. Tomalis, Secretary

APPENDICES

1. **K12 Course Catalog**
2. **Insight/Aventa Course Catalog**
3. **School Calendar**
4. **Teacher Evaluation, Instr I**
5. **Teacher Evaluation, Instr I to II**
6. **Teacher Evaluation, Instr II**
7. **Parent Satisfaction Survey**
8. **Withdrawal Forms**
9. **Individual Learning Plan**
10. **Analysis of Interested Persons**
11. **Letter of Intent**
12. **Community Letters of Support**
13. **Articles of Incorporation**
14. **ByLaws**
15. **PA 2028 (Budget)**
16. **Services Agreement**
17. **Real Estate Market Survey**
18. **Insurance Application**
19. **Enrollment Application & Instructions**
20. **Employee Manual**

APPENDIX

1. **K12 Course Catalog**

2012 - 2013

COURSE CATALOG

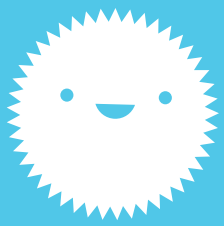
GRADES K–12

LET'S LEARN
K12.COM/COURSES

Elementary

Courses

page 5



English & Language Arts 6
Math 8
Science 11
History & Social Sciences 13
Art 15
Music 16
World Languages 18
Orientation 21

Middle School

Courses

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English & Language Arts 24
Math 25
Science 26
History & Social Sciences 28
Art 29
Music 30
World Languages 30
Orientation 33

High School

Courses

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English 38
Mathematics 46
Science 53
History & Social Sciences 59
World Languages 70
Electives 76
Technology & Computer Science ... 83
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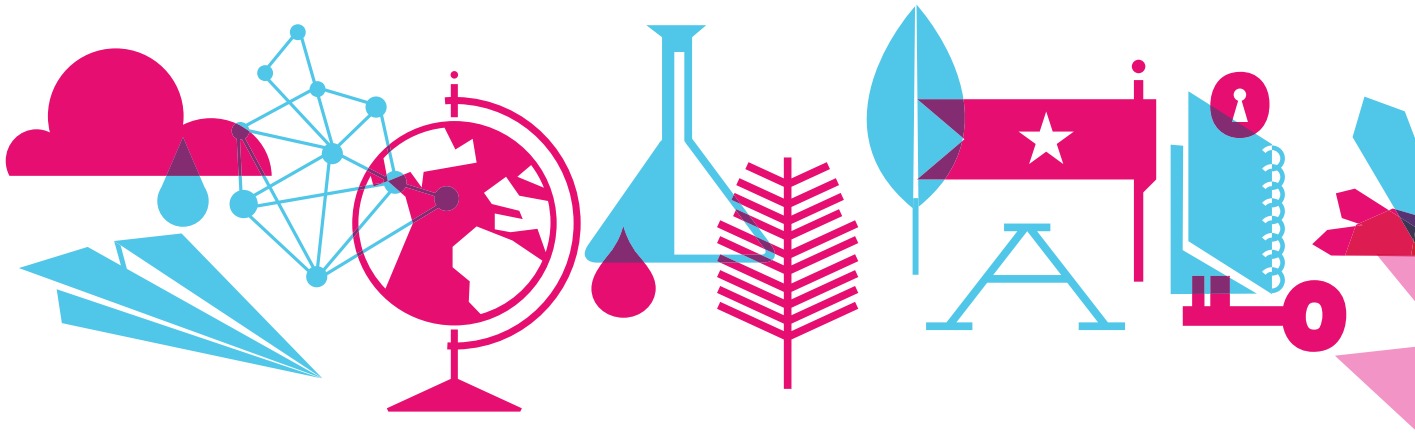
K12



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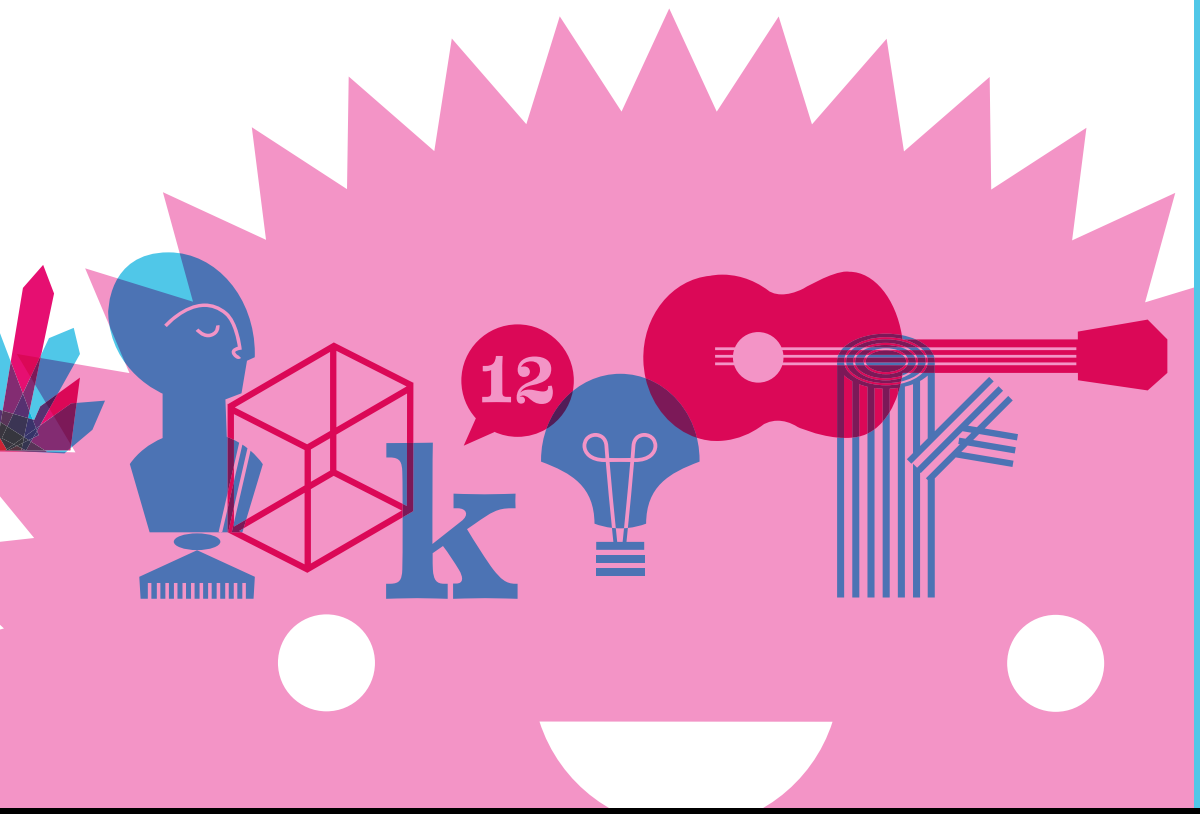
Elementary



Language Arts K (Blue)

In this course, students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

- Phonics: PhonicsWorks prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities.
- Literature and Comprehension: Plenty of read-aloud literature kindles the imagination while building comprehension and vocabulary. The emphasis is on classic literature—fairy tales, fables, and folktales—including many works that embody exemplary virtues.
- Language Skills: Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. "All About Me" lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.
- Handwriting: *Handwriting Without Tears* provides gentle instruction to help students print letters correctly.

Curriculum Items: K12 Language Arts Blue Lesson Guide and Activity Book, K12 PhonicsWorks Basic Kit, K12 PhonicsWorks Lesson Guide, Activity Book, and Assessment Book, K12 *Read Aloud Treasury, The Rooster Crows—A Book of American Rhymes and Jingles* by Maud and Miska Petersham, *Rhyme Time* by Tomie dePaola, Additional works of literature, *K12 World Magazines*, *Handwriting Without Tears: Get Set for School* Teacher's Guide and Activity Book, *Handwriting Without Tears: Letters and Numbers for Me* Teacher's Guide and Student Workbook, Slate chalkboard, Printed alphabet desk strips, Wide double line paper, Items easily found in a typical home

Language Arts 1

In Language Arts 1, students get structured lessons on reading skills, language skills, and literature to help develop comprehension, build vocabulary, and promote a lifelong interest in reading. The advanced K12 PhonicsWorks program helps students become confident, independent readers. *Handwriting without Tears* focuses on careful practice at a pace that matches each student's development of fine motor skills. Literature lessons focus on classic folktales, fairy tales, fables, and poetry. Read-aloud and guided reading lessons help students apply and extend the skills introduced in PhonicsWorks.

Curriculum Items: K12 Language Arts Green Lesson Guide, Activity Book, Spelling Handbook, and Assessment Book, K12 PhonicsWorks Basic and Advanced Tile Kits, K12 PhonicsWorks Advanced Lesson Guide, Activity Book, and Assessment Book, *Handwriting Without Tears*: My Printing Book Teacher's Guide and Student Workbook, *K12 Classics for Young Readers,* Vol. A, *Listen, My Children: Poems for First Graders*, from Core Knowledge, *Ready … Set … Read! The Beginning Reader's Treasury*, compiled by Joanna Cole and Stephanie Calmenson, Additional works of literature, *K12 World Magazines*, K12 Book Report Kit, K12 My Journal, K12 Grab Bag, Accomplishments chart, Story cards, Slate chalkboard, Printed alphabet desk strips, Wide double line paper, Items easily found in a typical home

Language Arts 2 (Orange)

This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in literature and comprehension, writing skills, vocabulary, spelling, and handwriting.

- Literature and Comprehension: A guided reading approach builds comprehension strategies and gradually transitions students to independent reading assignments. Leveled reading selections progressively expose students to new challenges including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students also make their own reading choices to help foster a lifelong love of reading.
- Writing Skills: Students learn about parts of speech, usage, capitalization, and punctuation, then apply this knowledge as they write sentences and paragraphs. Students are introduced to the process of writing, as they pre-write, draft, revise, and proofread their work before they share it with others. Written products include letters, poems, literature reviews, research reports, and presentations.
- Vocabulary: Students increase their vocabulary through word study, comprehension, and word analysis, then apply their knowledge in a variety of authentic contexts.
- Spelling: Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.
- Handwriting: *Handwriting Without Tears* helps students develop printing skills and, if appropriate, begin cursive handwriting.

Curriculum Items: K12 Language Arts Orange Lesson Guide, Activity Book, and Assessment Book, *Listen, My Children: Poems for Second Graders*, from Core Knowledge, *K12 Classics for Young Reader*s, Vol. B, Surprises, a book of poems selected by Lee Bennett Hopkins, Additional works of literature, *K12 World Magazines*, *Handwriting Without Tears: Printing Power* Teacher's Guide and Student Workbook, White dry-erase board, Printed alphabet desk strips, Regular double line paper, Items easily found in a typical home

Language Arts 3

In Language Arts 3, reading lessons are designed to develop comprehension, build vocabulary, and help students become more independent readers. Students practice writing as a process as they write a narrative, a report, letters, and poetry. Students learn about sentence structure, parts of speech, and research skills. Through weekly word lists, students learn relationships between sounds and spellings. Students read works of nonfiction, as well as four novels. Students learn and use techniques for effective oral presentations, and develop test-taking and critical thinking skills.

Curriculum Items: *Classics for Young Readers*, Vols. 3A and 3B, *Civilizations Past to Present: Greece* by Kevin Supples, *George Washington: Soldier, Hero, President* by Justine and Ron Fontes, *The Declaration of Independence* by Elaine Landau, Additional works of literature, *Handwriting Without Tears: Cursive Handwriting* Teacher's Guide and Student Workbook, H*andwriting Without Tears: Cursive Success* Teacher's Guide and Student Workbook, *Exercises in English*: Student Edition, *Primary Analogies,* Book 3, *Wordly Wise 3000,* Book B, *Writing in Action,* Vols. A and B, *Test Ready Plus: Reading*, *Test Ready: Reading Longer Passages*, *Test Ready Plus: Language Arts*, White dry-erase board, Items easily found in a typical home

Language Arts 4

This is a comprehensive course covering composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable students to recognize base words and roots in related words. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent readers. The emphasis is on classic literature. Students read works of nonfiction, as well as four novels selected from a long list of classics.
A test preparation program prepares students for standardized tests.

Curriculum Items: *Classics for Young Readers,* Vol. 4A, *Classics for Young Readers,* Vol. 4B, *Writing in Action,* Vol. C, *Writing in Action,* Vol. D, *Exercises in English,* Millennium ed. (Level D), *New Vocabulary Workshop Workbook* (Orange), *Test Ready Plus: Language Arts*, Book 4, *Test Ready Plus: Reading*, Book 4, *Robinson Crusoe* by Daniel Defoe (K^{12} edition, retold for young readers), *Feathers, Flippers and Fur, If You Lived in the Days of the Knights* by Ann McGovern, *Nature's Way, Pollyanna* by Eleanor Porter (K^{12} edition, abridged for young readers), Keyboarding CD, Word processing book, White dry-erase board

Language Arts 5

This course provides structured lessons on composition, vocabulary, grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent and thoughtful readers. Students practice writing as they write a memoir, an editorial, a research paper, a business letter, and more. Students learn about parts of speech, punctuation, and research skills. Students read works of nonfiction, as well as four novels selected from a long list of classics.

Curriculum Items: *Classics for Young Readers,* Vol. 5A, *Classics for Young Readers,* Vol. 5B, *American Lives & Legends*, *Exercises in English,* Millennium ed. (Level E), *Vocabulary Workshop* (Blue), *Test Ready: Language Arts,* Book 5, *Test Ready: Reading Longer Passages,* Book 5, *Paddle-to-the-Sea* by Holling Clancy Holling, *American Tall Tales* by Adrien Stoutenburg, *Bard of Avon: The Story of William Shakespeare* by Diane Stanley and Peter Vennema, *Curious Creatures*, *Writing in Action,* Vol. 5E, Writing in Action, Vol. 5F, *I Didn't Know That!*, *Don Quixote* by Miguel de Cervantes (K^{12} edition, retold for young readers), Keyboarding CD, Word processing book, White dry-erase board

MARK^{12} Reading I (Adaptive Remediation)

Mastery. Acceleration. Remediation. K^{12}. MARK^{12} courses are for students in the third to fifth grades who are struggling readers. MARK^{12} Reading I gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

Curriculum Items: *MARK¹² Reading Lesson Guide,* Vol. 1, *MARK¹² Reading Activity Book,* Vol. 1, *MARK¹² Classics for Young Readers,* Vol. 1, *Just Write!* Levels 1 and 2, Online tile kit, Pencils, Index cards, Markers

MARK¹² Reading II (Adaptive Remediation)

Mastery. Acceleration. Remediation. K¹². MARK¹² courses are for students in the third to fifth grades who are struggling readers. MARK¹² Reading II gives students who are reading two or more grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

Curriculum Items: *MARK¹² Reading Lesson Guide,* Vol. 2, *MARK¹² Reading Activity Book,* Vol. 2, *MARK¹² Classics for Young Readers,* Vol. 2, *Writing in Action, Level A*, Online tile kit, Pencils, Index cards, Markers

MARK¹² Reading III (Adaptive Remediation)

Mastery. Acceleration. Remediation. K¹². MARK¹² courses are for students in the third to fifth grades who are struggling readers. MARK¹² Reading III gives students who are reading approximately two grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

Curriculum Items: *MARK¹² Reading Lesson Guide,* Vol. 3, *MARK¹² Reading Activity Book, Vol. 3, MARK¹² Classics for Young Readers,* Vol. 3, *Writing in Action,* Level B, Online tile kit, Pencils, Index cards, Markers

Math⁺ K (Blue)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course introduces kindergarten students to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.

Curriculum Items: Activity book, Custom K¹² block set, Lesson guide book, Items easily found in a typical home

Math+ 1 (Green)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in grade 1 extends their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

Curriculum Items: Activity book, Custom K12 block set, Lesson guide book, Base-10 blocks set, Place-value mat, Items easily found in a typical home

Math+ 2 (Orange)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in grade 2 focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

Curriculum Items: Activity book, Custom K12 block set, Lesson guide book, Base-10 blocks set, Place-value mat, Items easily found in a typical home

Math+ 3 (Purple)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in grade 3 provides a quick overview of whole number addition and subtraction, but has a greater focus on whole number multiplication and division, encompassing early algebraic thinking. Decimals are studied in relationship to place value and money, and fractions are addressed through multiple representations and probability. Students are introduced to specific methods and strategies to help them become more effective problem solvers. Geometry and measurement are addressed through the study of two- and three-dimensional shapes, early work with perimeter, area, and volume, and applying measuring techniques to time, length, capacity, and weight.

Curriculum Items: Textbook, Custom K12 block set, Lesson guide book, Base-10 blocks set, Place-value mat, Items easily found in a typical home

Math+ 4 (Red)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and

games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in grade 4 moves into applications and properties of operations. Students work with simple fraction and decimal operations, which are applied in the study of measurement, probability, and data, and mathematical reasoning techniques. Students begin the study of equivalencies between fractions and decimals on the number line and early work with integers. Algebraic thinking is developed as students work with variables, coordinate graphing, and formulas in problems involving perimeter, area, and rate. Geometry is extended into greater classification of shapes and work with lines, angles, and rotations.

Curriculum Items: Textbook, Color tiles set, Lesson guide book, Protractor, Items easily found in a typical home

Math+ 5 (Yellow)

This research-based course focuses on computational fluency, conceptual understanding, and problem solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in grade 5 investigates whole numbers through practical situations in rounding, exponents and powers, and elementary number theory. Students begin addition and subtraction of integers and apply all of their work with rational numbers to problem solving experiences. The study of algebra includes work with variables, solving equations and inequalities, using formulas within geometry and measurement, and work within the coordinate system. The study of geometry encompasses properties of lines, angles, two- and three-dimensional figures, and formal constructions and transformations.

Curriculum Items: Textbook, Lesson guide book, Protractor, Items easily found in a typical home

Science K

Kindergarten students begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals. Students will also explore topics such as measurement (size, height, length, weight, capacity, and temperature), matter (solid, liquid, and gas), the seasonal cycle, our Earth (geography, taking care of the Earth), motion (pushes and pulls, magnets), and astronomy (the Earth, Sun, Moon, and stars; exploring space; astronauts Neil Armstrong and Sally Ride).

Curriculum Items: Plastic pipette, Safety glasses, Basic thermometer, Bar magnets (pair), Magnifying glass, Mirror, Inflatable globe, *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder, *My Five Senses* by Aliki, *The Big Dipper* by Franklyn Branley, *What's Alive?* by Kathleen Weidner Zoehfeld

Science 1

Students learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weather vane. Students will also explore topics such as matter (states of matter, mixtures, and solutions), weather (cloud formation, the water cycle), animal classification

and adaptation (insects, amphibians, birds, and mammals), habitats (forests, deserts, rain forests), the oceans (waves and currents, coasts, coral reefs), light (how it travels, reflections, and inventor Thomas Edison), plants (germination, functions of roots, stems), and the human body.

Curriculum Items: Bean seeds, Grass seeds, Directional compass, Graduated cylinder, 100 mL, Basic thermometer, Plastic pipette, Safety goggles, Magnifying glass, Bar magnets (pair), Mirror, Feathers, Centimeter gram cubes, Primary balance, Iron fillings, Styrofoam ball (2" diameter), Mylar paper, silver, Inflatable globe, *An Octopus Is Amazing* by Patricia Lauber, *Down Comes the Rain* by Franklyn Branley, *Flash, Crash, Rumble, and Roll* by Franklyn Branley, *What Color Is Camouflage?* by Carolyn Otto, *What Is the World Made Of?* by Kathleen Weidner Zoehfeld

Science 2

Students perform experiments to develop skills of observation and analysis and learn how scientists understand our world. They demonstrate how pulleys lift heavy objects, make a temporary magnet and test its strength, and analyze the parts of a flower. Students will explore topics such as the metric system (liters and kilograms), force (motion and simple machines, physicist Isaac Newton), magnetism (magnetic poles and fields, how a compass works), sound (how sounds are made, inventor Alexander Graham Bell), the human body (cells, the digestive system), and geology (layers of the earth, kinds of rocks, weathering).

Curriculum Items: Bean seeds, Grass seeds, Directional compass, Graduated cylinder, 100 mL, Primary rock and mineral kit, Basic thermometer, Plastic pipette, Safety goggles, Magnifying glass, Centimeter gram cubes, Primary balance, Iron filings, Bar magnets, Latch magnet, Ring magnet, Horseshoe magnet, 10 Newton spring scale, Pulley, Unmarked thermometer, *Fossils Tell of Long Ago* by Aliki, *Let's Go Rock Collecting* by Roma Gans, *What Happens to a Hamburger?* by Paul Showers, *What Makes a Magnet?* by Franklyn Branley, *Why Frogs Are Wet* by Judy Hawes

Science 3

Students learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students will explore topics such as weather (air pressure, precipitation, clouds, humidity, fronts, and forecasting), vertebrates (features of fish, amphibians, reptiles, birds, and mammals), ecosystems (climate zones, tundra, forests, desert, grasslands, freshwater, and marine ecosystems), matter (phase changes, volume, mass, atoms), the human body, energy, light, and astronomy.

Curriculum Items: *A Walk in the Boreal Forest: Biomes of North America Series*, *A Walk in the Desert: Biomes of North America Series*, *A Walk in the Rainforest: Biomes of North America Series*, *A Walk in the Tundra: Biomes of North America Series*, *A Walk in the Deciduous Forest: Biomes of North America Series*, *A Walk in the Prairie: Biomes of North America Series*, *Sunshine Makes the Seasons by Franklyn Branley*, *The Moon Seems to Change* by Franklyn Branley, Graduated cylinder, 100 mL, Directional compass, Safety goggles, Magnifying glass, Advanced thermometer, Clay (four colors), Modeling clay, Directional compass

Science 4

Students develop scientific reasoning and perform hands-on experiments in Earth, life, and physical sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs. Students will explore topics such as the interdependence of life; plant and animal interactions; chemistry; forces and fluids; the human body; the nervous system; invertebrates; electricity and magnetism; rocks and minerals; weathering, erosion, and deposition; the fossil record and the history of life; and the Paleozoic, Mesozoic, and Cenozoic eras.

Curriculum Items: Bar magnets (pair), Safety goggles, Graduated cylinder, 100 mL, Lamp bulb receptacles, Lamp bulbs, Magnifying glass, Intermediate rock and mineral kit, Advanced thermometer, Invertebrates, *The History of Life Through Fossils* (Lickle Publishing, Clay (four colors), Bare copper wire, Gravel, Adding machine paper, Pipe cleaners, Sand, Seashell, White tile, Plastic aquarium tubing

Science 5

Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity. Students will explore topics such as water resources (aquifers, watersheds, and wetlands), the oceans (currents, waves, tides, the ocean floor), Earth's atmosphere (weather patterns, maps, forecasts, fronts), motion and forces (pushes or pulls, position and speed, gravity), chemistry (structure of atoms, elements and compounds), cells and cell processes, taxonomy of plants and animals, and animal physiology.

Curriculum Items: Alum, Test tube, Safety goggles, Graduated cylinder, 100 mL , Litmus paper, 30 Newton spring scale, Advanced thermometer, *How Bodies Work*, *Classifying Life*, Marble in bag, Clay (four colors), Potting soil, Coarse gravel, Pea gravel, Coarse sand, Fine sand, Plastic box, Tagboard

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History K

This beginning course teaches the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans. Supplementary lessons introduce students to symbols that represent American freedom; the laws, rights, and responsibilities of citizens; the cultures and traditions of the United States; and basic economic concepts.

Curriculum Items: U.S./world map (K–2), Inflatable globe (K–2), *Let's Journey: Around the World* CD, *Bringing the Rain to Kapiti Plain* by Verna Aardema, *Follow the Drinking Gourd* by Jeannette Winter, *Madeline* by Ludwig Bemelmans, *Possum Magic* by Mem Fox, *Rechenka's Eggs* by Patricia Polacco, *The Great Kapok Tree* by Lynne Cherry, *The Story of Ferdinand* by Munro Leaf and Robert Lawson, *The Story About Ping* by Marjorie Flack and Kurt Wiese, *When Clay Sings* by Byrd Baylor

History 1

History 1 kicks off a program that, spanning the elementary grades, provides an overview of world geography and history from the Stone Age to the Space Age. This course takes

students through the age of classical civilizations. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: U.S./world map (K–2), Inflatable globe (K–2), CD: *Tales from the Old Testament* by Jim Weiss, CD: *Greek Myths* by Jim Weiss, *Mummies* by Joyce Milton, *The Egyptian Cinderella* by Shirley Climo, *Tut's Mummy: Lost and Found* by Judy Donnelly, *The Trojan Horse* by Emily Little

History 2

History 2 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the time from ancient Rome to the later Middle Ages. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: U.S./world map (K–2), Inflatable globe (K–2), *Knights in Shining Armor* by Gail Gibbons, *Pompeii ...Buried Alive* by Edith Kunhardt, *Saint Valentine* by Robert Sabuda, *The Hundredth Name* by Shulamith Levey Oppenheim, *Saint George and the Dragon* by Margaret Hodges, *Sundiata: Lion King of Mali* by David Wisniewski

History 3

History 3 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Renaissance through the American Revolution. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: *Michelangelo* by Mike Venezia, *America 1492* ("Kids Discover" Magazine), *The Revolutionary War* by Brendan January (Children's Press, 2000), *Understanding Geography Level 3— Map Skills and Our World* (maps.com, 2006), Inflatable globe (3–6), U.S./world map (3–5)

History 4

History 4 concludes a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Scientific Revolution to modern times. Supplementary lessons focus on concepts in economics and citizenship.

Curriculum Items: *Understanding Geography Level 4—Map Skills and Our World* (maps.com, 2006), Inflatable globe (3–6), U.S./world map (3–5), *Charles Dickens: The Man Who Had Great Expectations* by Diane Stanley and Peter Vennema, *Inventors: A Library of Congress Book* by Martin Sandler, *The U.S. Constitution and You* by Syl Sobel

American History A

The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

Curriculum Items: U.S./world map (3–5), *Map Skills and Our World*, Level 5, *A History of US: The Concise School Edition* by Joy Hakim (Vol. A: Prehistory to 1800, and Vol. B: 1790 to 1877)

Art K

Students are introduced to the elements of art—line, shape, color, and more. They learn about portraits and landscapes, and realistic and abstract art. Students will learn about important paintings, sculpture, and architecture; study the works and lives of artists such as Matisse, Miró, Rembrandt, Hiroshige, Cézanne, Picasso, and Faith Ringgold; and create artworks similar to works they learn about, using many materials and techniques. For example, students will create brightly colored paintings inspired by Matisse and make mobiles inspired by Alexander Calder.

Curriculum Items: *Come Look with Me: Enjoying Art with Children* by Gladys S. Blizzard, *Come Look with Me: Animals in Art* by Gladys S. Blizzard, Art Print Kit, Kindergarten, Paintbrush, tempera, flat bristle #1, Paintbrush, tempera, medium #4, Paintbrush, tempera, large #8, Modeling clay, assorted colors, Tempera paint set, Oil pastels

Art 1

Following the timeline of K12 History, Art 1 lessons include an introduction to the art and architecture of different cultures, such as Mesopotamia and ancient Egypt, Greece, and China. Students will identify landscapes, still lifes, and portraits; study elements of art, such as line, shape, and texture; and create art similar to the works they learn about, using many materials and techniques. For example, inspired by Vincent van Gogh's *The Starry Night*, students paint their own starry landscape using bold brushstrokes, and make clay sculptures inspired by a bust of Queen Nefertiti and the Great Sphinx.

Curriculum Items: *Come Look with Me: Exploring Landscape Art with Children* by Gladys S. Blizzard, *Come Look with Me: World of Play* by Gladys S. Blizzard, Art Print Kit, Grade 1, Paintbrush, tempera, flat bristle #1, Paintbrush, tempera, medium #4, Paintbrush, tempera, large #8, Modeling clay, assorted colors, Tempera paint set, Oil pastels

Art 2

Art 2 lessons include an introduction to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan. Students will examine elements of art and principles of design, such as line, shape, pattern, and more; study and create self-portraits, landscapes, sculptures, and more; and create artworks similar to works they learn about, using many materials and techniques. For example, after studying Winslow Homer's *Snap the Whip*, students paint their own narrative landscape, and design stained glass windows inspired by the Notre Dame Cathedral in Paris.

Curriculum Items: *How Artists See Play* by Colleen Carroll, *How Artists See Animals* by Colleen Carroll, Art Print Kit, Grade 2, Paintbrush, tempera, flat bristle #1, Paintbrush, tempera, medium #4, Paintbrush, tempera, large #8, Modeling clay, assorted colors, Tempera paint set, Oil pastels

Art 3

Following the timeline of K12 History, Art 3 lessons include an introduction to the art and architecture of the Renaissance throughout Europe, including Italy, Russia,

and northern Europe. Students also investigate artworks from Asia, Africa, and the Americas created during the same time period. Students will extend their knowledge of elements of art and principles of design, such as form, texture, and symmetry, and draw, paint, and sculpt a variety of works, including self-portraits, landscapes, and still life paintings. For example, after studying da Vinci's *Mona Lisa*, students will use shading in their own drawings and make prints showing the features and symmetry of the Taj Mahal.

Curriculum Items: *How Artists See Families* by Colleen Carroll, *How Artists See Work* by Colleen Carroll, Art Print Kit, Grade 3, Paintbrush, tempera, flat bristle #1, Paintbrush, tempera, small #1, Paintbrush, tempera, medium #4, Paintbrush, tempera, large #8, Modeling clay, assorted colors, Tempera paint set, Oil pastels

Art 4

Lessons include an introduction to the artists, cultures, and great works of art and architecture from the French and American revolutions through modern times. Students will study and create artworks in various media, including portraits, quilts, sculpture, collages, and more; investigate the art of the United States, Europe, Japan, Mexico, and Africa; learn about Impressionism, Cubism, Art Nouveau, and Regionalism; and create artworks inspired by works they learn about, using many materials and techniques. For example, after studying sculptures and paintings of ballerinas by Edgar Degas, students create their own clay sculptures of a figure in motion.

Curriculum Items: *Come Look at Me: The Artist at Work* by R. Sarah Richardson, *Come Look at Me: Exploring Modern Art* by Jessica Noelani Wright, Art Print Kit, Grade 4, Paintbrush, tempera, flat bristle #1, Paintbrush, tempera, small #1, Paintbrush, tempera, medium #4, Paintbrush, tempera, large #8, Tempera paint set, Burlap

Intermediate Art: American A

Intermediate Art: American A includes an introduction to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877. Students will study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings; investigate the art of the American Indians, and Colonial and Federal America; and create artworks inspired by works they learn about, using many materials and techniques. For example, after studying John James Audubon's extraordinary paintings of birds, students make bird paintings with realistic color and texture.

Curriculum Items: *Come Look With Me: Art in Early America* by Randy Osofsky, *Come Look With Me: Exploring American Indian Art* by Stephanie Salomon, Art Print Kit, Intermediate Art: American A, Paintbrush, tempera, small #1, Paintbrush, tempera, medium #4, Paintbrush, tempera, large #8, White self-hardening clay, Tempera paint set, Acrylic paint set, Burlap, Oil pastels

Preparatory Music

Kindergarten students learn about music through lively activities, including listening, singing, and moving. Through games and folk songs from diverse cultures, students learn musical concepts such as high and low, or loud and soft. Creative movement activities help students enjoy the music of composers such as Grieg and Haydn. Students will sing

along with folk songs, practice moving to music, and listen actively to different kinds of music. They will also understand concepts such as high and low, fast and slow, long and short, loud and soft, as well as identify and contrast beat and rhythm.

Curriculum Items: *Let's Learn Music*—Vol. K (DVD), *Let's Listen*—Vol. K (CD), *Let's Sing*—Vol. K (CD), *Let's Sing*—Vol. K (songbook), Tambourine, Slide whistle

Beginning 1 Music

This course is for students in grade 1, or students in grade 2 who are new to the K12 Music program. In this course, traditional games and folk songs from many cultures help students begin to read and write simple melodic and rhythmic patterns. Students are introduced to the instruments of the orchestra through Prokofiev's classic *Peter and the Wolf*. They explore how music tells stories in *The Sorcerer's Apprentice* and are introduced to opera through a lively unit on Mozart's *Magic Flute*. Students sing along with folk songs, practice moving to music, and listen actively to different kinds of music.

Curriculum Items: *Let's Learn Music*—Vol. 1 (DVD), *Let's Listen*—Vol. 1 (CD), *Let's Sing*—Vol. 1 (CD), *Let's Sing*—Vol. 1 (songbook), *Let's Learn Rhythm* (CD), Tambourine, Slide whistle

Beginning 2 Music

This course is for students in grade 2 or 3 who have completed Beginning 1 Music. Through traditional folk songs and games, students learn to read more complicated melodic patterns and rhythms. As students listen to works by great composers, such as Vivaldi and Saint-Saëns, they learn to recognize these patterns in the music. Students will sing along with folk songs; read and write music; learn to recognize melody in three- and four-note patterns; identify rhythms in music using half notes; become familiar with string and percussion instruments of the orchestra; recognize duple and triple meter; and begin to understand standard musical notation.

Curriculum Items: *Let's Learn Music*—Vol. 2 (DVD), *Let's Listen*—Vol. 2 (CD), *Let's Sing*—Vol. 2 (CD), *Let's Sing*—Vol. 2 (songbook)

Introduction to Music

Introduction to Music is for students in grade 3 or 4 who are new to K12 and just beginning their study of music. Students learn to recognize and write melodic and rhythmic patterns with four elements, and they practice recognizing these patterns in the music of great composers, such as Beethoven and Brahms. Students become familiar with instruments of the orchestra as they listen to music composed by Vivaldi, Saint-Saëns, Holst, and others. Students will read and write music; learn to recognize melody in two-, three-, and four-note patterns; and identify rhythms in music using eighth, quarter, half notes, and rests.

Curriculum Items: *Let's Learn Music*—Vol. 2 (DVD), *Let's Listen*—Vol. 2 (CD), *Let's Sing*—Vol. 2 (CD), *Let's Sing*—Vol. 2 (songbook), Tambourine, Slide whistle

Intermediate 1 Music

This course is for students in grade 3 or 4 who have completed Beginning 1 and 2 Music, or students in grade 4 or 5 who have completed Introduction to Music. Through traditional folk songs, games, and the consistent use of solfege, students learn to read and write a

variety of musical patterns and recognize the pentatonic scale. They learn to play simple melodies and rhythms on the recorder, and also learn fundamental concepts in breathing and singing. They become more familiar with the orchestra, especially the woodwind and brass families, and learn about the lives and works of Bach, Handel, Haydn, Mozart, and Beethoven. Students will learn to recognize melody in four- and five-note patterns; identify rhythms in music using sixteenths, dotted half notes, and whole notes; and recognize AB and ABA form.

Curriculum Items: *Let's Learn the Recorder* (DVD), *Let's Sing*—Vol. 3 (CD), *Let's Listen*—Vol. 3 (CD), *Let's Sing*—Vol. 3 (songbook), Recorder

Intermediate 2 Music

This course is for students in grade 4 or 5 who have completed Intermediate 1 Music. The course begins by introducing notes that are lower or higher than the familiar lines and spaces of the staff. Students expand their knowledge of rhythm and learn about the Romantic period in music. Students also study harmony and practice recognizing pentatonic patterns. Finally, they take a musical trip through Europe, Africa, the Middle East, the Caribbean, Japan, and China.

Curriculum Items: *Let's Sing*—Vol. 4 (CD), *Let's Listen*—Vol. 4 (CD), *Let's Sing*—Vol. 4 (songbook)

Intermediate 3 Music

This course is for students in grade 5 who have completed Intermediate 2 Music. The course introduces students to all the notes of the major scale, from low *Sol* all the way up to high *Do*. Students also learn to recognize and sing the natural minor scale. They expand their knowledge of rhythm with simple syncopated patterns. This semester introduces the Modern period in music, with listening activities to help students recognize Modern music and identify pieces by individual composers. Near the end of the year, students explore American folk music as they follow the expansion of the country westward. Finally, they learn to recognize the major forms of classical music: three-part song form, theme and variations, rondo, sonata allegro, and fugue.

Curriculum Item: *Let's Listen*—Vol. 5 (CD)

Exploring Music

This course is for students in grade 5 who are new to the K[12] Music program. This course presents the basics of traditional music appreciation through singing and the study of music in history and culture. Students begin by studying some of the most important classical composers, and then study traditional music from around the country and around the world. Finally, they learn how to follow the form of a piece of music.

Curriculum Items: *Let's Listen and Learn*—A and B (CDs), *Let's Sing for Fun* (CD), *Let's Sing for Fun* (songbook)

WORLD LANGUAGES

Elementary Spanish 1

This course for beginners with little exposure to world languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these

developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, songs, *por favor* and *gracias*, and other expressions of daily courtesy, simple storytelling, and free-response questions. Vocabulary starts with numbers 1–10, animals, and shapes, and moves into days of the week, seasons, colors, fruits and vegetables, simple directions, and useful "around town" expressions. Grammar moves from simple sentence construction, first- and third-person verbs, and indefinite articles to demonstrative pronouns, simple conjunctions, simple possession, and *ser* and *estar*. Students also begin to encounter the third-person past tense, imperative verbs, and second-person present-tense verbs.

Cultural topics introduce the geography and customs of Spanish-speaking countries.

Elementary Spanish 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary Spanish 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include social exchanges, more complex storytelling, songs, recipes, word puzzles, and interrogative words. Vocabulary includes advanced family- and animal-related words and a review of numbers. Poems, stories, and songs are used throughout. Grammar moves from negative and reflexive verbs and third-person plural present verbs to noun-adjective agreement, first-person past-tense verbs, and the plural imperative. Cultural topics include cuisine, climate, geography, and history.

Prerequisites: Elementary Spanish 1, or equivalent

Elementary French 1

This course for beginners with little exposure to world languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons but an appealing adventure for young minds. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, *oui* and *non*, *s'il vous plaît* and *merci*, and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, shapes, and colors and moves to fruits, farm-related words, body parts, family words, and numbers. Grammar topics include simple nouns, first-, second-, and third-person present-tense verbs for simple questions, basic third-person past-tense verbs, interrogative words, simple conjunctions, articles, prepositions, and introductory imperative and infinitive verb forms. Cultural topics introduce the geographies and customs of French-speaking countries.

Elementary French 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary French 1. Interactive activities and increasingly

challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include a wider array of social greetings and more complex storytelling and songs. Vocabulary expands with more terms related to animals, body parts, colors, familial relationships, and numbers. Grammar moves from second- and third-person plural present-tense forms, prepositional phrases, and more first- and third-person present-tense forms to additional conjunctions, reflexive verbs, imperatives, and past-tense forms.

Cultural topics include cuisine, climate, geography, and history.

Prerequisites: Elementary French 1, or equivalent

Elementary German 1

This course for beginners with little exposure to world languages is geared for younger minds still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds, rich with graphics, games, and engaging interactive activities. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, *ja* and *nein*, *danke* and *bitte* and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, body parts, numbers, shapes, small objects, and colors, before moving on to food, farm-related words, useful "around town" expressions, and household terminology. Grammar starts with simple nouns, first-, second-, and third-person present-tense verbs, direct and indirect articles, the conjunction *und*, the pluralization of nouns, third-person plural present-tense verbs, third-person past-tense verbs, simple prepositions, and expressions conveying "there is," "there are," "isn't," and "will be."

Cultural topics introduce the geographies and customs of German-speaking countries, with a special focus on German-speaking Switzerland.

Elementary German 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary German 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include a wider array of social greetings, introductions, simple commands, suggestions, questions, German folk songs, and enhanced storytelling. Vocabulary expands in the domains of animals, body parts, numbers, shapes, small objects, familial relationships, food, cooking, and new words useful for telling stories such as "The Three Little Pigs" and "Chicken Little" in German.

Grammar adds more third-person present-tense verbs, direct and indirect articles, and the conjunction *aber*, and progresses toward new third-person plural present-tense

forms, third-person past-tense verbs, additional prepositions, and expressions conveying "very." Students are also exposed to the simple future tense in the third person.

Cultural topics include cuisine, climate, geography, and history.

Prerequisites: Elementary German 1, or equivalent

Elementary Latin 1

Latin remains a vital tool in improving students' fundamental understanding of English and other languages. While it's considered, in the strictest sense, to be a "dead" language, Latin comes alive in this course through the use of gaming and multimedia techniques, creating the foundation for a deep understanding of cultural, political, and literary history. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, familiar phrases, relationships, cause and effect, likes and dislikes, and questions. Vocabulary progresses from animals, body parts, family relationships, colors, food, plants, and numbers to small objects, shapes, and household words. Grammar begins with simple sentence construction, first- and third-person verbs, demonstrative pronouns, conjunctions, and simple possession, before moving on to basic third-person past-tense and imperative forms, as well as certain second-person present-tense forms.

Cultural topics introduce the history of the Latin language, and daily practices as well as military, political, and artistic aspects of the Roman Empire.

Introduction to Online Learning

Families begin the school year with one of two Introduction to Online Learning courses targeted to grades K–2 or 3–5. The courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their K[12] lessons in the online school.

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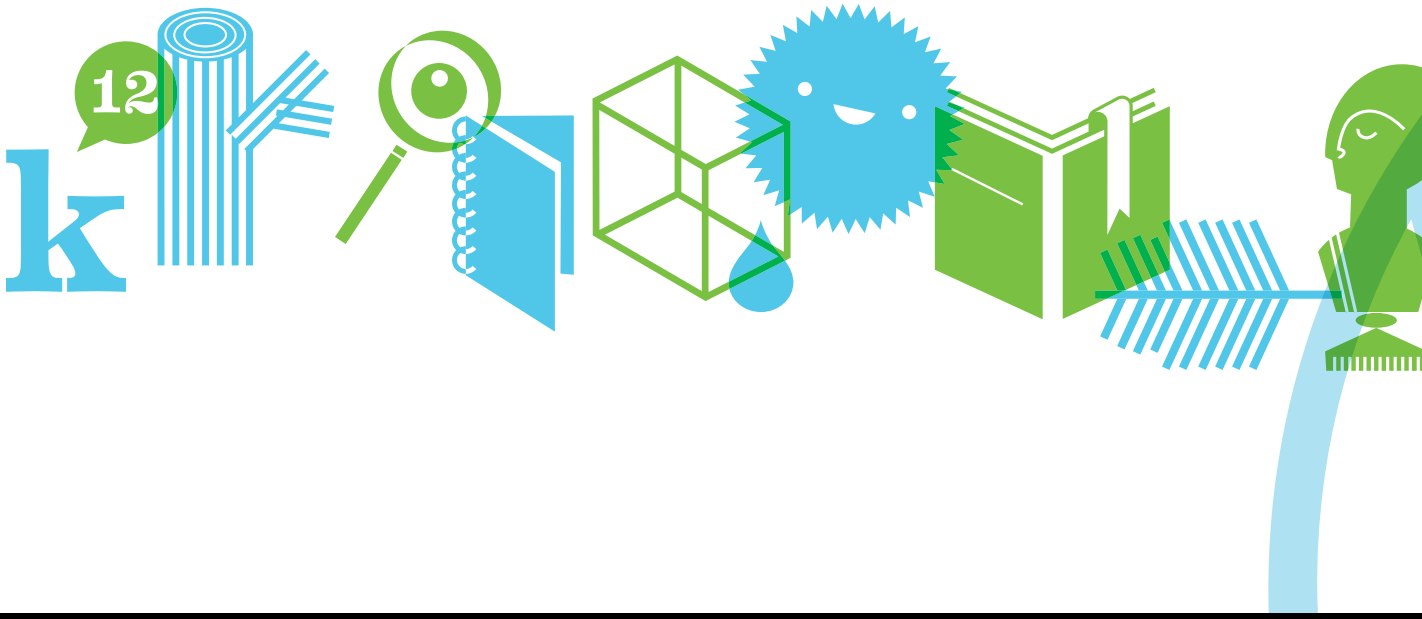

Middle

Intermediate English A

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. Intermediate English A sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes.

Curriculum Items: *Myths of Ancient Greece and Rome* (an anthology from K[12]), *The Secret Garden* by Francis Hodgson Burnett, *The Adventures of Tom Sawyer* by Mark Twain, *Animal Adventures* (nonfiction collection), *Believing Our Eyes and Ears* (nonfiction collection), *Classics for Young Readers,* Vol. 6 CD, *Classics for Young Readers,* Vol. 6: An Audio Companion, *Twelfth Night* (Shakespeare for Young Readers adaptation), Keyboarding CD, Word processing book, *BK English Language Handbook, Grade 6* Barrett Kendall Publishing, Vocabulary

Novels: Students read any three novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. (Novels are not part of the standard materials, but are readily available at the library or for purchase in bookstores or online.)

Intermediate English B

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. Intermediate English B sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes.

Curriculum Items: *Classics for Young Readers,* Vol. 7, *Classics for Young Readers,* Vol. 7: An Audio Companion, *BK English Language Handbook, Grade 7* Barrett Kendall Publishing, *Vocabulary from Classical Roots, Book B Educator's* Publishing Service, *The Iliad and The Odyssey: Stories from Homer's Epics* (an anthology from K[12]), *The Hobbit* by J.R.R. Tolkien, *Treasure Island* by Robert Louis Stevenson, *City* by David Macaulay, *Julius Caesar* (Shakespeare for Young Readers adaptation), Keyboarding CD, Word processing book

Novels: This program allows students to read any three novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. (Novels are not part of the standard materials, but are readily available at the library or for purchase in bookstores or online.)

Literary Analysis and Composition

Throughout this course, students will engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The program is organized in four strands: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In the writing program, students continue

to sharpen their composition skills through writing essays in various genres. In the literature program, students read "what's between the lines" to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys.

Readings include:
Novels: Students choose four out of seven offered titles, including: *Jane Eyre* by Charlotte Brontë, *Great Expectations* by Charles Dickens, *Animal Farm* by George Orwell, and *To Kill a Mockingbird* by Harper Lee,

Drama: *Romeo and Juliet* by William Shakespeare, *Antigone* by Sophocles,

Short stories by Langston Hughes, Shirley Jackson, Jack London, Guy de Maupassant, Edgar Allan Poe, James Thurber, and more ,

Poetry by W. H. Auden, Gwendolyn Brooks, e. e. cummings, Emily Dickinson, Robert Frost, Gerard Manley Hopkins, James Weldon Johnson, John Keats, Henry Wadsworth Longfellow, Pablo Neruda, Octavio Paz, William Shakespeare, Dylan Thomas, William Butler Yeats, and more

Autobiography: Selections by Mark Twain, Ernesto Galarza, and Maya Angelou; *Narrative of the Life of Frederick Douglass* or *Anne Frank: Diary of a Young Girl*

Curriculum Items: *Classics for Young Readers,* Vol. 8, *Classics for Young Readers,* Vol. 8: An Audio Companion, *BK English Language Handbook,* Level 1 Barrett Kendall Publishing, *Vocabulary from Classical Roots,* Book C Educators' Publishing Service, *Narrative of the Life of Frederick Douglass* by Frederick Douglass, *Anne Frank: Diary of a Young Girl* by Anne Frank, *Romeo and Juliet* (new version)

Fundamentals of Geometry and Algebra

Students enhance computational and problem-solving skills while learning topics in algebra, geometry, probability, and statistics. They solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. The study of plane and solid figures includes construction and transformations of figures. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative integers and solve problems involving ratios, proportions, and percents, including simple and compound interest, rates, discount, tax, and tip problems. They learn multiple representations for communicating information, such as graphs on the coordinate plane, statistical data and displays, as well as the results of probability and sampling experiments. They investigate patterns involving addition, multiplication, and exponents, and apply number theory and computation to mathematical puzzles.

Curriculum Items: *Fundamentals of Geometry and Algebra: A Reference Guide and Problem Sets*

Pre-Algebra

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and

explain strategies for solving real-world problems. Students who take this course are expected to have mastered the skills and concepts of the K12 Fundamentals of Geometry and Algebra course (or equivalent).

Curriculum Items: *Pre-Algebra: Reference Guide and Problem Sets*

Algebra

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities.

They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems. Students who take Algebra are expected to have mastered the skills and concepts presented in the K12 Pre-Algebra course (or equivalent).

Curriculum Items:, *Algebra I: Reference Guide and Problem Sets*

Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe.

Curriculum Items: Wall map set (science/history), Graduated cylinder, 100 mL, Graduated cylinder, 500 mL, Pipe cleaners, Advanced rock and mineral kit, Diffraction grating film, Stopwatch, Grape seeds, Latch magnet, Safety glasses, Magnifying glass, Centimeter gram cubes, Clay (four colors), Fine sand, White tile, Advanced thermometer

Advanced Earth Science

Advanced Earth Science is a rigorous middle school course. It was conceived for the student who loves geology or meteorology and is ready for an extra challenge. Students tackle such topics as rocks and minerals, plate tectonics and the drifting of continents, volcanoes, earthquakes, oceanography, weather, and astronomy. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Curriculum Items: Wall map set (science/history), Graduated cylinder, 250 mL, Pipe cleaners, Advanced rock and mineral kit, Diffraction grating film, Stopwatch, Latch magnet, Safety glasses, Magnifying glass, Centimeter gram cubes, Clay (four colors), Fine sand, White tile, Advanced thermometer

Life Science

The K12 Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Curriculum Items: Graduated cylinder, 100 mL, Compound microscope, Radish seeds, Microscope slides (set of 12), Slide cover slips (set of 12), Transparencies (set of 12), Petri dishes, Agar vials, Rhizobium bacteria, Green bean bush seeds, Blue fescue grass seeds, Safety glasses, Magnifying glass, Advanced thermometer

Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Students tackle such topics as ecology, microorganisms, animals, plants, cells, and genetics. They are also introduced to gene expression and other aspects of cell biology. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Curriculum Items: Graduated cylinder, 100 mL, Compound microscope, Radish seeds, Microscope slides (set of 12), Slide cover slips (set of 12), Transparencies (set of 12), Petri dishes, Agar vials, Rhizobium bacteria, Green bean bush seeds, Blue fescue grass seeds, Safety glasses, Magnifying glass, Advanced thermometer

NOTE: List is subject to change.

Physical Science

The K12 Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about atoms, molecules, chemical reactions, motion, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.

Curriculum Items: Graduated cylinder, 250 mL, Stopwatch, 10 Newton spring scale, Digital scale, Double pulley, Lye, Metallic rod, Metallic spring, Muriatic acid, Phenolphthalein, Protective gloves (two pairs), D cell battery holder, Cork stoppers, Lead weight (500 g), Enamel-coated, heavy-gauge copper wire, Non-insulated copper wire, Insulated copper wire strips (set of five)

Advanced Physical Science

Advanced Physical Science is a rigorous middle school course conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics, and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Curriculum Items: Graduated cylinder, 250 mL, Stopwatch, 10 Newton spring scale, Digital scale, Double pulley, Lye, Metallic rod, Metallic spring, Muriatic acid, Phenolphthalein, Protective gloves (two pairs), D cell battery holder, Cork stoppers, Lead weight (500 g), Enamel coated heavy gauge copper wire, Non-insulated copper wire, Insulated copper wire strips (set of five), Directional compass, Bar magnet (set of two), Plastic pipette, Safety glasses, Iron filings, Safety glasses, Iron filings, Lamp bulbs (set of four), Lamp bulb receptacle (set of two), Advanced thermometer

NOTE: List is subject to change.

American History B

The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

Curriculum Items: Wall map set (science/history), *A History of US: The Concise School Edition* by Joy Hakim Vol. C: 1865 to 1932, Vol. D: 1929 to Present

Intermediate World History A: From Prehistory through the Middle Ages

In this first part of a survey of world history from prehistoric to modern times, K^{12} online lessons and assessments complement *The Human Odyssey*, a textbook series developed and published by K^{12}. This course focuses on the development of civilization across a 12,000-year span: from the Ice Age to the Middle Ages, from cave paintings to stained glass windows, from crude huts to Gothic cathedrals. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

Curriculum Item: *The Human Odyssey, Volume 1: Prehistory Through the Middle Ages*

Intermediate World History B: Our Modern World, 1400 to 1914

Continuing a survey of world history from prehistoric to modern times, K^{12} online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook

series developed and published by K12. This course focuses on the story of the past, from the 15th century to 1914 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

Curriculum Item: *The Human Odyssey, Volume 2: Our Modern World, 1400 to 1914*

Intermediate Art: American B

Intermediate Art: American B is designed to complement K12 American History B. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of American art and architecture from the end of the Civil War through modern times. Students will investigate paintings done in various styles, from Impressionist to Pop; learn about modern sculpture and folk art; discover how photographers and painters have inspired one another; examine examples of modern architecture, from skyscrapers to art museums; and create artworks inspired by works they learn about.

Curriculum Items: Art Print Kit, Intermediate Art: American B, Paintbrush, acrylic, small #1, Paintbrush, acrylic, medium #4, Paintbrush, acrylic, large #8, Paintbrush, acrylic, flat bristle #1/2, Pastalina clay (10 colors), Acrylic paint set, Oil pastels

Intermediate Art: World A

Intermediate Art: World A is designed to complement Intermediate World History A: From Prehistory Through the Middle Ages. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from ancient through medieval times. Students will investigate how artists from different civilizations used various techniques, from painting to mosaic; examine elements of design and styles of decoration, from the spiral to the solar disk; and explore some of the best-preserved works from ancient tombs, including the treasures of Egypt's King Tut.

Curriculum Items: Art Print Kit, Intermediate Art: World A, Paintbrush, acrylic, small #1, Paintbrush, acrylic, medium #4, Paintbrush, acrylic, large #8, White self-hardening clay, Acrylic paint set

Intermediate Art: World B

K12 Intermediate Art: World B is designed to complement World History: Our Modern World, 1400 to 1917. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from the Renaissance through modern times. Students will study various works of art from the Renaissance and beyond; discover great works of art and see how they influenced later artists; compare and contrast works from many civilizations, from paintings to sculpture, architecture, book covers, prints, and more; and create artworks inspired by works they learn about.

Curriculum Item: Art Print Kit, Intermediate Art: World B

Music Concepts A

This course is for students in grade 6, or students in grade 7 who are new to the K12 Music program. Students learn the fundamentals of music, as they relate to the piano key, and study a select group of composers and their music. The course covers the staff and the keyboard; extending the staff; and flats, sharps, and scales. Course content is offline. Students complete lessons using the *Music Ace* CD, student guides, and listening CDs.

Curriculum Items: *Music Ace*—Grade 6 (CD), *Beethoven* (CD), *Mendelssohn* (CD), *Mozart* (CD), *Vivaldi and Corelli* (CD)

Note: The student guides are not available in a pre-printed format and will need to be printed from the K12 Online School (OLS). Teacher guides are not available in any format. Parents may use the student guide to view student lesson information.

Music Concepts B

This course is for students in grade 7 who have already completed Music Concepts A. Students learn the fundamentals of music, as they relate to the piano key, and study a select group of composers and their music. The course covers the elements of rhythm and melody; rhythms, rests, and keys; and minor scales, syncopation, and harmony. Course content is offline. Students complete lessons using the Music Ace CD, student guides, and listening CDs.

Curriculum Items: *Music Ace*—Grade 7 (CD), *Sousa* (CD), *Chopin* (CD), *Schumann and Grieg* (CD), *Verdi* (CD)

Note: The student guides are not available in a pre-printed format and will need to be printed from the K12 Online School (OLS). Teacher guides are not available in any format. Parents may use the student guide to view student lesson information.

Music Appreciation

This course is for students in grade 8. *Music Appreciation* covers the fundamentals of music (such as rhythm, beat, melody, harmony, form, and expression), and a survey of music history beginning with the early music of the Greeks and the Middle Ages. The course concludes with Modern music by composers such as Copland and Prokofiev. Topics include the elements of music; music and emotion; musical style; musical instruments of the world; and music through history. Course content is offline. Students complete lessons using the Music Appreciation CD set and student guides.

Curriculum Item: *Music Appreciation* (six-CD set)

Note: The teacher and student guides are not available in a pre-printed format and will need to be printed from the K12 Online School (OLS).

Middle School Spanish 1

This course for early- to mid-teen beginners in Spanish* turns adventures and activities into rigorous lessons in grammar and vocabulary, with instruction equivalent to that found in the first semester of high school Spanish I. Listening comprehension, oral production, reading, writing, and cultural awareness are all emphasized in accordance with standards formulated by ACTFL (American Council on the Teaching of Foreign Languages). Communication topics include greetings, introductions, relationships, cause and effect,

likes and dislikes, and questions. Vocabulary includes common daily adjectives, animals, body parts, family and household words, colors, food, and numbers 1 to 900.

Grammar progresses from simple original sentence construction, verb infinitives, and base forms to irregular verbs, Latin-derived cognates, concrete objects and associated verbs, adjectival agreement, and demonstrative pronouns. Cultural topics include the economies, traditions, histories, and political structures of Spanish-speaking nations.

*Also suitable for students of other ages, depending upon background and experience.

Middle School Spanish 2

The solid basis acquired in Middle School Spanish 1 is expanded through appealing practice and instruction in the form of games and stories, with instruction equivalent to that found in the second semester of high school Spanish I. These activities guide students to express more complex thoughts and understand native language from a variety of culturally authentic sources. Students increase skills in reading, listening comprehension, and vocabulary as they learn sentence patterns and advanced phrases. They learn to identify objects from descriptions, translate to and from Spanish, create stories, and understand and give directions. Vocabulary emphasizes geography, math, plants, animals, and directions, conveyed through increasingly complex poems, stories, and ditties. Grammar topics include object pronouns with finite and infinite verbs, past- and present-tense verbs, action verbs, imperfect tense, participle verb endings, indicative and subjunctive verb forms, and dependent verb clauses. Cultural topics expand to include higher-level content, with special emphasis on the literary and social treasures of Spanish-speaking countries.

Prerequisites: Middle School Spanish 1, or equivalent

Middle School French 1

This multimedia, game-based course for early- to mid-teen beginners in French* turns adventures and activities into rigorous lessons in grammar and vocabulary, with instruction equivalent to that found in the first semester of high school French I. Listening comprehension, oral production, reading, writing, and cultural awareness are all emphasized in accordance with standards formulated by ACTFL (American Council on the Teaching of Foreign Languages). Communication topics include greetings, introductions, relationships, cause and effect, likes and dislikes, and questions. Vocabulary includes common daily adjectives, animals, body parts, family and household words, colors, food, and numbers 1 to 900. Grammar progresses from simple original sentence construction, verb infinitives, and base forms to irregular verbs, Latin-derived cognates, concrete objects and associated verbs, adjectival agreement, and demonstrative pronouns. Cultural topics include the economies, traditions, histories, and political structures of French-speaking nations.

*Also suitable for students of other ages, depending upon background and experience.

Middle School French 2

The solid basis acquired in Middle School French 1 is expanded in this course with instruction equivalent to that found in the second semester of high school French I. Students continue their introduction to French with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not

only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language.

Prerequisites: Middle School French 1, or equivalent

Middle School German 1

This course for early- to mid-teen beginners in German* turns adventures and activities into rigorous lessons in grammar and vocabulary, with instruction equivalent to that found in the first semester of high school German I. Students are introduced to the fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language.

*Also suitable for students of other ages, depending upon background and experience.

Middle School German 2

The solid basis acquired in Middle School German 1 is expanded in this course with instruction equivalent to that found in the second semester of high school German I. In this continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German 1, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations.

Prerequisites: Middle School German 1, or equivalent

Middle School Latin 1

This course for early- to mid-teen beginners in Latin* transforms a “dead” language into a living one, with instruction equivalent to that found in the first semester of high school Latin I. Students learn the fundamental building blocks of world language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience.

Middle School Latin 2

This course for early- to mid-teen beginners in Latin* expands on skills learned in the first-year course, with instruction equivalent to that found in the second semester of high school Latin I. Students continue building the fundamentals: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept; numerous interactive games reinforcing vocabulary and grammar; reading and listening comprehension activities; speaking and writing activities; cultural presentations covering significant aspects of Roman culture; and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

*Also suitable for students of other ages, depending upon background and experience.

Prerequisites: Middle School Latin 1, or equivalent

Middle School Chinese 1

Students use compelling stories, games, videos, and multimedia experiences in this introduction to Mandarin Chinese, with instruction equivalent to that found in the first semester of high school Chinese I. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. Engaging graphics, videos, and games keep students interested, and make learning a new language exciting.

Middle School Chinese 2

Students use compelling stories, games, videos, and multimedia experiences in this continuing introduction to Mandarin Chinese, with instruction equivalent to that found in the second semester of high school Chinese I. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. Engaging graphics, videos, and games keep students interested, and make learning a new language exciting.

Prerequisites: Middle School Chinese 1, or equivalent

Introduction to Online Learning

Families begin the school year with an Introduction to Online Learning course targeted to grades 6–8. The courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their K12 lessons in the online school.

K–8 Course List

Complete list available through K12. Course offerings may vary at K12-powered schools.

ENGLISH & LANGUAGE ARTS

Language Arts K (Blue) E N
Language Arts 1 E
Language Arts 2 (Orange) E N
Language Arts 3
Language Arts 4
Language Arts 5
Intermediate English A
Intermediate English B
Literary Analysis and Composition
MARK[12] Reading I (Remediation) A
MARK[12] Reading II (Remediation) A
MARK[12] Reading III (Remediation) A

MATH

Math+ K (Blue) A
Math+ 1 (Green) A
Math+ 2 (Orange) A
Math+ 3 (Purple) A
Math+ 4 (Red) A
Math+ 5 (Yellow) A
Fundamentals of Geometry and Algebra E
Pre-Algebra E
Algebra E

SCIENCE

Science K
Science 1
Science 2
Science 3
Science 4
Science 5
Earth Science
Life Science
Physical Science
Advanced Earth Science
Advanced Life Science
Advanced Physical Science

HISTORY & SOCIAL SCIENCES

History K
History 1
History 2
History 3
History 4
American History A E
American History B E
Intermediate World History A
Intermediate World History B

WORLD LANGUAGES

Elementary Spanish 1
Elementary Spanish 2
Elementary French 1
Elementary French 2
Elementary German 1
Elementary German 2
Elementary Latin 1
Middle School Spanish 1
Middle School Spanish 2
Middle School French 1
Middle School French 2
Middle School German 1
Middle School German 2
Middle School Latin 1
Middle School Latin 2
Middle School Chinese 1
Middle School Chinese 2

ART

Art K
Art 1
Art 2
Art 3
Art 4
Intermediate Art/American A
Intermediate Art/American B
Intermediate Art/World A
Intermediate Art/World B

MUSIC

Preparatory Music
Beginning 1 Music
Beginning 2 Music
Introduction to Music
Intermediate 1 Music
Intermediate 2 Music
Intermediate 3 Music
Exploring Music
Music Concepts A
Music Concepts B
Music Appreciation

ORIENTATION

Introduction to Online Learning Grades K–2
Introduction to Online Learning Grades 3–5
Introduction to Online Learning Grades 6–8

A = adaptive learning technology
E = eBook(s) included
N = new course

9101

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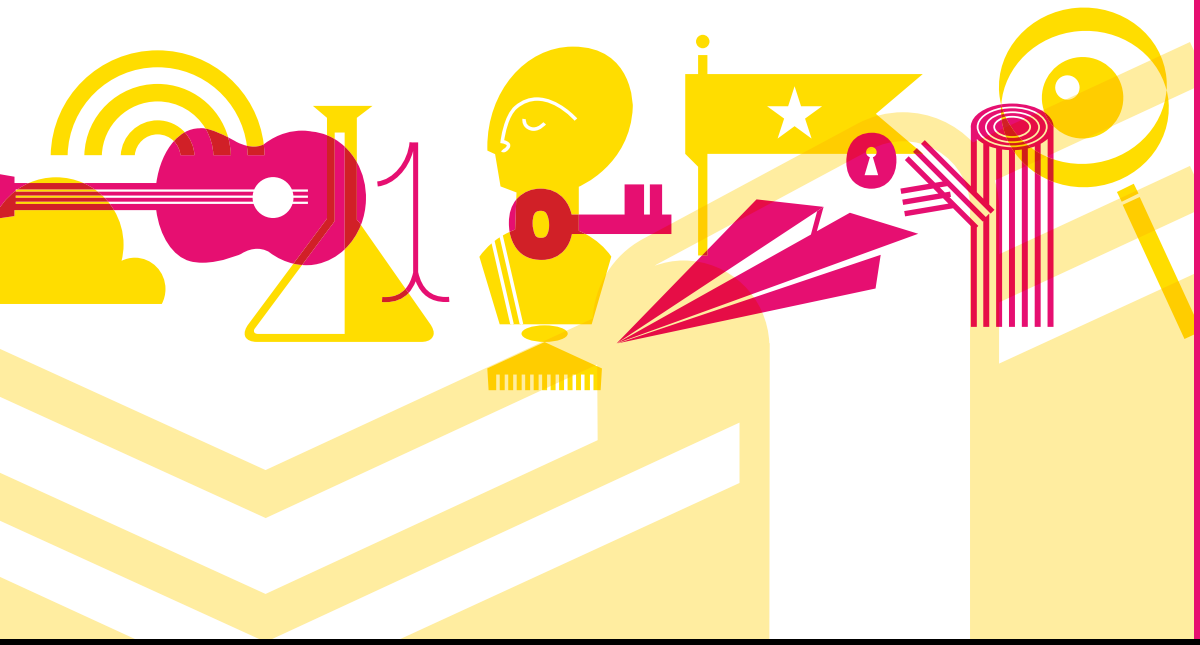

In K12 Core courses, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.

In K12 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.

K12 Honors courses hold students to a greater degree of accountability, and demand 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.

K12 AP® courses are college-level courses that follow curriculum 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 most of the nation's colleges and universities. Our AP courses include a companion AP Exam Review course, that provides practice for multiple choice exams and essay writing, as well as provides students an individualized study plan based on their results.

ENG001-APL: English Foundations I (Remediation)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction, and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. Formative assessments identify areas of weakness, lessons are prescribed to improve performance, and summative assessments track progress and skill development. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation

ENG011-APL: English Foundations II (Remediation)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Formative assessments identify areas of weakness, lessons are prescribed to improve performance, and summative assessments track progress and skill development.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation; ENG001-APL: English Foundations I is not required

ENG102: Literary Analysis and Composition I (Core)

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

Literature: Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

Language Skills: Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres, such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lessons, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

Course Length: Two semesters
Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*
Prerequisites: Middle school English/language arts

Note: This course is only for students who are new to the K12 curriculum. Students who have taken K12 Intermediate English A or B, or K12 middle school Literary Analysis and Composition courses, should not enroll in this course.

ENG103: Literary Analysis and Composition I (Comprehensive)

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course Length: Two semesters
Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass; *Anne Frank: Diary of a Young Girl* by Anne Frank; *Romeo and Juliet* by William Shakespeare
Prerequisites: K12 Intermediate English A and B (or equivalent)

Note: Students who have already succeeded in K12 middle school Literary Analysis and Composition should not enroll in this course.

ENG104: Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course Length: Two semesters
Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass; *Anne Frank: Diary of a Young Girl* by Anne Frank; *Romeo and Juliet* by William Shakespeare
Prerequisites: Success in K12 Intermediate English A and B (or equivalent) and teacher/school counselor recommendation

Note: Students who have already succeeded in K12 middle school Literary Analysis and Composition should not enroll in this course.

ENG106: Literary Analysis and Composition I (Credit Recovery)

In the course, students read a variety of literary works to sharpen reading comprehension and literary analysis skills. They review composition skills and expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit and teacher/school counselor recommendation

ENG202: Literary Analysis and Composition II (Core)

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies to help students strengthen their vocabularies.

Course Length: Two semesters
Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson
Prerequisites: ENG102: Literary Analysis and Composition I (or equivalent)

Note: Students who have taken K12 Intermediate English A or B or K12 middle school Literary Analysis and Composition courses should not enroll in this course.

ENG203: Literary Analysis and Composition II (Comprehensive)

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course Length: Two semesters
Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth* by William Shakespeare
Prerequisites: ENG103: Literary Analysis and Composition I (or equivalent)

ENG204: Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course Length: Two semesters
Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth* by William ShakespearePrerequisites
Prerequisites: Success in ENG104: Honors Literary Analysis and Composition I (or equivalent) and teacher/school counselor recommendation

ENG206: Literary Analysis and Composition II (Credit Recovery)

In this course, students read classic and modern works of literature, sharpening their reading comprehension skills and analyzing important human issues. They review effective strategies for oral and written expression, grammar, usage, and mechanics. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies that help students strengthen their vocabularies. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker* by William Gibson
Prerequisites: Student previously took the course or its equivalent, but did not receive credit and teacher/school counselor recommendation

ENG302: American Literature (Core)

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

Language Skills: Students continue to work on their oral and written expression skills,

writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Course Length: Two semesters
Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town by Thornton Wilder; To Kill a Mockingbird* by Harper Lee
Prerequisites: ENG202: Literary Analysis and Composition II (or equivalent)

ENG303: American Literature (Comprehensive)

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course Length: Two semesters
Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane
Prerequisites: ENG203: Literary Analysis and Composition II (or equivalent)

ENG304: Honors American Literature

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

Course Length: Two semesters
Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby* by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea* by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying* by Ernest Gaines; *The Red Badge of Courage* by Stephen Crane; and two selections of their choice from the following: *Billy Budd* by Herman Melville; *A Connecticut Yankee in King Arthur's Court* by Mark Twain; *Catcher in the Rye* by J.D. Salinger; *Song of Solomon* by Toni Morrison
Prerequisites: Success in ENG204: Honors Literary Analysis and Composition II (or equivalent) and teacher/school counselor recommendation

ENG306: American Literature (Credit Recovery)

Students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature. They review effective strategies for written expression. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town* by Thornton Wilder; To *Kill a Mockingbird* by Harper Lee
Prerequisites: Student previously took the course or its equivalent, but did not receive credit and teacher/school counselor recommendation

ENG402: British and World Literature (Core)

This course engages students in selections from British and world literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two semesters
Materials: *Explorations: An Anthology of British and World Literature*
Prerequisites: ENG302: American Literature (or equivalent)

ENG403: British and World Literature (Comprehensive)

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two semesters
Materials: *Journeys in Literature: British and World Classics; Hamlet* by William Shakespeare
Prerequisites: ENG303: American Literature (or equivalent)

ENG404: Honors British and World Literature

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two semesters
Materials: *Journeys in Literature: British and World Classics; Hamlet by William Shakespeare*
Prerequisites: ENG304: American Literature (or equivalent) and teacher/school counselor recommendation

ENG406: British and World Literature (Credit Recovery)

This course engages students in selections from British and world literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: Explorations: *An Anthology of British and World Literature*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit and teacher/school counselor recommendation

ENG500: AP English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

Course Length: Two semesters
Materials: *The Norton Reader: An Anthology of Nonfiction,* 12th ed.; *Writing: A College Handbook,* 5th ed.
Prerequisites: Success in ENG304: Honors American Literature (or equivalent) and teacher/school counselor recommendation

ENG510: AP English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

Course Length: Two semesters
Materials: Required (both semesters): *The Norton Anthology of Poetry,* 5th ed.; *The Story and Its Writer: An Introduction to Short Fiction,* compact 7th ed.Required (first semester): *Their Eyes Were Watching God* by Zora Neale Hurston; *Hedda Gabler* by Henrik Ibsen; *A Streetcar Named Desire* by Tennessee Williams; *Twelfth Night* by William Shakespeare Required (second semester): *The Great Gatsby* by F. Scott Fitzgerald; *Annie John* by Jamaica Kincaid; *Jane Eyre* by Charlotte Brontë
Prerequisites: Success in ENG304: Honors American Literature (or equivalent) and teacher/school counselor recommendation

ENG010: Journalism (Elective)

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course Length: One semester
Prerequisites: None

ENG020: Public Speaking (Elective)

Students are introduced to public speaking as an important component of their academic, work, and social lives. They develop skills as public speakers by planning, organizing, writing, and delivering speeches on topics of their choosing. They learn to be fair and critical listeners, give and respond to feedback, and incorporate visual and multimedia aids. They also learn about the ethics of public speaking and techniques for managing communication anxiety.

Course Length: One semester
Materials: Student must provide a webcam and recording software
Prerequisites: None

ENG030-AVT: Creative Writing (Elective)

In this course, students explore a range of creative writing genres, including fiction, poetry, creative nonfiction, drama, and multimedia writing. They study examples of classic and contemporary selections, apply what they learn to their own writing, and develop proficiency in the writing process. They learn to evaluate the writings of others and apply evaluation criteria to their own work. By the end of the course, students will have created a well-developed portfolio of finished written works.

Course Length: Two semesters
Prerequisites: None

MTH001-APL: Math Foundations I (Remediation)

Students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation

MTH011-APL: Math Foundations II (Remediation)

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation; MTH001-APL: Math Foundations I is not required

MTH322-AVT: Consumer Math (Core)

Students can apply this comprehensive review and study of arithmetic skills to both personal and vocational business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Students are shown practical applications for what they have learned in their personal lives, including home and car ownership, wages and taxes, budgeting, banking, and credit.

Course Length: Two semesters
Prerequisites: None

MTH112: Pre-Algebra (Core)

In this course, students learn computational and problem-solving skills and the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. The textbook provides students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts, as well as interactive problems with contextual feedback.

Course Length: Two semesters
Materials: *Pre-Algebra: Reference Guide and Problem Sets*
Prerequisites: K^{12} middle school Fundamentals of Geometry and Algebra, or MTH011-APL: Math Foundations II (or equivalents)

Note: Students who have already succeeded in K^{12} middle school Pre-Algebra should not enroll in this course.

MTH113: Pre-Algebra (Comprehensive)

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems with contextual feedback. A textbook supplements the online material.

Course Length: Two semesters
Materials: *Pre-Algebra: Reference Guide and Problem Sets*
Prerequisites: K^{12} middle school Fundamentals of Geometry and Algebra (or equivalent)

Note: Students who have already succeeded in K^{12} middle school Pre-Algebra should not enroll in this course.

MTH116: Pre-Algebra (Credit Recovery)

In this course, students review computational and problem-solving skills and the language of algebra. Topics include mathematical expressions; geometric figures; percentages, ratios, and proportions; graphs for equations and inequalities; statistical measures and probabilities; the Pythagorean theorem; and strategies for solving world problems. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Pre-Algebra: Reference Guide and Problem Sets*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

MTH122: Algebra I (Core)

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

Course Length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: MTH112: Pre-Algebra (or equivalent)

Note: Students who have already succeeded in K12 middle school Algebra I should not enroll in this course.

MTH123: Algebra I (Comprehensive)

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. Compared to MTH122, this course has a more rigorous pace and more challenging assignments and assessments. It covers additional topics including translating functions, higher degree roots, and more complex factoring techniques.

Course Length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: K12 Pre-Algebra, MTH113: Pre-Algebra (or equivalents)

Note: Students who have already succeeded in K12 middle school Algebra I should not enroll in this course.

MTH124: Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations

to solve the original problems. This course includes all the topics in MTH123, but includes more challenging assignments and optional challenge activities. Each semester also includes an independent honors project.

Course Length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: Success in previous math course and teacher/school counselor recommendation

Note: Students who have already succeeded in K12 middle school Algebra I should not enroll in this course.

MTH126: Algebra I (Credit Recovery)

In this course, students review the tools of algebra. Topics include the structure and properties of real numbers; operations with integers and other rational numbers; square roots and irrational numbers; linear equations; ratios, proportions, and percentages; the Pythagorean theorem; polynomials; and logic and reasoning. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Algebra I: Reference Guide and Problem Sets*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

MTH202: Geometry (Core)

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Course Length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: MTH122: Algebra I (or equivalent)

MTH203: Geometry (Comprehensive)

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

Course Length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: MTH123: Algebra I (or equivalent)

MTH204: Honors Geometry

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

Course Length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I (or equivalent) and teacher/school counselor recommendation

MTH206: Geometry (Credit Recovery)

Students review core geometric concepts as they develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics include points, lines, and angles; triangles, polygons, and circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

MTH302: Algebra II (Core)

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course Length: Two semesters
Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator
Prerequisites: MTH122: Algebra I (or equivalent)

MTH303: Algebra II (Comprehensive)

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course Length: Two semesters
Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator
Prerequisites: MTH123: Algebra I and MTH203: Geometry (or equivalents)

MTH304: Honors Algebra II

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

Course Length: Two semesters
Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator
Prerequisites: MTH123 or MTH124 (Honors): Algebra I and MTH203 or MTH204 (Honors): Geometry (or equivalents) and teacher/school counselor recommendation

MTH306: Algebra II (Credit Recovery)

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students review rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Algebra II: A Reference Guide and Problem Sets*; Texas Instruments T1-84 Plus graphing calculator
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

MTH403: Pre-Calculus/Trigonometry (Comprehensive)

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

Course Length: Two semesters
Materials: Texas Instruments T1-84 Plus graphing calculator
Prerequisites: MTH203: Geometry and MTH303: Algebra II (or equivalents)

MTH413: Probability and Statistics (Comprehensive)

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through frequent online and offline assessments, as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real-world situations.

Course Length: One semester
Materials: *Probability and Statistics: Reference Guide and Problem Sets*
Prerequisites: MTH 303: Algebra II (or equivalent)

MTH433-AVT: Calculus (Comprehensive)

This course is a comprehensive look at the study of differential and integral calculus concepts including limits, derivative and integral computation, linearization, Riemann sums, the Fundamental Theorem of Calculus, and differential equations. Applications include graph analysis, linear motion, average value, area, volume, and growth and decay models.

Course Length: Two semesters
Materials: Java is needed for the embedded graphing calculator applet (GCalc)
Prerequisites: MTH403: Pre-Calculus/Trigonometry (or equivalent)

MTH500: AP Calculus AB

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP exam and further studies in science, engineering, and mathematics.

Course Length: Two semesters
Materials: Texas Instruments T1-84 Plus graphing calculator
Prerequisites: Success in MTH204: Honors Geometry, MTH304: Honors Algebra II, MTH403: Pre-Calculus/Trigonometry (or equivalents), and teacher/ school counselor recommendation

MTH510: AP Statistics

This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Course Length: Two semesters
Materials: Texas Instruments T1-84 Plus graphing calculator
Prerequisites: Success in MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

BUS030: Personal Finance (Elective)

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Course Length: One semester
Prerequisites: None

MTH332-AVT: Integrated Math (Elective)

Students build the mathematical skills needed to solve problems and reason logically. They learn to communicate their understanding by organizing and clarifying mathematical information, becoming proficient in appropriate mathematical language to clearly represent complex ideas and information. Through online instruction, practice, audio tutorials, Web quests, and interactive games, students reinforce their knowledge and strategies in number sense, geometry, algebra, measurement, probability and statistics, and data interpretation.

Course Length: Two semesters
Prerequisites: None

SCI102: Physical Science (Core)

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skills in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with both hands-on laboratory investigations and virtual laboratory experiences.

Course Length: Two semesters
Prerequisites: K12 middle school Physical Science (or equivalent)

SCI106: Physical Science (Credit Recovery)

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. They review strategies for describing and measuring scientific concepts. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

SCI112: Earth Science (Core)

This course provides students with a solid earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, virtual laboratories, and hands-on laboratories students can conduct at home. The course provides a base for further studies in geology, meteorology, oceanography, and astronomy, and gives practical experience in implementing scientific methods.

Course Length: Two semesters
Materials: *Earth Science: A Reference Guide*
Prerequisites: K12 middle school Earth Science (or equivalent)

SCI113: Earth Science (Comprehensive)

This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in-depth online lessons, an associated reference book, collaborative activities, virtual laboratories, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods.

Course Length: Two semesters
Materials: *Earth Science: A Reference Guide*
Prerequisites: K12 middle school Life Science (or equivalent)

SCI114: Honors Earth Science

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories.

Course Length: Two semesters
Materials: *Earth Science: A Reference Guide*
Prerequisites: K12 middle school Life Science (or equivalent), success in previous science course, and teacher/school counselor recommendation

SCI116: Earth Science (Credit Recovery)

This course provides students with a solid earth science curriculum. Students learn how the earth works, how it changes, and its place in the universe. They become familiar with the terminology, concepts, and practical applications of earth science and explore topics in geology, meteorology, oceanography, astronomy, and scientific methods. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Earth Science: A Reference Guide*

Prerequisites: Student previously took the course or its equivalent, but did not receive credit and teacher/school counselor recommendation

SCI202: Biology (Core)

In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of online lessons including extensive animations, an associated reference book, collaborative activities, virtual laboratories, and hands-on laboratory experiments students can conduct at home.

Course Length: Two semesters
Materials: *Biology: A Reference Guide*
Prerequisites: K12 middle school Life Science (or equivalent)

SCI203: Biology (Comprehensive)

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons including extensive animations, an associated reference book, collaborative explorations, virtual laboratories, and hands-on laboratory experiments students can conduct at home.

Course Length: Two semesters
Materials: *Biology: A Reference Guide*
Prerequisites: K12 middle school Life Science (or equivalent)

SCI204: Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of advanced online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories.

Course Length: Two semesters
Materials: *Biology: A Reference Guide*
Prerequisites: K12 middle school Life Science (or equivalent), success in previous science course, and teacher/school counselor recommendation

SCI206: Biology (Credit Recovery)

Topics include the scientific method, characteristics of living things, energy, organic compounds, and water. Students review the structure and function of living things, the cell, genetics, DNA, RNA, and proteins. They review evolution and natural selection; digestive, respiratory, nervous, reproductive, and muscular systems; and ecology and the environment. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Biology: A Reference Guide*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit and teacher/school counselor recommendation

SCI302: Chemistry (Core)

This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Course Length: Two semesters
Materials: *Chemistry: Problems and Solutions;*
Prerequisites: K^{12} middle school Physical Science or SCI102: Physical Science and satisfactory grasp of algebra basics, evidenced by success in MTH122: Algebra I (or equivalent)

SCI303: Chemistry (Comprehensive)

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments, used with a problem-solving book.

Course Length: Two semesters
Materials: *Chemistry: Problems and Solutions*
Prerequisites: Satisfactory completion of either K^{12} middle school Physical Science or SCI102: Physical Science and solid grasp of algebra basics, evidenced by success in MTH122: Algebra I (or equivalents)

SCI304: Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions.

Course Length: Two semesters
Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*
Prerequisites: Success in previous science course, MTH123 or MTH124 (Honors): Algebra I (or equivalents), and teacher/school counselor recommendation

SCI306: Chemistry (Credit Recovery)

Students review concepts of matter, energy, the metric system, and the scientific method. Other topics include the atom; the periodic table; ionic and covalent bonds; chemical reactions; stoichiometry; gases, liquids, and solids; solutions; and acids and bases. Students review chemical thermodynamics; reaction rates and system equilibria; electrochemical processes; organic chemistry and biochemistry; and nuclear chemistry. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *Chemistry: Problems and Solutions*

Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

SCI403: Physics (Comprehensive)

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

Course Length: Two semesters
Materials: *Physics: Problems and Solutions*
Prerequisites: MTH303: Algebra II and MTH403: Pre-Calculus/Trigonometry (or equivalents)

SCI404: Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics courses. The program consists of online instruction, virtual laboratories, and related assessments, plus an associated problem-solving book.

Course Length: Two semesters
Materials: *Physics: Problems and Solutions*
Prerequisites: MTH303 or MTH304 (Honors): Algebra II and MTH403: Pre-Calculus/Trigonometry (or equivalents) and teacher/school counselor recommendation

SCI500: AP Biology

This course guides students to a deeper understanding of biological concepts including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, as well as interactions of biological systems. Students carry out a number of learning activities, including readings, interactive exercises, extension activities, hands-on laboratory experiments, and practice assessments. These activities are designed to help students gain an understanding of the science process and critical-thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

Course Length: Two semesters
Materials: Common household materials for labs
Prerequisites: Success in SCI204: Honors Biology, SCI304: Honors Chemistry, SCI124: Honors Algebra I (or equivalents), and teacher/school counselor recommendation required; success in SCI304: Honors Algebra II highly recommended

SCI510: AP Chemistry

Students solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments. They build on their general understanding of chemical principles and engage in a more in-depth study of the nature and reactivity of matter. Students first focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. Students prepare for the AP exam. The course content aligns to the sequence of topics recommended by the College Board and to widely used textbooks.

Course Length: Two semesters
Materials: *Inquiries into Chemistry by Abraham and Pavelich, 3rd ed.; Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities and—if hands-on labs are required—materials for lab experiments must be acquired by students*
Prerequisites: Success in SCI304: Honors Chemistry and MTH304: Honors Algebra II (or equivalents), and teacher/school counselor recommendation

SCI520: AP Physics B

This course is the equivalent of an introductory college-level survey course, but does not require proficiency in calculus. Students focus on five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students gain an understanding of the core principles of physics and then apply them to problem-solving exercises. They learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape lenses for glasses. Students prepare for the AP exam and for further study in science and engineering.

Course Length: Two semesters
Materials: *Schaum's Outline of College Physics by Bueche and Hecht, 10th ed.; Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities and—if hands-on labs are required—materials for lab experiments must be acquired by students*
Prerequisites: Success in MTH304: Honors Algebra II, MTH403: Pre-Calculus/Trigonometry (or equivalents), and teacher/school counselor recommendation

SCI530-AVT: AP Environmental Science

This course—the equivalent of an introductory college-level course—examines the interrelationships of the natural world. Students identify and analyze environmental problems and their effects, and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists: making predictions based on observations, writing hypothesis, designing and completing field studies and experiments, and reaching conclusions based on the analysis of data derived from these experiments. Students apply the concepts of environmental science to their everyday experiences and current issues in science, politics, and society. Students participate in guided inquiry, student-centered learning, and critical thinking, and leave the course prepared for the AP exam and further study in environmental science.

Course Length: Two semesters
Materials: *Living in the Environment: Principles, Connections, and Solutions,* 16th ed

Prerequisites: Success in two years of laboratory sciences in the following (or equivalents): usually SCI204 or SCI500 (AP): Biology, or Life Science, and either SCI304 or SCI510 (AP): Chemistry or SCI404 or SCI520 (AP): Physics; and MTH124: Honors Algebra I; SCI114: Honors Earth Science is recommended, and teacher/school counselor recommendation

SCI010: Environmental Science (Elective)

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course Length: One semester
Prerequisites: Success in previous high school science course and teacher/school counselor recommendation

SCI030: Forensic Science (Elective)

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Course Length: One semester
Prerequisites: Successful completion of at least two years of high school science including SCI203: Biology (or equivalent); SCI303: Chemistry is highly recommended

HST102: World History (Core)

In this survey of world history from prehistoric to modern times, students focus on the key developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K^{12}. Students analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Course Length: Two semesters
Materials: *World History: Our Human Story*
Prerequisites: K^{12} middle school American History A, World History A or World History B (or equivalents)

HST103: World History (Comprehensive)

In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K12. Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Course Length: Two semesters
Materials: *World History: Our Human Story*
Prerequisites: K12 middle school American History A, World History A or World History B (or equivalents)

HST104: Honors World History

In this challenging survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K12. Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing advanced historical thinking and writing skills as they explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

Course Length: Two semesters
Materials: *World History: Our Human Story*
Prerequisites: K12 middle school American History A, World History A or World History B (or equivalents)

HST106: World History (Credit Recovery)

This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the twentieth century. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

HST202: Modern World Studies (Core)

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters
Materials: *The Human Odyssey, Volume 3*
Prerequisites: HST102: World History, K12 middle school Intermediate World History A and B (or equivalents)

HST203: Modern World Studies (Comprehensive)

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters
Materials: *The Human Odyssey, Volume 3*
Prerequisites: HST103: World History, K12 middle school Intermediate World History A and B (or equivalents)

HST204: Honors Modern World Studies

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

Course Length: Two semesters

Materials: *The Human Odyssey, Volume 3*
Prerequisites: HST103: World History, K[12] middle school Intermediate World History A and B (or equivalents), success in previous social studies course, and teacher/school counselor recommendation

HST206: Modern World Studies (Credit Recovery)

Students review the history of the world from approximately 1870 to the present. The course begins with a look back at events leading up to 1914, including the Second Industrial Revolution and imperialism. Their focus then shifts to the contemporary era, including the World Wars, the Great Depression, and global Cold War tensions. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *The Human Odyssey, Volume 3*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

HST212: Geography and World Cultures (Core)

This one-semester course introduces students to the countless ways in which geography influences human relationships, politics, society, economics, science, technology, and the arts. Special emphasis is placed on the way geographically derived information is expressed in maps, charts, and graphs in order to teach students how to analyze and create such documents.

Course Length: One semester
Prerequisites: HST102: World History (or equivalent) is recommended, but not required

HST213: Geography and World Cultures (Comprehensive)

This one-semester course uses geographic features to explore how human relationships, political and social structures, economics, science, technology, and the arts have developed and influenced life in countries around the world. Throughout the course, students learn how to read maps, charts, and graphs rigorously and critically—and how to create them. Examining the intersection of culture and geography, students discover how a mountain in the distance can inspire national policymakers, civil engineers, or poets; how a river triggers the activity of bridge builders, shipbuilders, and merchants alike; and how the sound of a busy Cairo street can inspire sociologists and musicians. Students come to understand how the drama of human history and cultural encounters—affecting land, natural resources, religious dominance, and more—is played out on the geographical stage

Course Length: One semester
Prerequisites: HST103: World History (or equivalent) is recommended, but not required

HST216-AVT: Geography (Credit Recovery)

This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each

region from cultural, economic, and political perspectives, and closely examine the human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

HST302: U.S. History (Core)

This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school Intermediate World History B or HST102: World History (or equivalents)

HST303: U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: HST103: World History or HST203: Modern World Studies (or equivalents)

HST304: Honors U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: HST103 or HST104 (Honors): World History, or HST203 or HST204 (Honors): Modern World Studies (or equivalents), and teacher/school counselor recommendation

HST306: U.S. History (Credit Recovery)

Students review the rise of European nations and the Age of Exploration; the founding of the American colonies; the American Revolution; and the Declaration of Independence, the Articles of Confederation, and the Constitution. Other topics include the Civil War, migration across the Great Plains, immigration to American shores, and the rise of new ways of manufacturing. Students review the early years of the modern age and the rise of modern cities and our modern political system; the World Wars; the Depression and the New Deal; the Cold War; Vietnam; the opposing ideologies of conservatives and liberals; September 11; and the resultant changes in American foreign and domestic policies. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

HST312: Modern U.S. History (Core)

This course is a full-year survey that provides students with a view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school American History A and American History B (or equivalents)

HST313: Modern U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school American History A and American History B (or equivalents)

HST314: Honors Modern U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study,

explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: K12 middle school American History A and American History B (or equivalents) and teacher/school counselor recommendation

HST316: Modern U.S. History (Credit Recovery)

Students review American history from the industrial revolution of the late nineteenth century to recent events. They review how the American system of government works under the United States Constitution; federalism; settlement of the Great American West; issues of immigration and urban life; and the hopes, demands, and challenges African-Americans and women faced as they sought equality. Other topics include the World Wars; the American Dream; the Civil Rights movement; Vietnam; Watergate; Reaganomics; the collapse of the Soviet Union; immigration trends; the Clinton years; and the new millennium. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Materials: *The American Odyssey: A History of the United States*
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

HST402: U.S. Government and Politics (Core)

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

Course Length: One semester
Prerequisites: HST302: U.S. History (or equivalent) is recommended, but not required

HST403: U.S. Government and Politics (Comprehensive)

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Course Length: One semester
Prerequisites: HST303: U.S. History (or equivalent) is recommended, but not required

HST406-AVT: American Government (Credit Recovery)

This course is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national level. The principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights are examined as well as the roles of individuals and groups in the American political system. Students compare the American system of government with other modern systems and assess the strengths and problems associated with the American system. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

HST412: U.S. and Global Economics (Core)

This course in economic principles uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

Course Length: One semester
Prerequisites: HST402: U.S. Government and Politics (or equivalent) is recommended, but not required

HST413: U.S. and Global Economics (Comprehensive)

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Course Length: One semester
Prerequisites: HST403: U.S. Government and Politics (or equivalent) is recommended, but not required

HST416-AVT: Economics (Credit Recovery)

Students are introduced to the basics of economic principles, and learn how to think like an economist. They explore different economic systems, including the American free enterprise system, analyze and interpret data, and consider economic applications in

today's world. From economics in the world of business, money, banking, and finance, students see how economics is applied both domestically and globally. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

HST500: AP U.S. History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP exam.

Course Length: Two semesters
Materials: *America: A Narrative History* by Tindall et al., 7th ed.
Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST510: AP U.S. Government and Politics

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP exam and for further study in political science, law, education, business, and history.

Course Length: One semester
Materials: *The Lanahan Readings in the American Polity,* 4th ed.; *American Government* by Lowi et al., 10th ed.
Prerequisites: Success in HST304: Honors U.S. History (or equivalent) and teacher/school counselor recommendation

HST520: AP Macroeconomics

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP exam and for further study in business, political science, and history.

Course Length: One semester
Materials: *Macroeconomics for Today*, 4th Ed., ISBN: 0-324-30197-9
Prerequisites: Success in MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST530: AP Microeconomics

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP exam and for further study in business, history, and political science.

Course Length: One semester
Materials: *Microeconomics for Today,* 4th Ed., ISBN: 0-324-30192-8
Prerequisites: Success in MTH304: Honors Algebra II (or equivalent) and teacher/school counselor recommendation

HST540: AP Psychology

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP Exam and for further studies in psychology and life sciences.

Course Length: One semester
Materials: *Psychology* by David G. Myers, 9th ed.
Prerequisites: Success in SCI204: Honors Biology (or equivalent) and teacher/school counselor recommendation

HST550: AP European History

This course is the equivalent of an introductory college-level course. It explores political, diplomatic, social, economic, cultural, and intellectual themes in European history from 1450 to the present. Students cultivate higher-order thinking and writing skills that are assessed through essays, various writing activities, quizzes, and tests. They apply their historical analysis during threaded discussions, mock trials, and an Enlightenment Salon. The course scope and rigor helps prepare students for the AP European History Exam along with further study in the humanities.

Course Length: Two semesters
Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST560: AP World History

This course spans the Neolithic age to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human-environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation.

Course Length: Two semesters
Materials: *Siddhartha* by Herman Hesse, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* by Adam Hochschild
Prerequisites: Success in previous history course and teacher/school counselor recommendation

HST010-APL: Anthropology (Elective)

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics, considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

Course Length: One semester
Prerequisites: HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020-AVT: Psychology (Elective)

In this introductory course, students explore why people think and act the way they do. Topics include key terms, the major concepts and theories of psychology, and ethical standards that govern psychological research. Students develop critical thinking skills to evaluate theories and current research, learn how psychological principles apply to their own lives, and build on reading, writing, and discussion skills.

Course Length: One semester
Prerequisites: None

HST030-AVT: Economics (Elective)

Economics is the study of how societies use limited resources to satisfy their unlimited wants and needs. It is the foundation of this course as students learn how fundamental decisions about the four factors of production—land, labor, capital, and entrepreneurship—are made. Key topics covered include: law of supply and demand, saving, borrowing, and spending, the Federal Reserve System and the money supply, and the role of government in an open market economy.

Course Length: One semester
Prerequisites: None

HST040-AVT: Civics (Elective)

This course provides the learner with a basic understanding of civic life, politics, and government. It covers a short history of the foundation and development of government, the rights that the American government guarantees its citizens, and a survey of the duties and responsibilities American citizens must exercise in order to maintain their government. It introduces the workings of our political systems; the relationship of city, state, and national governments; and the history and advantages of America's two political parties.

Course Length: One semester
Prerequisites: None

HST050-AVT: Sociology (Elective)

This course offers a study of human relationships in society. Students explore concepts of society, culture, and social structure. They examine social institutions, including families, religion, and education; and investigate the influence of government and economic systems. They study development over childhood, adolescence, and the adult years. They also examine social problems, including discrimination, poverty, and crime.

Course Length: Two semesters
Prerequisites: None

HST222-AVT: Contemporary World Issues (Elective)

In this course, students address modern global issues. They begin with the perspective of the United States, then compare it with views from the international community, including Eastern Europe, Asia, Africa, South America, and the Middle East. Students apply reasoning and research skills to analysis of global economies, politics, cultures, religions, the environment, technology and industry, and human and civil rights. Through this course, they come to understand both the challenges and the hope for progress in the modern world.

Course Length: Two semesters
Prerequisites: None

WLG100: Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*

Note: Students who have already succeeded in middle school Spanish 2 should enroll in Spanish II rather than in Spanish I.

WLG106-AVT: Spanish I (Credit Recovery)

This course provides students with instruction in the basics of learning the language of Spanish. The course also introduces basic and stem-changing verbs and their formation and use in the present tense. Students learn about interrogatives, question formation, adjectives, possessives, prepositions, and other grammatical structures. Students also become acquainted with the Spanish-speaking countries of the world and their cultures. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

WLG200: Spanish II

In this continuing introduction to Spanish, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*
Prerequisites: WLG100: Spanish I, middle school Spanish 1 and 2 (or equivalents)

WLG300: Spanish III

Intermediate Spanish students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Vox Everyday Spanish and English Dictionary*
Prerequisites: WLG200: Spanish II (or equivalent)

WLG400-AVT: Spanish IV

Students continue to sharpen listening, speaking, reading, and writing skills. They learn to express themselves using an ever-increasing vocabulary, present- and past-tense verbs, articles, and adjectives. Grammar is introduced and practiced with a variety of

learning styles in mind. Throughout the course, students experience the culture, people, geographical locations, and histories of the Spanish-speaking world.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Vox Everyday Spanish and English Dictionary*
Prerequisites: WLG300: Spanish III (or equivalent)

WLG500: AP Spanish Language

In AP Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, and literature.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Vox Everyday Spanish and English Dictionary*
Prerequisites: Strong success in WLG300: Spanish III, or success in WLG400-AVT: Spanish IV (or equivalents), and teacher/school counselor recommendation

WLG110: French I

Students begin their introduction to French with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: None

Note: Students who have already succeeded in middle school French 2 should enroll in French II rather than in French I.

WLG210: French II

In this continuing introduction to French, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: WLG110: French I, middle school French 1 and 2 (or equivalents)

WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: WLG210: French II (or equivalent)

WLG410-AVT: French IV

Students continue to sharpen listening, speaking, reading, and writing skills. They learn to express themselves using an expanding vocabulary; present, past, future and conditional verbs; articles; adjectives; and increasingly complex grammatical structures. Grammar is introduced and practiced with a variety of learning styles in mind. Throughout the course, students experience the culture, people, geographical locations, and histories of the French-speaking world.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Larousse Student French-English/English-French Dictionary*
Prerequisites: WLG310: French III (or equivalent)

WLG510: AP French Language

In AP French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP French Language prepares students for the AP exam and for further study of French language, culture, and literature.

Course Length: Two semesters
Materials: *Larousse Student French-English/English-French Dictionary*
Prerequisites: Strong success in WLG310: French III, or success in WLG410-AVT: French IV (or equivalents), and teacher/school counselor recommendation

WLG120: German I

Students begin their introduction to German with fundamental building blocks in four key areas of world language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters

Materials: *Larousse German Dictionary*
Prerequisites: None

Note: Students who have already succeeded in middle school German 2 should enroll in German II rather than in German I.

WLG220: German II

In this continuing introduction to German, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Larousse German Dictionary*
Prerequisites: WLG120: German I, middle school German 1 and 2 (or equivalents)

WLG320-AVT: German III

Students build on their German-language skills, learning vocabulary and grammatical concepts to participate in meaningful conversations. They learn cultural information about numerous aspects of life (present and past) in German-speaking countries. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Larousse German Dictionary*
Prerequisites: WLG220: German II (or equivalent)

WLG420-AVT: German IV

Students continue to sharpen their reading, writing, and listening skills. They practice critical thinking and express themselves on topics relevant to German culture. They learn vocabulary, grammar skills, and cultural competency to express themselves on a variety of topics in German. The course includes authentic texts, current culture, and literature from Germany, Austria, and Switzerland. Throughout the course, students learn about German history and multiculturalism as well as German scientists, artists, writers, and inventors.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Larousse German Dictionary*
Prerequisites: WLG320-AVT: German III (or equivalent)

WLG130: Latin I

This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. They receive ongoing practice in vocabulary and grammar, which

leads to the study of post-Classical Latin, both ecclesiastical and secular, as embodied in the Vulgate Bible and medieval Latin texts. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Bantam New College Latin & English Dictionary*
Prerequisites: None

WLG230: Latin II

Students with a foundation in Latin refine their skills through compelling language lessons, as well as historical and cultural studies. They go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students concentrate on fostering their ability to read and understand (without using a dictionary) classical Latin from a variety of authentic sources. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Bantam New College Latin & English Dictionary*
Prerequisites: WLG130: Latin I (or equivalent)

WLG140: Chinese I

Students use compelling stories, games, videos, and multimedia experiences in this introduction to Mandarin Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Oxford Beginner's Chinese Dictionary*
Prerequisites: None

Note: Students who have already succeeded in middle school Chinese 2 should enroll in Chinese II rather than in Chinese I.

WLG240: Chinese II

Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Mandarin Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course Length: Two semesters
Materials: *Oxford Beginner's Chinese Dictionary*
Prerequisites: WLG140: Chinese I, middle school Chinese 1 and 2 (or equivalents)

WLG150-AVT: Japanese I

This beginning-level course introduces students to listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students learn to express themselves using an ever-increasing vocabulary, present-form verbs, particles, and adjectives. Grammar is introduced and practiced with a variety of learning styles in mind. Cultural information in the course teaches students about Japanese culture, people, society, and history.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Oxfords Japanese Dictionary*
Prerequisites: None

WLG250-AVT: Japanese II

This course focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Unit activities blend different forms of communication and culture. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters
Materials: Computer speakers; microphone; *Oxfords Japanese Dictionary*
Prerequisites: WLG150-AVT: Japanese I (or equivalent)

ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course Length: Two semesters
Materials: One package of white clay; one set of acrylic paint; one set of round paintbrushes. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.
Prerequisites: HST103: World History (or equivalent) is recommended as a prerequisite or co-requisite, but not required

ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.

Course Length: Two semesters
Materials: Finale Notepad music notation software
Prerequisites: None

ART500-AVT: AP Art History (Elective)

This course—the equivalent of an introductory college-level course—fosters in students an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. They examine and critically analyze major forms of artistic expression, past and present, from a variety of cultures. They also learn to understand works in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students leave this course prepared for the AP exam and for further study in art history.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation; prior art training is not required

BUS030: Personal Finance (Elective)

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Course Length: One semester
Prerequisites: None

MTH342 -AVT: Accounting (Elective)

In this course, students with no prior training learn fundamental accounting skills, building an appreciation for the role of accounting in managing a profitable business. They are given an overview of financial, cost, and management accounting; learn the basic concepts, conventions and rules of the double entry system; and practice techniques to analyze ratios from the balance sheet. The concepts of ethics, integrity, and confidentiality are woven in throughout the course. Student complete this course with the skills needed for college accounting courses—essential for Business majors—office work, or managing their own small businesses.

Course Length: Two semesters
Prerequisites: None

BUS040: Introduction to Entrepreneurship I (Elective)

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Course Length: One semester
Prerequisites: None

BUS050: Introduction to Entrepreneurship II (Elective)

Students build on the business concepts they learned in Introduction to Entrepreneurship I. They learn about sales methods, financing and credit, accounting, pricing, and government regulations. They refine their technology and communication skills in speaking, writing, networking, negotiating, and listening. They enhance their employability skills by preparing job-related documents, developing interviewing skills, and learning about hiring, firing, and managing employees. Students develop a complete business plan and a presentation for potential investors.

Course Length: One semester
Prerequisites: BUS040: Introduction to Entrepreneurship I (or equivalent)

BUS060: Introduction to Marketing I (Elective)

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One semester
Prerequisites: None

BUS070: Introduction to Marketing II (Elective)

Students build on the skills and concepts learned in Introduction to Marketing I to develop a basic understanding of marketing principles and techniques. By the end of the course, they will have developed their own comprehensive marketing plan for a new business.

Course Length: One semester
Prerequisites: BUS060: Introduction to Marketing I (or equivalent)

ENG010: Journalism (Elective)

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course Length: One semester
Prerequisites: None

ENG020: Public Speaking (Elective)

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Length: One semester
Materials: Student must provide a webcam and recording software
Prerequisites: None

HST010-APL: Anthropology (Elective)

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics, considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

Course Length: One semester
Prerequisites: HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020-AVT: Psychology (Elective)

In this introductory course, students explore why people think and act the way they do. Topics include key terms, the major concepts and theories of psychology, and ethical standards that govern psychological research. Students develop critical thinking skills to evaluate theories and current research, learn how psychological principles apply to their own lives, and build on reading, writing, and discussion skills.

Course Length: One semester
Prerequisites: None

HST030-AVT: Economics (Elective)

Economics is the study of how societies use limited resources to satisfy their unlimited wants and needs. It is the foundation of this course as students learn how fundamental decisions about the four factors of production; land, labor, capital, and entrepreneurship are made. Key topics covered include: law of supply and demand, saving, borrowing, and spending, the Federal Reserve System and the money supply, and the role of government in an open market economy.

Course Length: One semester
Prerequisites: None

HST040-AVT: Civics (Elective)

This course provides the learner with a basic understanding of civic life, politics, and government. It covers a short history of the foundation and development of government, the rights that the American government guarantees its citizens, and a survey of the duties and responsibilities American citizens must exercise in order to maintain their government. It introduces the workings of our political systems; the relationship of city, state, and national governments; and the history and advantages of America's two political parties.

Course Length: One semester
Prerequisites: None

HST050-AVT: Sociology (Elective)

This course offers a study of human relationships in society. Students explore concepts of society, culture, and social structure. They examine social institutions, including families, religion, and education; and investigate the influence of government and economic systems. They study development over childhood, adolescence, and the adult years. They also examine social problems, including discrimination, poverty, and crime.

Course Length: Two semesters
Prerequisites: None

HST222-AVT: Contemporary World Issues (Elective)

In this course, students address modern global issues. They begin with the perspective of the United States, then compare it with views from the international community, including Eastern Europe, Asia, Africa, South America, and the Middle East. Students apply reasoning and research skills to analysis of global economies, politics, cultures, religions, the environment, technology and industry, and human and civil rights. Through this course, they come to understand both the challenges and the hope for progress in the modern world.

Course Length: Two semesters
Prerequisites: None

PRJ010: Service Learning (Elective)

This project may be used in a variety of ways—as a stand-alone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

Project Length: Varies
Prerequisites: None

SCI010: Environmental Science (Elective)

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and

atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course Length: One semester
Prerequisites: Success in previous high school science course and teacher/school counselor recommendation

OTH010: Skills for Health (Elective)

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course Length: One semester
Prerequisites: None

OTH016-AVT: Health (Credit Recovery)

Students learn to make healthy personal decisions, studying physical and mental health. Topics include nutrition, safety, technological advances in physical health, common mental health disorders and treatments, the dangers of substance abuse, and common infectious and non-infectious diseases. Students leave the course with the knowledge needed for life-long health. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

OTH080-AVT: Nutrition and Wellness (Elective)

This course introduces students to good nutrition principles needed for physical and mental wellness. Topics include good nutrition; food safety; digestion, absorption, and metabolism; how major nutrients are processed in the body; basic components of carbohydrates, proteins, and fats; the roles of vitamins, minerals, and fluids; physical fitness and athletic performance; stress; and wellness and nutrition principles throughout the human life cycle. Application to today's food and eating trends plus learning to assess for reliable nutrition information are emphasized.

Course Length: One semester
Prerequisites: None

OTH020: Physical Education (Elective)

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

Course Length: One semester (or more)
Prerequisites: None

OTH026-AVT: Physical Education (Credit Recovery)

In this course, students explore diverse activities and learn a variety of fitness concepts that they can use in their everyday life. They learn about physical fitness and how their body works by studying static and dynamic balance, linear and rotary motion, anatomy and biomechanics. Lifelong sport and activity skills and stress management concepts are also taught. Students conduct cardiorespiratory activities and routines, set and work on personal fitness goals, and learn to care for their health. Students complete this course with the knowledge to stay fit and active for a lifetime. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent, but did not receive credit, and teacher/school counselor recommendation

OTH070-AVT: Driver Education (Elective)

This course is a foundation of theory for responsible driving. Emphasis is placed upon mechanics of driving, execution of driving operations and rules of safe driving. Topics include signs, signals, and markings; rules of the road; basic driving skills; driving environments; responding to an emergency; car systems and maintenance; and safety.

Course Length: One semester
Prerequisites: None

OTH090-AVT: Life Skills (Elective)

Students learn essential skills for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information, dealing with media and peer pressure, communication and relationships, wellness and personal safety, and contributing to the community.

Course Length: One semester
Prerequisites: None

OTH040: Reaching Your Academic Potential (Elective)

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

Course Length: One semester
Prerequisites: None

OTH050: Achieving Your Career and College Goals (Elective)

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Course Length: One semester
Prerequisites: None

OTH060-AVT: Family and Consumer Science (Elective)

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the lifespan and the contributions to the well-being of the family and the community.

Course Length: One semester
Prerequisites: None

TCH010: Computer Literacy (Elective)

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through hands-on projects.

Course Length: One semester
Software: OpenOffice.org (free download provided in course); Mozilla Firefox
System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X 10.4 or higher operating system; for Windows, 256 MB of memory (RAM), 650 MB available hard drive space, and a 1024 x 768 or higher monitor resolution; for Mac OS X, an Intel processor, 512 MB of memory (RAM), 400 MB available disk space, and a 1024 x 768 or higher monitor resolution
Prerequisites: None

TCH030: Image Design and Editing (Elective)

This is the perfect course for anyone who wants to create compelling, professional looking graphic designs and photos. Students learn the basics of composition, color, and layout before moving on to technical topics like working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have a variety of original projects for their graphic design portfolio.

Course Length: One semester
Software: GIMP (free download)
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X operating system; 400 MHz or faster processor; 512 MB of memory (RAM); at least 2 GB of available hard drive space
Prerequisites: None

TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

Course Length: One semester
Software: KompoZer (free download) and GIMP (free download)
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X operating system; 400 MHz or faster processor (must have a PowerPC processor, not Intel, for Mac OS X); 512 MB of memory (RAM); at least 2 GB of available hard drive space
Prerequisites: None

TCH060: C++ Programming (Elective)

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual C++ 2008, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Course Length: One semester
Software: Microsoft Visual C++ 2008 Express (free download provided in course)
System Requirements: Microsoft Windows XP Service Pack 2 or Service Pack 3; Windows Vista or Windows Vista SP1, or Windows 7 operating system; 1 GHz or faster processor (1.6 GHz for Vista or Windows 7); 192 MB of memory (RAM) (748 MB for Vista or Windows 7); at least 1 GB of available hard drive space
Prerequisites: None

TCH061-AVT: Programming I—VB.NET (Elective)

Students learn basic programming and the fundamentals of the VisualBasic.net (VB.NET) programming language. They are introduced to its basic uses, its similarities to the English language (and others), and its flexibility. Students also learn the processes involved in software development and object-oriented programming. This introductory course serves as a solid foundation for further study, which could lead to careers such as software engineer, developer, or game designer. Students complete a series of hands-on projects covering built-in data types, operators, control structures, classes, and objects.

Course Length: One semester
Prerequisites: Knowledge of computer fundamentals

TCH062-AVT: Programming II—Java (Elective)

This course introduces Java—its features, techniques, and applications. Students learn the robustness of the program, how it can be used in cross-platform programming, and how to build a stand-alone application, such as a countdown clock or leap year indicator.

At the end of the course, students will be able to write basic programs using Java and could pursue further instruction in any programming language.

Course Length: One semester
Prerequisites: Basic computer fundamentals; VB.NET Programming I or a solid understanding of version control and general software development

TCH070: Game Design (Elective)

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

Course Length: One semester
Software: Multimedia Fusion 2 (Standard)
System Requirements: Microsoft Windows XP or Windows Vista operating system; 1 GHz or faster processor; 256 MB of memory (RAM); at least 2 GB of available hard drive space
Prerequisites: None

TCH017: 3D Art I—Modeling (Elective)

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

Course Length: One semester
Software: Blender (free download provided in course)
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.2 or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64 MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space
Prerequisites: None

TCH018: 3D Art II—Animation (Elective)

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They also learn about jobs in the industry.

Course Length: One semester
Software: 3D Art I—Modeling
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.2 or higher operating system; 300 MHz or faster processor; 512 MB of memory (RAM); 64 MB of video RAM; OpenGL graphics card with 16 MB RAM; 3-button mouse; 1024 X 768 monitor resolution with 16 bit color; at least 2 GB of available hard drive space
Prerequisites: TCH017: 3D Art I—Modeling (or equivalent)

TCH026: Audio Engineering (Elective)

In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Course Length: One semester
Software: Audacity (free download provided in course)
System Requirements: Microsoft Windows XP, Windows Vista, Windows 7, or Mac OS X 10.4 or higher operating system; for Windows XP and Vista Home Basic, a 1 GHz or faster processor; for Windows Vista Home Premium/Business/Ultimate and Windows 7, a 2 GHz or faster processor; for Mac OS X, a 300 MHz or faster processor; for XP, 512 MB of memory (RAM); for Vista Home Basic, 2 GB; for Vista Home Premium/Business/Ultimate and for Windows 7, 4 GB; for Mac OS X, 64 MB; at least 4 GB of available hard drive space
Prerequisites: None

TCH027: Green Design and Technology (Elective)

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about the potential for emerging energy technologies such as water, wind, and solar power. They find out how today's businesses are adapting to the increased demand for sustainable products and services. In this course, students develop a comprehensive understanding of this fast-growing field.

Course Length: One semester
Prerequisites: None

TCH028: Digital Arts I (Elective)

In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Course Length: One semester
Software: Inkscape (free download provided in course)
System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.3 or higher operating system, 1 GHz or faster processor; at least 512 MB of memory (RAM); at least 1 GB of available hard drive space
Prerequisites: None

TCH029: Digital Arts II (Elective)

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

Course Length: One semester
Software: Inkscape (free download provided in course)

System Requirements: Microsoft Windows XP, Windows Vista, or Mac OS X 10.3 or higher operating system, 1 GHz or faster processor; at least 512 MB of memory (RAM); at least 1 GB of available hard drive space
Prerequisites: TCH028: Digital Arts I (or equivalent)

TCH036: Computer Science (Elective)

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

Course Length: One semester
Software: Free download provided in course
System Requirements: Microsoft Windows or Mac OS X operating systems Windows XP, Windows Vista, or Windows 7 recommended; at least 100 MB of available hard drive space
Prerequisites: None

TCH038: Engineering Design /CAD (Elective)

Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on introductory-level course.

Course Length: One semester
Software: Free download provided in course
System Requirements: Microsoft Windows XP or Windows Vista operating system; 600 MHz or faster processor (1 GHz for Vista); 512 MB of memory (RAM) (1 GB for Vista); at least 2 GB of available hard drive space; 3D class video card with 128 MB of memory or higher (256 MB for Vista)—the video card driver must support OpenGL version 1.5 or higher
Prerequisites: None

TCH500-AVT: AP Computer Science A (Elective)

This course—the equivalent of an introductory college-level course—emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students should be prepared to move quickly, and be already comfortable with problem solving, functions, and the uses of functional notation. They are expected to know responsible use of computer systems, including system reliability, privacy, legal issues, intellectual property, and social and ethical ramifications of computer use. Students leave this course prepared for the AP exam and for further study in computer science.

Course Length: Two semesters
Materials: Java; at least 128 MB of memory
Prerequisites: Success in MTH304: Honors Algebra II (or equivalent); previous programming experience, such as an introductory course in C++, Pascal, Visual Basic, or Java; basic understanding of networks; and teacher/school counselor recommendation

ORN010: Online Learning

The Online Learning course explains to students how the K12 high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K12 high school courses.

Course Length: 6–8 hours
Prerequisites: None

ORN100: Finding Your Path I
ORN200: Finding Your Path II
ORN300: Finding Your Path III
ORN400: Finding Your Path IV

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond.

Course Length: 10 hours
Prerequisites: None

High School Course List

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
ENGLISH							
English Foundations I (N)					●		
English Foundations II (N)					●		
Literary Analysis and Composition I (E)	●	◆	◆			●	
Literary Analysis and Composition II (E)	●	◆	◆			●	
American Literature (E)	●	◆	◆			●	
British and World Literature (E)	●	◆	◆			●	
AP English Language and Composition				◆			
AP English Literature and Composition				◆			
Journalism*							◆
Public Speaking*							●
Creative Writing (N)							●
MATH							
Math Foundations I (N)					●		
Math Foundations II (N)					●		
Consumer Math (N)	●						
Pre-Algebra (E)	●	●				●	
Algebra I (E)	●	◆	◆			●	
Geometry (E)	●	◆	◆			●	
Algebra II (E)	●	◆	◆			●	
Pre-Calculus/Trigonometry		◆					
Probability and Statistics* (E)		◆					
Calculus		●					
AP Calculus AB				◆			
AP Statistics				◆			
Personal Finance*							●
Integrated Math (N)							●
SCIENCE							
Physical Science (V) (E)	◆					●	
Earth Science (V) (E)	●	◆	◆			●	
Biology (V) (E)	●	◆	◆			●	
Chemistry (V) (E)	●	◆	◆			●	
Physics (V) (E)		◆	◆				
AP Biology				◆			
AP Chemistry				◆			
AP Physics B				◆			
AP Environmental Science				●			
Environmental Science*							◆
Forensic Science* (N) (V) Ω							●
HISTORY & SOCIAL SCIENCES							
World History (E)	●	◆	◆			●	
Modern World Studies (E)	●	◆	◆			●	
Geography and World Cultures*	●	◆				●	
U.S. History (E)	●	◆	◆			●	
Modern U.S. History (E)	●	◆	◆			●	
U.S. Government and Politics*	●	◆				●	
U.S. and Global Economics*	●	◆					
AP U.S. History				◆			
AP U.S. Government and Politics*				◆			
AP Macroeconomics*				◆			
AP Microeconomics*				◆			
AP Psychology*				◆			
AP European History (E)				◆			
AP World History				◆			
Anthropology* (N) Ω							◆
Psychology* (N)							◆
Economics* (N)						●	●
Civics*							●
Family and Consumer Science (N)							●
Contemporary World Issues (N)							●
Sociology (N)							●

(N) = new course
(E) = eBook(s) included
Ω = available winter 2013
◆ = NCAA eligible
(V) = includes vLabs (virtual labs)
● = course available
* = one-semester course

All courses, unless otherwise noted, are two semesters

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
WORLD LANGUAGES							
Spanish I		◆				●	
Spanish II		◆					
Spanish III		◆					
Spanish IV		●					
AP Spanish Language				◆			
French I		◆					
French II		◆					
French III		◆					
French IV		●					
AP French Language				◆			
German I		◆					
German II		◆					
German III		●					
German IV		●					
Latin I		◆					
Latin II		◆					
Chinese I		◆					
Chinese II		◆					
Japanese I		●					
Japanese II		●					
ADDITIONAL ELECTIVES							
Fine Art							●
Music Appreciation							●
AP Art History				●			
Introduction to Entrepreneurship I*							●
Introduction to Entrepreneurship II*							●
Introduction to Marketing I*							●
Introduction to Marketing II*							●
Accounting (N)							●
Service Learning*							●
Skills for Health*						●	●
Nutrition and Wellness* (N)							●
Life Skills* (N)							●
Physical Education						●	●
Reaching Your Academic Potential*							●
Achieving Your Career and College Goals*							●
Driver Education* (N)							●
TECHNOLOGY & COMPUTER SCIENCE							
Computer Literacy*							●
Image Design and Editing*							●
Web Design*							●
C++ Programming*							●
Programming I - VB.NET* (N)							●
Programming II - Java* (N)							●
Game Design*							●
3D Art I - Modeling*							●
3D Art II - Animation*							●
Audio Engineering*							●
Green Design and Technology*							●
Digital Arts I*							●
Digital Arts II*							●
Computer Science *							●
Engineering Design / CAD*							●
AP Computer Science A				●			
ORIENTATION							
Online Learning							
Finding Your Path Series I–IV							

Complete list available through K12. Course offerings may vary at K12-powered schools. K12 is approved by the University of California as a provider of "a-g" courses. Nearly 30 of our individual courses have already received approvals and more are now in the approval process. See K12.com/courses for the list.

K–8: K12 offers online courses for grades K–8 across seven disciplines: language arts/English, math, science, history, world languages, art, and music—plus adaptive courses in reading remediation and K–5 math. For a complete listing with full descriptions, visit K12.com/k8curriculum.

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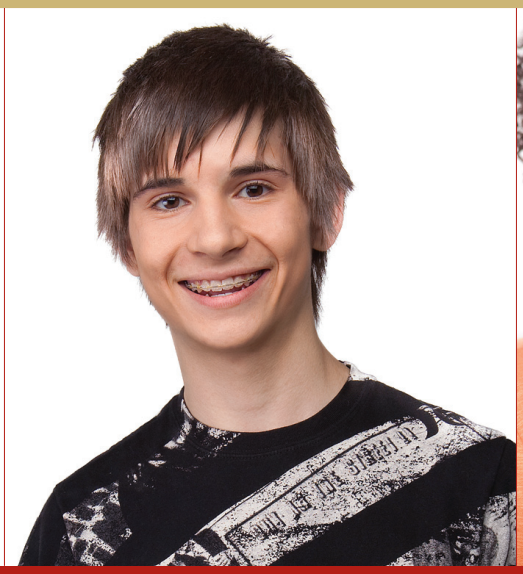
APPENDIX

2. Insight/Aventa Course Catalog

Course Catalog 2012–2013

insight schools℠

A network k12 School



Freedom. Future. Now.

Language Arts

ENGLISH FOUNDATIONS I (REMEDIATION)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction, and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. Formative assessments identify areas of weakness, lessons are prescribed to improve performance, and summative assessments track progress and skill development. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation

ENGLISH FOUNDATIONS II (REMEDIATION)

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Formative assessments identify areas of weakness, lessons are prescribed to improve performance, and summative assessments track progress and skill development.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation; English Foundations I is not required

GRAMMAR AND COMPOSITION

This refresher course helps students brush up on grammar and usage basics and enhance their communication skills through writing exercises and discussions with their peers. Students start by completing a diagnostic writing assignment to identify strengths and areas for improvement. They receive step-by-step instruction on the writing process, follow activities to develop their grammar skills, and have multiple opportunities to practice formal and informal writing. Students use literature and expository pieces as models for their own writing. They participate in threaded online conversations with the teacher and their fellow students to discuss their writing, receive construction feedback for revision, and comment on other students' work. Throughout the course, rubrics help students remember what is expected of them and help them produce their best work.

Course Length: Two semesters
Prerequisites: None

ENGLISH I

In this introductory English course, students study a variety of literary genres and continue to develop their composition and grammar skills. The course begins with a diagnostic writing assignment to help students identify their strengths and discover what they need to work on. Course content includes language conventions, grammar and punctuation particulars, and research techniques; students have multiple opportunities to practice these skills. They explore several literary genres, including a novel they choose themselves, and review the characteristics of each type of literature. Writing assignments consist of journal entries, poetry, formal papers, and an autobiography. Students participate in threaded online discussions with their peers, which encourage higher level thinking and expose students to multiple perspectives.

Course Length: Two semesters
Materials: *The Night Thoreau Spent in Jail* by Jerome Lawrence and Robert E. Lee; Computer must be equipped with a microphone and audio recording software
Prerequisites: None

ENGLISH II

Students survey world literature and work on their composition skills by producing more complex written assignments in this intermediate English course. The course builds on concepts covered in English I as students continue to learn about literary terms and genres. Reading selections reflect a range of time periods, cultures and social circumstances throughout the world. Students synthesize and respond to these works by participating in threaded online discussions with their peers and completing writing assignments. They learn about types of sources, the validity of these sources, and how to format sources according to APA style. Students then use their composition skills to write a persuasive essay, a short story, a short play, and a research paper.

Course Length: Two semesters
Materials: *The House on Mango Street* by Sandra Cisneros; *The Metamorphosis* by Franz Kafka; Computer must be equipped with a microphone and audio recording software
Prerequisites: English I (or equivalent)

ENGLISH III

In this course, students use an online literary anthology to study American literature and explore the pursuit of the American dream. Examining classic American themes and ideals helps students deepen their awareness of the political and social influences that have shaped American culture. Students hone their reading, writing, speaking, listening, and critical thinking skills as they read and discuss a wide variety of literary works. Genres covered in the course include nonfiction, short stories, novels, plays, journals, biographies, poetry, and speeches from diverse sources. Students apply analytic skills to interpret these works by participating in online discussions with their peers and completing writing assignments. They receive additional instruction on the research process, including how to organize information, how to format citations and references according to MLA style, and how to avoid plagiarism.

Course Length: Two semesters
Materials: *The Crucible* by Arthur Miller; *The Sweet Hereafter* by Russell Banks; Computer must be equipped with a microphone and audio recording software
Prerequisites: English II (or equivalent)

ENGLISH IV

This course helps students develop the reading comprehension, writing, and analytic skills they need to be successful in college. Students begin by taking a diagnostic writing assessment to identify their strengths and detect areas to work on. They read from a wide variety of sources and acquire effective reading comprehension and note-taking strategies. Course content includes grammar and usage particulars, such as parts of speech, sentence structure, and how the elements of language influence an author's intent. Throughout the course, students use writing as a tool for reflection, learning, problem solving, and personal growth. They do various types of writing, including literary analysis, and use the writing process to refine their skills. Rubrics and threaded discussions help students remain proactive as they prepare for post secondary level coursework.

Course Length: Two semesters
Materials: *King Lear* by William Shakespeare; *There Will Come Soft Rains* by Sara Teasdale (available online); *The Kite Runner* by Khaled Hosseini; Computer must be equipped with a microphone and audio recording software
Prerequisites: English III (or equivalent)

AP ENGLISH LANGUAGE

This course prepares students for the Advanced Placement exam in English Language and Composition. The literary component of the course covers a range of genres, including nonfiction, fiction, drama, and poetry. While analyzing these works, students consider style (a language-based approach to exploring meaning in a piece of writing through tone, diction, and syntax) and rhetoric (the examination of the argument and structure of a piece of writing by considering aspects of the author's credibility, irony, and use of logic). Writing assignments cover both expository and argumentative aspects of writing. Prior coursework in English through the high school sophomore level is required for enrollment in AP English Language.

Course Length: Two semesters
Materials: *The Great Gatsby* by F. Scott Fitzgerald; *Meno* by Plato (available online); *The Spirit Catches You and You Fall Down* by Ann Fadiman
Prerequisites: English II (or equivalent) and teacher/school counselor recommendation

AP ENGLISH LITERATURE

AP English Literature prepares students for the Advanced Placement exam in English Literature and Composition. In this course, students acquire the reading and critical thinking skills necessary to understand challenging material, analyze that material to deduce meaning, and apply what they learn. They also acquire the composition skills needed to communicate their understanding effectively to a variety of audiences. Students read and analyze classic works of literature that contain literary qualities that merit study and provoke deep thought. Students also read modern and contemporary works as they examine a variety of literary genres, including plays, short stories, poetry, essays, and novels. Prior coursework in English through the high school junior level is required for enrollment in this course.

Course Length: Two semesters
Materials: *The Odyssey* by Homer; *Arms and the Man* by Bernard Shaw; *Civil Disobedience* by Henry David Thoreau; *Self Reliance* by Ralph Waldo Emerson; *The Importance of Being Ernest* by Oscar Wilde; *The Oedipus Cycle: Oedipus Rex, Oedipus at Colonus, Antigone* by Sophocles; *Letter from Birmingham Jail* by Martin Luther King (available online); *Caesar and Cleopatra* by Bernard Shaw; *Cyrano De Bergerac* by Edmond Rostand; *Hamlet* by William Shakespeare
Prerequisites: English III (or equivalent) and teacher/school counselor recommendation

CREATIVE WRITING

Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step-process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

Course Length: Two semesters
Prerequisites: None

JOURNALISM*

In this course, students produce news stories, editorials, features, and sports articles as they learn the basics of journalism. The course uses a textbook and covers laws and ethics, freedom of the press, and the principles of journalistic writing. Students learn how to generate ideas and conduct interviews. They improve their writing skills by concentrating on properly organizing their ideas and using correct grammar and vocabulary as they compose their articles and assignments. In the process, they learn how to think critically about the main ideas, points of view and bias, validity of sources, and the relevance of the various topics they write about.

Course Length: One semester
Materials: *Introduction to Journalism*, McDougal Littell
Prerequisites: None

PUBLIC SPEAKING*

Students are introduced to public speaking as an important component of their academic, work, and social lives. They develop skills as public speakers by planning, organizing, writing, and delivering speeches on topics of their choosing. They learn to be fair and critical listeners, give and respond to feedback, and incorporate visual and multimedia aids. They also learn about the ethics of public speaking and techniques for managing communication anxiety.

Course Length: One semester
Materials: Student must provide a webcam and recording software
Prerequisites: None

Math

MATH FOUNDATIONS I (REMEDIATION)

Students build and reinforce foundational math skills—typically found in third through fifth grade—for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation

MATH FOUNDATIONS II (REMEDIATION)

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation; Math Foundations I is not required

PRE-ALGEBRA

This course builds on essential arithmetic skills to provide a foundation for the algebraic concepts students need to succeed in Algebra I and higher-level math courses. Pre-Algebra course content includes real numbers and linear equations, linear inequalities, factoring, fractions, graphing, and elements of geometry. Students study these topics in a self-paced environment that includes a series of randomly generated math problems to help them practice and apply the content they are learning. Students receive immediate feedback on their answers to these math problems. Lessons are supplemented with practice activities, homework, and quizzes; problems in these supplemental elements are formatted alike to help reinforce the content and help students develop their problem-solving skills.

Course Length: Two semesters
Prerequisites: None

ALGEBRA I

Like Pre-Algebra, Algebra I is structured as a self-paced course that focuses on the presentation of content followed by practice problems. Students begin the course by completing several prerequisite activities to test their algebra readiness. They then progress through topics such as numbers and expressions, functions and linear equations, polynomials and factoring, quadratic functions and radicals, and rational expressions. Students also explore basic statistics and learn about different types of graphs. Narrated slideshows help them grasp and absorb the more challenging concepts introduced in this course. Games and exercises give students opportunities to practice what they've learned before turning in graded homework assignments and taking quizzes.

Course Length: Two semesters
Prerequisites: None

GEOMETRY

Geometry builds on students' prior knowledge by helping them make a connection to the concepts they learned in Algebra I. In this course, they are introduced to the basic elements of geometry and then move on to proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, congruence and similarity, surface area, volume, and transformations. Content is accompanied by numerous graphics and illustrations in this very visual course. Narrated slideshows make it easier for students to understand the more challenging concepts presented. Lessons are supplemented with interactive problems that let students practice what they've learned before they do homework assignments and take assessments.

Course Length: Two semesters
Prerequisites: Algebra I

ALGEBRA II

Content covered in Algebra II includes functions, radical functions, rational functions, exponential and logarithmic functions, trigonometry, geometry, conic sections, systems of equations, probability, and statistics. As students study the progressively more challenging topics in this course, they need more practice and feedback. To meet this need, Algebra II introduces the use of a Math Tutorial Lab, which gives students an open forum to discuss concepts with other students and to get teacher input. The course includes custom animations and flash tutorials to help explain the content. Students learn how to apply the concepts and skills taught in this course to real-world scenarios.

Course Length: Two semesters
Prerequisites: Algebra I

TRIGONOMETRY*

After students complete this one-semester course, they will have an understanding of how trigonometry is used in daily life and how it relates to other mathematical topics. The course begins with an introduction to trigonometry, including functions and relations, domain and range, composition of functions, performing operations on functions, and graphing functions. Lessons go on to cover trigonometric ratios, graphing trigonometric functions, and trigonometric laws and identities. Like Geometry, Trigonometry is a very visual course; much of the content is accompanied with graphics and illustrations. There are custom self-checks throughout this course that pose problems in a "What do you think?" format. After completing the problems, students can check their answers as well as their problem-solving procedures.

Course Length: One semester
Prerequisites: Algebra II

PRE-CALCULUS*

This one-semester course, which covers advanced algebraic and introductory calculus topics, prepares students to take Calculus. Content includes polynomial functions, polar coordinates, complex numbers, conic sections, exponential functions, logarithmic functions, sequences, and series. The course presents the more challenging concepts through custom flash tutorials and provides lots of opportunities for students to practice their problem-solving skills. Lessons are supplemented with narrated example problems that reinforce the concepts taught and help students apply these concepts as they complete their homework assignments. Pre-Calculus helps students understand how major pre-calculus topics relate to real-world situations and how it is used within the greater context of mathematics.

Course Length: One semester
Prerequisites: Trigonometry

CALCULUS

This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented across ten units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. In this course, students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. Students will use an embedded graphing calculator applet (GCalc) for their work on this course; the software for the applet can be downloaded at no charge.

Course Length: Two semesters
Prerequisites: Pre-Calculus

CONSUMER MATH

In Consumer Math, students study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of the course begins with a focus on occupational topics; it includes details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. In the second semester, students learn about personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses. Narrated slideshows help illustrate some of the more difficult content. Throughout the course, students participate in online discussions with each other and their teacher.

Course Length: Two semesters
Prerequisites: None

AP CALCULUS AB

AP Calculus AB is a college-level course that introduces limits, differentiation, and integration of functions. Students find and evaluate finite and infinite limits graphically, numerically, and analytically. They find derivatives using a variety of methods, including the chain rule and implicit differentiation. They use the first derivative test and the second derivative test to analyze and sketch functions. Each unit of this course includes exam-preparation content for the Advanced Placement Calculus AB examination. Students enrolling in the AP Calculus AB course must have knowledge of algebra, geometry, trigonometry, analytic geometry, and elementary functions.

Course Length: Two semesters
Materials: A graphing calculator
Prerequisites: Knowledge of algebra, geometry, trigonometry, analytic geometry, and elementary functions and teacher/school counselor recommendation

AP STATISTICS

Statistics concerns the collection, organization, and interpretation of data. In AP Statistics, students interpret the output generated by statistical software programs. This two-semester course presents the following topics, among others: organizing data, examining relationships, producing data, probability, random variables, binomial and geometric distributions, sampling distributions, and inference. This course prepares students to take the Advanced Placement Statistics exam. Students who enroll in AP Statistics must have access to a computer equipped with software capable of doing data analysis. In addition, one of the following Texas Instruments calculators is required: TI-83, TI-83+, TI-84, TI-84+, or TI-89.

Course Length: Two semesters
Materials: *The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced*, 2nd Edition, Dan Yates, David S. Moore, Daren S. Starnes
Prerequisites: Two years of high school Algebra and teacher/school counselor recommendation

INTEGRATED MATH

This course helps students develop mathematical skills that enable them to solve problems and use reason and logic in math courses. Integrated Math gives them an overview of the many mathematical disciplines; topics include number sense, operations, algebraic sense, introduction to probability, geometric figures, geometric movement, measurement, and a more in-depth look at probability (including permutations and combination). Content is expressed in everyday mathematical language and notations to help students learn to apply the skills in a variety of applications. Instruction is supplemented with self-check quizzes, audio tutorials, web quests, and interactive games that engage students in the content they are learning.

Course Length: Two semesters
Prerequisites: Algebra I

Science

PHYSICAL SCIENCE

Physical Science is an introductory high school science course that prepares students to take Biology, Chemistry, and Physics. This course introduces students to scientific processes, the scientific method, and scientific inquiry. Content includes safety in the lab and the field, principles for conducting experiments, and the need for scientific communication. The course also covers the atomic nature of matter, classification of the elements, the periodic table, acids, and bases. Next, students explore energy, learn about Newton's laws of motion, and have the opportunity to design their own machine using the basic principles of physics. They finish the course with a survey of the universe, the life cycles of stars, and space exploration.

Course Length: Two semesters
Prerequisites: None

EARTH SCIENCE

In this course, students learn about the history of life on Earth and the development of the geologic time scale. The course includes instruction on how to carry out scientific investigations both in the lab and in the field. Students explore the earth's terrestrial, atmospheric, and marine ecosystems and discover how human activities affect them. They analyze maps to describe geologic features and meteorological data. Content covers the properties of rocks and minerals, the theory of plate tectonics, the processes of weathering and erosion, and climate patterns. The course concludes with a unit on the structure and composition of the solar system.

Course Length: Two semesters
Prerequisites: None

BIOLOGY

Students receive an introduction to general biology in this course, with an emphasis on the processes of scientific inquiry and logical thinking. Instruction covers the fundamental principles of living organisms, including the physical and chemical properties of life, and cellular organization and function. Over the span of two semesters, students gain an understanding of the transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life. This course presents information in an understandable and straightforward way that captures students' interest while introducing them to up-to-date scientific concepts and procedures.

Course Length: Two semesters
Prerequisites: None

AP BIOLOGY

This comprehensive general biology course covers biochemistry, molecular biology, genetics, mechanisms of evolution, the evolutionary history of biological diversity, plant and animal form and function, and ecology. The textbook used, range and depth of topics covered, concepts presented, topics discussed, and labs completed in this course are designed to be equivalent to a college-level introductory biology course that biology majors or premedical students would take during their first year. In AP Biology, students acquire investigative and laboratory skills needed for the study of biology and are equipped and prepared for the Advanced Placement Biology examination. Chemistry is a prerequisite for enrollment in AP Biology.

Course Length: Two semesters
Prerequisites: Successful completion of Biology and Chemistry and teacher/school counselor recommendation

CHEMISTRY

This course enhances inquiry-based learning activities while adhering closely to standards for teaching chemistry. Instruction emphasizes the mathematical, theoretical, and experimental basis of modern chemistry. Students learn fundamentals such as the periodic table, ionic compounds, chemical reactions, different states of matter, thermodynamics, and nuclear chemistry. Throughout this course, students actively engage in exploration and analysis that will improve their ability to explain and predict phenomena using scientific skills. An optional hands-on lab kit is available for purchase with this course. Chemistry is a course for grades 11 or 12 requiring the successful completion of lower-level science courses and math skills from Algebra I or above.

Course Length: Two semesters
Prerequisites: This grade 11–12 course requires successful completion of lower level science courses and math skills equal at least to Algebra I

AP CHEMISTRY

This two-semester course is equivalent to a full-year introductory college course in general chemistry. Topics presented in AP Chemistry include components of matter, stoichiometry of formulas and equations, chemical reactions, kinetic-molecular theory, thermochemistry, electron configuration, chemical bonding, intermolecular forces, properties of mixtures, periodic patterns, organic compounds, equilibrium, and thermodynamics. Students learn fundamental analytical skills to logically assess and solve chemical problems. They develop the skills necessary to arrive at conclusions based on informed judgment, using mathematical formulation principles, chemical calculation, and laboratory experiments. Students learn to present evidence in clear and persuasive essays and prepare for the Advanced Placement Chemistry exam. The course uses a textbook, and a chemistry lab kit is required.

Course Length: Two semesters
Materials: *AP Chemistry: The Molecular Nature of Change,* 5th Edition; AP Chemistry Lab
Prerequisites: Successful completion of Chemistry and teacher/school counselor recommendation

PHYSICS

In this course, students learn the fundamentals of physics and gain an understanding of how this branch of science is interconnected with the everyday world. Students explore the concepts of motion, force, gravitation, thermodynamics, the behavior of light and sound waves, and the relationship between electricity and magnetism. They are encouraged to use critical thinking and scientific problem solving to make informed decisions and reach logical conclusions. Approximately forty percent of the course involves virtual laboratory investigations. Some activities require ordinary household items, such as rulers, meter sticks, balls or marbles, string, paper, and pencils.

Course Length: Two semesters
Prerequisites: Successful completion of Algebra II; Geometry also recommended

AP PHYSICS B

AP Physics B surveys the algebra-based major areas of physics—mechanics, fluids, waves, optics, electricity, magnetism, and modern physics (atomic and nuclear). Students learn to think like scientists: they make predictions based on observation, write hypotheses, design and complete experiments, and reach conclusions based on the analysis of resulting data. They apply the concepts of physics to their everyday experiences, current events, and issues in science and engineering. AP Physics B provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. This course prepares students for the Advanced Placement Physics B exam.

Course Length: Two semesters
Materials: *Physics: Principles with Applications*, Giancoli, Douglas; AP Physics Lab Kit
Prerequisites: Successful completion of Algebra II and Trigonometry with one year of Physics highly recommended and teacher/school counselor recommendation

ENVIRONMENTAL SCIENCE

Environmental Science is a multidisciplinary field that draws from the physical sciences in addition to other fields. This course teaches the connection between all living organisms within an ecosystem. It helps students better understand the impact humans have on the world around them and ways in which individuals can influence the environment through their actions. Environmental Science explains the concept of biome as a region defined by a specific climate, plant life, and animal community. Content highlights the critical value of clean water, the impact of pollution, agricultural and population issues, and various types of existing and future energy resources and technologies.

Course Length: Two semesters
Materials: *Environmental Science*, Karen Arms, 2006, Holt, Rinehart and Winston
Prerequisites: None

AP ENVIRONMENTAL SCIENCE

Students examine the natural world's interrelationships in AP Environmental Science. During this two-semester course, they identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists as they make predictions based on observation, write hypotheses, design and complete field studies and experiments, and reach conclusions based on the analysis of resulting data. Students apply the concepts of environmental science to their everyday experiences, current events, and issues in science, politics, and society. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prerequisites for enrollment include two years of prior coursework in laboratory sciences (Biology, Chemistry, Earth Science, or Physics).

Course Length: Two semesters
Materials: *Living in the Environment* - 16th Edition; AP Environmental Science Lab Kit
Prerequisites: Two years of laboratory sciences, usually biology/life science and either Chemistry or Physics; Algebra; Earth Science is desirable and teacher/school counselor recommendation

FORENSIC SCIENCE*

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Course Length: One semester
Prerequisites: Successful completion of at least two years of high school science including Biology (or equivalent); Chemistry is highly recommended

Social Studies

GEOGRAPHY

This course explores world geography on a region-by-region basis and covers a broad range of geographical perspectives. Each unit covers one continent or other major geographical region of the world. Units include North America, Central America, South America, Western Europe, Eastern Europe and Russia, East Asia, Southeast Asia and the Pacific Cultures, Africa, India, and the Middle East. Students first learn about each region's landforms, climate, and population. They then examine that region's cultural, economic, and political institutions. Each unit is presented in a parallel format to facilitate interregional comparisons and allow students more clearly to see the similarities and differences between the regions.

Course Length: Two semesters
Prerequisites: None

WORLD HISTORY

This World History course examines human development from the dawn of civilization to the present day. Students learn about the socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout history. Using primary and secondary sources, students conduct inquiry-based research to examine historical events, cultural developments, and social and family structures. They also participate in interactive discussions and analyze statistics and data from maps, charts, and graphs. Students are encouraged to use their critical thinking and problem-solving skills to evaluate the achievements of civilizations in the fields of science, technology, and the arts.

Course Length: Two semesters
Prerequisites: None

AP WORLD HISTORY

AP World History covers the history of the world from 600 CE to the present and includes an introduction unit on the period from 8,000 BCE to 600 CE. The course emphasizes patterns of change and the connections between the various world cultures throughout the time period studied in the course. Students gain an understanding of the global experiences of humanity and can apply that knowledge to their growth and development as world citizens. This two-semester course prepares students to take the AP World History exam. It also provides them with an understanding of why the world developed the way it did. This course uses a textbook.

Course Length: Two semesters
Prerequisites: Success in previous history course and teacher/school counselor recommendation

AMERICAN HISTORY

The instructional content of this course spans the length and breadth of American history from the origins of the nation's democratic principles through the contemporary domestic and foreign issues affecting America's security and prosperity. Students analyze key documents and events that that have shaped the nation's development. They also identify and examine political leaders and other individuals who have played a major role in U.S. history. This course is organized into ten units, which cover settling America, forming the republic, the Civil War, a growing nation, America as a world power, the Twenties, World War II and beyond, the Sixties, the road to the modern era, and charting a new course.

Course Length: Two semesters
Prerequisites: None

AP U.S. HISTORY

AP U.S. History focuses on the development of analytical skills to enable students to critically interpret the nation's history. In this course, students assess historical primary and secondary sources, weighing the evidence presented, to arrive at informed conclusions. They learn to think like historians as they evaluate sources and interpretations, develop thesis statements, support interpretations with evidence, and communicate their conclusions. In the process, they gain an appreciation for how historic events have shaped modern political, social, cultural, and economic life. The course provides opportunities for guided inquiry and student-centered learning that build critical thinking skills. Prior coursework in Social Studies or History is a prerequisite for enrollment in this course.

Course Length: Two semesters
Materials: *The American Pageant*, 14th Edition, David Kennedy, Lizabeth Cohen
Prerequisites: Successful completion of Honors or advanced high school social studies or history course and teacher/school counselor recommendation

AMERICAN GOVERNMENT*

This course covers the historical background, guiding principles, and political institutions that together constitute the government of the United States. Students examine the structure, function, and power of government at the local, state, and national levels. They gain an understanding of the principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, individual rights, and the roles of individuals and groups in the American political system. Instructional material for this one-semester course is presented in seven units, including introduction to government and politics, roots of the American constitution, principles of American government, the federal system, civil rights and liberties, participation in a democracy, and institutions of government.

Course Length: One semester
Prerequisites: None

AP U.S. GOVERNMENT*

This course presents an analytic perspective on American politics, covering the ideals, institutions, and processes that direct the daily operations of government and shape public policy. In AP U.S. Government, students examine the constitutional structure of government, participatory politics, the formal institutions of power, and the extra-constitutional influences on government institutions. They interpret and analyze the political landscape to develop an understanding of the strengths and weaknesses of the U.S. system of government. This one-semester course addresses the following topics, among others: American political culture, the Constitution, federalism, civil liberties, civil rights, public opinion, media, political parties, campaigns and elections, interest groups, Congress, the presidency, the federal bureaucracy, and the federal courts.

Course Length: One semester
Materials: *Government in America: People, Politics, and Policy,* 14th Edition, Edwards, Wattenberg, & Lineberry, 2009, Longman
Prerequisites: Success in American History (or equivalent) and teacher/school counselor recommendation

CIVICS*

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Course Length: One semester
Prerequisites: None

ECONOMICS*

This one-semester course provides students with an introduction to basic economic principles, such as how governments use limited resources to best satisfy people's wants and needs. Key topics include the law of supply and demand; allocation of goods and services; monetary and fiscal policy, saving, borrowing, and spending; the Federal Reserve System and the money supply; unemployment; and inflation. Students learn about the important roles that competition, scarcity, incentives, profit, interest rates, trade, and government regulation play in an open free market economy, and how fundamental decisions about the four factors of production (land, labor, capital, and entrepreneurship) are made.

Course Length: One semester
Prerequisites: None

AP MACROECONOMICS*

Macroeconomics is the study of how economic systems work as a whole. In this one-semester course, students learn how the economy is measured by indicators such as gross domestic product (GDP), among others. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Students engage in decision making to create an environment in which high employment rates and higher living standards can be achieved by using fiscal and monetary policy. Topics presented in the course include measuring economic performance; aggregate demand and aggregate supply; money, monetary policy and economic stability; monetary and fiscal policy; and international economics. This course prepares students for the AP Macroeconomics exam.

Course Length: One semester
Materials: *Macroeconomics*, 17th Edition, McConnell et al., (McGraw Hill 2008); AP Macroeconomics: Student Activities
Prerequisites: Success in Algebra II (or equivalent) and teacher/school counselor recommendation

AP MICROECONOMICS*

Microeconomics is the study of economics on the level of individual areas of activity and how individuals make choices with limited resources. In AP Microeconomics, students examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the effect of government on individual decision making. Students study the stock market as an investment option and trace various stocks throughout the semester, using the Wall Street Journal and the Internet as resources. Topics presented include the nature and functions of product markets, theory of the firm, factor markets, and role of government. This course prepares students for the AP Microeconomics exam.

Course Length: One semester
Materials: *Microeconomics*, 17th Edition, McConnell et al., (McGraw Hill 2008); AP Microeconomics Student Activities
Prerequisites: Success in Algebra II (or equivalent) and teacher/school counselor recommendation

AP EUROPEAN HISTORY

This course surveys the social, economic, cultural, intellectual, political, and diplomatic history of modern Europe and its place in the history of the world—from the fall of Constantinople to the fall of the Berlin Wall and collapse of the Soviet Union. The course is equivalent to a college freshman or sophomore modern European history course. Students develop an understanding of the major periods, ideas, movements, trends, and themes that characterize European history from approximately 1450 to the present. They also develop the ability to analyze historical evidence and express their understanding and analysis in writing. This course prepares students for the Advanced Placement European History exam.

Course Length: Two semesters
Materials: *The Western Heritage: Since 1300*, Donald Kagan, Steven Ozment, and Frank M. Turner
Prerequisites: Success in previous history course and teacher/school counselor recommendation

ANTHROPOLOGY*

Anthropologists research the characteristics and origins of the cultural, social, and physical development of humans and consider why some cultures change and others come to an end. In this course, students are introduced to the five main branches of anthropology: physical, cultural, linguistic, social, and archeological. Through instruction and their own investigation and analysis, students explore these topics, considering their relationship to other social sciences such as history, geography, sociology, economics, political science, and psychology. Emulating professional anthropologists, students apply their knowledge and observational skills to the real-life study of cultures in the United States and around the world. The content in this course meets or exceeds the standards of the National Council for the Social Studies (NCSS).

Course Length: One semester
Prerequisites: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

PSYCHOLOGY*

In this course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key terms of psychology and how to apply psychological principles to their own lives. Unit topics in this one-semester course include methods of study, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders.

Course Length: One semester
Prerequisites: None

AP PSYCHOLOGY*

This one-semester course surveys the major topics in the field of psychology as well as terminology, methodology, and the historical and current understanding of human behavior and thought processes. Concepts, terminology, and research findings are presented at the level of an introductory college psychology course. Students learn how psychologists analyze human experiences and apply what they have learned. Organized in seven units, the course presents the following topics: introduction to psychology, the biological basis of behavior, human development and awareness, human cognition, human motivation and emotion, human interaction, and course review. The course prepares students to take the Advanced Placement Psychology exam. Prior coursework in Biology is suggested. This course uses a textbook.

Course Length: One semester
Materials: *Psychology in Modules*, 9th Edition, David Myers
Prerequisites: Prior coursework in Biology is suggested and teacher/school counselor recommendation

SOCIOLOGY

Through this two-semester course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics for the first semester include society and culture, what is sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. In the second semester, students learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society. Students use a textbook for the course.

Course Length: Two semesters
Materials: *Sociology: Study of Human Relationships*, W. LaVerne Thomas
Prerequisites: None

CONTEMPORARY WORLD ISSUES

Students analyze governments, economies, peoples, and cultures from around the world in this course. Instruction emphasizes the structures and policies of the United States and how they compare to other systems in the international community. Students apply critical thinking and research skills to examine current events and contemporary issues, including human rights, the strengths and weaknesses of globalization, America's role in the international economy, the severe environmental threats facing many regions around the world today, how religion is often used to facilitate and justify violence, and America's "War on Terror" and its impact on the Middle East and Islamic culture.

Course Length: Two semesters
Prerequisites: None

FAMILY AND CONSUMER SCIENCE*

In this course, students develop skills and knowledge to help them transition into adult roles within the family. They learn to make wise consumer choices, prepare nutritious meals, contribute effectively as part of a team, manage a household budget, and balance roles of work and family. They gain an appreciation for the responsibilities of family members throughout the life span and the contributions to the well-being of the family and the community.

Course Length: One semester
Prerequisites: None

World Languages

FRENCH I

Students receive a thorough grounding in the basics of the French language in this introductory, two-semester course. French I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: None

FRENCH II

French II continues the learning process that began with French I and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: French I

FRENCH III

This course builds on knowledge that students acquired in the beginning-level courses, French I and II, and aligns with national ACTFL standards. Students learn to express themselves using present, past, future, and conditional tense verbs in increasingly complex grammatical constructions. They become familiar with idiomatic expressions common to daily French speaking and build vocabulary in order to be able to converse on a wider variety of themes in French. Instruction includes more material on French culture, geography, and history than in earlier courses, giving students the opportunity to learn about France and other francophone countries around the world.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: French II

FRENCH IV

Students complete their high school French language education with this two-semester course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in French IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of French-speaking countries' culture, history, and geography and learn about francophone contributions in the arts.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: French III

AP FRENCH LANGUAGE

In AP French Language, students apply their knowledge of French grammar and vocabulary and their listening, reading, speaking, and writing skills to a variety of real-world contexts. They learn to speak fluently and accurately, write complex compositions, and comprehend native speakers' conversation. In addition, they explore French culture in both contemporary and historical contexts to develop an appreciation of cultural products, practices, and perspectives. The equivalent of a college-level language course, this course is taught in French and prepares students for the Advanced Placement exam as well as for further study of French language, culture, and literature.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: French III and teacher/school counselor recommendation

GERMAN I

German I provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: None

GERMAN II

Instructional content in German II introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Like German I, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: German I

GERMAN III

This course expands the scope of concepts and information that students mastered in the German I and II courses and aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include vacations, travel, leisure time, healthy living, body parts and ailments, family members, rights and responsibilities, household chores, university study, military service, personal relationships, the importance of appearance, emotions, fairy tales, and animals. Unit activities blend different forms of communication and culture.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: German II

GERMAN IV

German IV builds on the foundation of the first three courses. Students continue to sharpen their speaking, listening, reading, and writing skills while also learning to express themselves on topics relevant to German culture. Authentic texts, current culture, and literature from Germany, Austria, and Switzerland all form part of the instructional material for this course. Each unit focuses on a particular region or city and includes such themes as culture, tourism, and current events. These units cover topics such as contemporary and classical music, expressing opinion, German history, transportation, family weekend travel, shopping, free-time activities, technology, multiculturalism, education, and careers.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: German III

JAPANESE I

Students become familiar with the fundamental concepts and constructions of the Japanese language as well as the rich and ancient world of Japanese culture in this two-semester course. Japanese I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: None

JAPANESE II

In Japanese II, course content blends different forms of communication and culture via unit activities to ensure that students meet all standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a focus on successful oral and written communication as well as a through grounding in Japanese culture. Unit themes for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete Japanese I in order to enroll in this course.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Japanese I

LATIN I

This two-semester course provides an introduction to the fundamentals of Latin grammar. Students develop the skills necessary to translate basic sentences from Latin into English and from English into Latin, and to read simple connected passages of Latin prose and poetry. In the process, students learn how verb conjugations and noun declensions work in a highly inflected language and how to analyze the structure of Latin sentences. The course includes a cross-cultural component, introducing students to the world of ancient Rome by allowing them to acquire knowledge—through word study—of Roman institutions, practices, religious beliefs, and ideological ways of thought.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: None

LATIN II

Latin II builds on the foundation in Latin grammar provided by the Latin I course and also includes an in-depth study of Roman mythology and history. Students expand their use of declensions, adjectives, adverbs, and cases. These skills enable them to translate longer Latin texts into English that require a more complex knowledge of grammar rather than just vocabulary. To practice oral Latin skills, students engage in conversations, seek and give items of information, express feelings and emotions, and exchange opinions. Latin II also takes students on a tour of the ancient classical world, including literature, historical workers, and the lives of famous and influential Romans.

Course Length: Two semesters
Materials: *The Odyssey* by Homer; Computer must be equipped with a microphone and audio recording software
Prerequisites: Latin I

MANDARIN (CHINESE) I

Mandarin (Chinese) I introduces students to the study of the Chinese language. Students learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of world language instruction. Instructional material introduces simple grammatical concepts in innovative ways and provides practice activities with a variety of learning styles in mind. This two-semester course sprinkles culture throughout the units to help students focus on the Chinese-speaking world, its culture, people, geographical locations, and history. Unit themes include greetings, numbers, family members, school life, clothing, daily routine, shopping, and restaurant menus. The course is aligned with national ACTFL (American Council on the Teaching of Foreign Languages) standards.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: None

MANDARIN (CHINESE) II

This two-semester course is a continuation of the introductory-level Mandarin (Chinese) I course. It presents students with new, more complicated areas of Chinese language learning. Units cover a variety of material that is useful to students learning everyday conversational arts. Themes include daily routine, animals, hobbies, the body, descriptions, home life, shopping, entertainment, sports, and travel. Throughout the course, students learn to express themselves using an ever increasing vocabulary of present tense verbs, articles, and adjectives. They gain the skills and confidence necessary to talk about daily activities, leisure-time pursuits and hobbies, body parts and their function, and people and culture.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Mandarin (Chinese) I

SPANISH I

Spanish I gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL), which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: None

SPANISH II

Students receive additional grounding in grammar and vocabulary in this two-semester course. Instructional material encourages students to build conversational and reading skills to cover many common situations in daily life. Like Spanish I, this follow-up course adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Learning activities in each unit are focused on a specific theme. The units for both semesters cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Spanish I

SPANISH III

This course builds on the grammatical concepts and vocabulary that students mastered while completing the Spanish I and II courses. Spanish III fully aligns with national ACTFL standards. Students learn increasingly complex grammatical constructions, such as present, imperfect, perfect, and future tenses; reflexive and modal verbs; prepositions; conjunctions; relative pronouns; and adjective endings. Unit themes in this two-semester course include chores, directions, feelings, future plans and travel, geography, countries and nationalities, health, household items, measurements, occupations, and personal history. Unit activities blend different forms of communication and culture.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Spanish II

SPANISH IV

Fourth-year Spanish expands on the foundation of Spanish grammar and vocabulary that students acquired in the first three courses. As with all the earlier offerings, this culminating-level Spanish language course conforms to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to sharpen their speaking, listening, reading and writing skills while also learning to express themselves on topics relevant to Spanish culture. The two-semester course is divided into ten units whose themes include people, achievements, wishes and desires, activities, celebrations, possibilities, the past, the arts, current events, and wrap up and review.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Spanish III

AP SPANISH LANGUAGE

AP Spanish Language students practice their Spanish speaking, listening, reading, and writing skills. They study vocabulary and grammar and then apply what they've learned in extensive written and spoken exercises. Students develop an expansive vocabulary and a solid knowledge of all verb forms and tenses. Culture is an important aspect of the course; students explore culture in both contemporary and historical contexts to develop an appreciation of cultural products, practices, and perspectives. The equivalent of a college-level language course, AP Spanish Language prepares students for the Advanced Placement exam as well as for further study of Spanish language, culture, and literature.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Spanish III and teacher/school counselor recommendation

Technology

AP COMPUTER SCIENCE A

AP Computer Science A is the equivalent of a first-semester, college-level course in computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. Students enrolling in AP Computer Science A should have knowledge of mathematics at the Algebra II level as well as some previous programming experience, a basic understanding of networks, and knowledge of the responsible use of computer systems (including system reliability, privacy, legal issues, intellectual property, and the social and ethical ramifications of computer use). To take this course, students need regular access to a computer system with recent technology.

Course Length: Two semesters
Materials: Java; at least 128 MB of memory
Prerequisites: Success in Algebra II (or equivalent); previous programming experience, such as an introductory course in C++, Pascal, Visual Basic, or Java; basic understanding of networks; and teacher/school counselor recommendation

COMPUTER FUNDAMENTALS

In this two-semester introductory course, students learn how to use word processing, spreadsheeting, and presentation tools to create, analyze, edit, share, and publish information for a variety of audiences and purposes. Through step-by-step tutorials and a project-based approach to learning, students become familiar with the key concepts and basic skills of today's information technology sector. The course is organized in units that cover the following topics: Documents, Spreadsheets, Presentations, Internet basics, and E-mail Basics.

Course Length: Two semesters
Materials: Microsoft Office or Open Office
Prerequisites: None

DIGITAL PHOTOGRAPHY*

In this one-semester course, students will learn the basics of photographic composition and lighting, develop an understanding of using a digital camera and the basics of preparing a digital darkroom. Students will also learn basic color theory and the fundamentals of image processing. Software skills are taught through practical, hands-on activities that get students involved in the learning process and help them retain the content. By the conclusion of this course, students are capable of producing their own unique and highly personalized images. This course is designed for the student who has no background in photography.

Course Length: One semester
Materials: Student must provide a digital camera
Prerequisites: None

GAME DESIGN*

Game Design introduces students to the basic skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of design and development. Students explore both the artistic and technical processes of developing game elements such as story, levels, sound, and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres, elements of game play, setting goals, platform, game generations, and player modes.

Course Length: One semester
Materials: Multimedia Fusion 2 (standard), Blender (freeware), TrackMania Nations (freeware), and Multimedia Fusion Developer (demo)
Prerequisites: None

PROGRAMMING I—VB.NET*

Students learn basic programming and the essential concepts of VisualBasic.net (VB.NET) in this one-semester course. As an introduction to VB.NET, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. Prior coursework in computer fundamentals is a prerequisite.

Course Length: One semester
Materials: Visual Studio 2008 Express Edition
Prerequisites: Knowledge of computer fundamentals

PROGRAMMING II—JAVA*

This introductory-level, one-semester course is designed for people who have very little programming experience. In Java Programming, students gain an understanding of Java platforms and learn how to build a stand-alone application, such as a countdown clock or leap year indicator. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language.

Course Length: One semester
Materials: JDK 1.5 or a higher version Java application
Prerequisites: Basic computer fundamentals; VB.NET Programming I or a solid understanding of version control and general software development

WEB DESIGN*

This one-semester course introduces students to the mechanics and elements of web design and HTML, the concepts of planning and organizing websites, and the documentation and copyright issues associated with website design. Students engage in a variety of project-based assessments to evaluate their understanding and progress. After completing the course, students are able to understand the planning and organization of a website, the elements of design and HTML, and the copyright and fair use doctrines that apply to website creation. Students also learn how to use a WYSIWIG editor and other online tools to create a website.

Course Length: One semester
Materials: NVu software package
Prerequisites: None

C++ PROGRAMMING*

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual C++ 2008, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Course Length: One semester
Prerequisites: None

3D ART I—MODELING*

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

Course Length: One semester
Prerequisites: None

3D ART II—ANIMATION*

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they master the basics of animation—rigging, bones, and movement— while learning how to apply traditional animation techniques to their 3D models. They also learn about jobs in the industry.

Course Length: One semester
Prerequisites: 3D Art I—Modeling (or equivalent)

AUDIO ENGINEERING*

In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Course Length: One semester
Prerequisites: None

GREEN DESIGN AND TECHNOLOGY*

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about the potential for emerging energy technologies such as water, wind, and solar power. They find out how today's businesses are adapting to the increased demand for sustainable products and services. In this course, students develop a comprehensive understanding of this fast-growing field.

Course Length: One semester
Prerequisites: None

DIGITAL ARTS I*

In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display, and presentation of digital artwork. They respond to the artwork of others and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Course Length: One semester
Prerequisites: None

DIGITAL ARTS II*

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

Course Length: One semester
Prerequisites: Digital Arts I (or equivalent)

COMPUTER SCIENCE*

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

Course Length: One semester
Prerequisites: None

ENGINEERING DESIGN /CAD*

Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on, introductory-level course.

Course Length: One semester
Prerequisites: None

Electives

AP ART HISTORY

This course is designed to broaden students' knowledge of architecture, sculpture, painting, and other art forms within various historical and cultural contexts. In AP Art History, students identify and classify artworks from prehistory through the twentieth century, formally analyze artworks by placing them in the historical context within which they were created, consider the visual traditions of the cultures that created artworks, and understand interdisciplinary and cultural influences on works of art. In addition to visual analysis, the course considers issues such as patronage, gender, and the functions and effects of artworks. This course uses a textbook.

Course Length: Two semesters
Prerequisites: Teacher/school counselor recommendation; Prior art training is not required

ACCOUNTING

Through this course, students gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. This introduction to accounting gives students who have never had prior accounting training an overview of the three forms of accounting: financial, cost, and management accounting. The course helps build an appreciation for the role of accounting in managing a profitable business. Instructional material covers the basic concepts, conventions, and rules of the double entry system and includes techniques for analyzing ratios from a balance sheet. The concept of ethics, integrity, confidentiality, and rigor are woven through all the units.

Course Length: Two semesters
Prerequisites: None

ART APPRECIATION*

This one-semester course introduces students to various forms of the visual arts, such as painting, sculpture, and film. Students learn how to critically examine a work of art in historical, social, and cultural contexts; identify and compare key characteristics in artworks; and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, students develop the ability to explain the significance of artworks in Western and non-Western cultures; identify the medium and technique used to create works of art; and analyze formal elements, principles of design, and stylistic characteristics found in artworks from various art historical periods.

Course Length: One semester
Prerequisites: None

CAREER PLANNING*

Students use an informative interactive process to explore career and life options in this one-semester elective. They begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Instructional material then helps them match job market information, interview techniques, training requirements, and educational paths to potential careers that suit their strengths and personal priorities. Successfully completing this course gives students the ability to identify and describe their personal interests, aptitudes, and lifestyle goals; locate and evaluate information about different careers; identify the skills and knowledge needed for careers of interest and how to obtain them; and create an entrepreneurial business plan.

Course Length: One semester
Prerequisites: None

DRIVER EDUCATION*

Driver Education can provide a foundation for a lifetime of responsible driving. Instructional material in this course emphasizes the mechanics of driving operations and the rules of safe driving. Among other topics, students learn how to assess and manage risk, handle social pressures, understand signs and signals, comprehend the rules of the road, and start, steer, stop, turn, and park a car. They also learn how to contend with driving environments including light and weather conditions, share the roadway, respond to an emergency, buy and maintain a car, plan a trip, take a state driving test, and partner with their parents or guardians to promote safety on the road. Students use a textbook for this one-semester course.

Course Length: One semester
Materials: *Responsible Driving*, 2006, Glencoe McGraw-Hill; *Street Smarts* (DVD)
Prerequisites: None

HEALTH*

This high school course helps students develop the knowledge and skills they need to make healthy decisions that allow them to stay active, safe, and informed. Students learn about the components of a healthy lifestyle and learn strategies for making healthy choices. Instructional material introduces students to the concepts of mental health, emotional health, social health, consumer health, and physical health. It presents opportunities for students to apply their value systems to decisions concerning their own health. Students develop communication skills in this one-semester course that allow them to demonstrate healthy choices with respect for self, family, and others.

Course Length: One semester
Prerequisites: None

LIFE SKILLS*

This one-semester elective is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community. The course is organized in six units, which cover the following topics: course introduction, thinking about yourself, thinking for yourself, taking care of yourself, caring for your relationships, and caring about your world.

Course Length: One semester
Prerequisites: None

MUSIC APPRECIATION*

Students receive an introduction to the elements, instrumentation, and history of music in this one-semester course. Instructional materials emphasize the significance of surroundings and time periods and how they influenced the music of the day. Students listen to and evaluate several types of music and are assessed on their comprehension through projects, presentations, and exams. After completing the course, students have the skills to identify basic musical elements, compare and contrast elements in difference musical genres, identify key musical time periods and their characteristics, identify significant composers and musicians from different time periods, describe different instrumentations in music, and develop critiques of musical pieces based on information in the course.

Course Length: One semester
Prerequisites: None

NUTRITION AND WELLNESS*

This one-semester elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Unit topics include a course introduction, wellness and food choices in today's world, digestion and major nutrients, and body size and weight management.

Course Length: One semester
Prerequisites: None

PERSONAL FINANCE*

Understanding financial management concepts is an important life skill that forms the crux of the one-semester Personal Finance course. Students learn to understand the consequences of their financial choices, from credit and debt to insurance, taxes, investments, and discretionary spending. Instructional material surveys typical personal financial needs and emphasizes the basics of budgeting. Through activities and projects with practical applications, students taking this course learn to better prepare for and secure their financial futures. Unit topics in this elective course include money management (personal financial planning and checking), financial security (savings, investments, and risks), credit management, risk management, and taxes and employment forms.

Course Length: One semester
Prerequisites: None

PHYSICAL EDUCATION

This high school course focuses on the fundamental components and principles of fitness. Physical Education examines safety guidelines, proper technique, and exercise principles such as FITT: Frequency (how often you exercise), Intensity (how hard you work during exercise), Time (how long you exercise), and Type (what type of activity you do). Students assess their current level of fitness in relation to the five components of physical fitness: flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition. This two-semester course equips students with strategies to help them begin, design, and maintain an exercise program to keep them fit for life.

Course Length: Two semesters
Prerequisites: None

INTRODUCTION TO ENTREPRENEURSHIP I*

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Course Length: One semester
Prerequisites: None

INTRODUCTION TO ENTREPRENEURSHIP II*

Students build on the business concepts they learned in Introduction to Entrepreneurship I. They learn about sales methods, financing and credit, accounting, pricing, and government regulations. They refine their technology and communication skills in speaking, writing, networking, negotiating, and listening. They enhance their employability skills by preparing job-related documents, developing interviewing skills, and learning about hiring, firing, and managing employees. Students develop a complete business plan and a presentation for potential investors.

Course Length: One semester
Prerequisites: Introduction to Entrepreneurship I (or equivalent)

INTRODUCTION TO MARKETING I*

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One semester
Prerequisites: None

INTRODUCTION TO MARKETING II*

Students build on the skills and concepts learned in Introduction to Marketing I to develop a basic understanding of marketing principles and techniques. By the end of the course, they will have developed their own comprehensive marketing plan for a new business.

Course Length: One semester
Prerequisites: Introduction to Marketing I (or equivalent)

SERVICE LEARNING*

This project may be used in a variety of ways—as a stand-alone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

Project Length: Varies
Prerequisites: None

REACHING YOUR ACADEMIC POTENTIAL*

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

Course Length: One semester
Prerequisites: None

ACHIEVING YOUR CAREER AND COLLEGE GOALS*

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Course Length: One semester
Prerequisites: None

Foundations

ALGEBRA I

In this two-semester course, students work with and evaluate mathematical expressions, equations, and graphs. Topics include real numbers, simplifying real number expressions with and without variables, solving linear equations and inequalities, solving quadratic equations, graphing linear and quadratic equations, polynomials, factoring, linear patterns, linear systems of equality and inequality, simple matrices, sequences, and radicals. Students learn to work effectively with ratios and direct and inverse variation, understand basic statistics, and solve systems of linear equations and inequalities. Assessments consist of multiple-choice, short-answer, and extended-response questions that measure students' progress. The course also includes self-check quizzes, audio tutorials, and interactive games.

Course Length: Two semesters
Prerequisites: None

AMERICAN HISTORY

Students gain a basic understanding of American history in this two-semester course. Instructional content focuses on the origins of the nation's democratic principles and continues through present-day domestic and foreign issues that affect American society. Students use critical thinking and problem-solving skills as they complete a variety of assignments. They become well versed in the origins of the United States. By the end of the course, they can identify and analyze key events, documents, and individuals in America's development as well as issues that still affect the nation both home and abroad. They can also discuss the characteristics that define the United States as a world power.

Course Length: Two semesters
Prerequisites: None

BIOLOGY

Biology is a two-semester course that introduces students to general biology principles and the processes of scientific inquiry and thinking. Instructional material covers the fundamentals of living organisms, including physical and chemical properties of life, cellular organization and function, the transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life. The course focuses on presenting biological information on up-to-date principles and concepts in an understandable and straightforward way that helps capture students' interest. Unit topics include biological principles, chemical and molecular basis of life, cells, genetics, evolution, microorganisms, plants, animals, and human biology and populations.

Course Length: Two semesters
Prerequisites: None

EARTH SCIENCE

This introductory course incorporates knowledge and facts accumulated from people's observations of the earth around them and the skies above them. Earth Science includes several different branches of study: geology, hydrology, oceanography, meteorology, and astronomy. Students become familiar with the properties of rocks and minerals and their significance as resources. They discuss the theory of plate tectonics and its impact on the continents, and they learn to analyze maps to describe geologic features and meteorological data. Completing this course gives students the knowledge and skills to describe and demonstrate the nature of earth science and design investigations to research and explain the unique features of our planet.

Course Length: Two semesters
Prerequisites: None

ENGLISH I

In this introductory language arts course, students concentrate on multiple types of mass media as they sharpen their reading and writing skills. The course begins with a diagnostic writing assignment and a reading pre-assessment to help students identify their strengths and discover what they need to work on. Course content includes literary elements; students study poetry, short stories, and a novel. They participate in online threaded discussions and receive detailed instruction on the writing process, including note taking, generating a thesis, and writing a research paper. Throughout the course, self-check interactive activities let students check their understanding before they take quizzes and tests.

Course Length: Two semesters
Materials: *The Secret Life of Bees* by Sue Monk Kidd; *Romeo & Juliet* by William Shakespeare; *The Night Thoreau Spent in Jail* by Jerome Lawrence and Robert E. Lee; Computer must be equipped with a microphone and audio recording software
Prerequisites: None

ENGLISH II

In this course, students develop critical reading, writing, listening, and speaking skills while they explore classic and modern world literature. They begin by taking a diagnostic writing assignment and a reading pre-assessment to help them identify their strengths and find out what they need to work on. The course covers literary elements, the writing process, understanding and using media, and best practices for giving an oral presentation. It also provides instruction on vocabulary and grammar with a focus on the often-confusing aspects of English usage. Each unit includes a checklist to help students manage their time and keep track of their assignments.

Course Length: Two semesters
Materials: *A Raisin in the Sun* by Lorraine Hansberry; *A Raisin In The Sun* – 1961 version (DVD); *All Quiet on the Western Front* by Erich Maria Remarque; Computer must be equipped with a microphone and audio recording software
Prerequisites: English I

ENGLISH III

Students study American literature and continue to develop their reading, writing, listening, and speaking skills in this intermediate-level course. The lessons feature in-depth tutorials with avatars to help students understand the practical aspects of communicating messages effectively in both academic and work-related scenarios. Assignments include creating oral presentations and conducting an independent project. As they complete these assignments, students synthesize information from the course and create products that will prepare them for upcoming courses in high school and college as well as future careers. Interactive games and questions help reinforce new material for students before they take tests on the content. Study guides and rubrics throughout the house help students be proactive learners.

Course Length: Two semesters
Materials: *Of Mice and Men* by John Steinbeck; Computer must be equipped with a microphone and audio recording software
Prerequisites: English II

ENGLISH IV

This course, which is a shortened version of the standard English IV course, can be used in contexts in which instructional time and teacher time may be limited. In English IV Foundations, students read and analyze classic, modern, and contemporary works of literature. They explore several genres, including plays, short stories, poetry, essays, and novels. The course includes a variety of learning activities; students do a lot of close reading, learn how to paraphrase material, and participate in online, threaded discussions. Assignments are diverse, too: students complete essays and research papers, maintain reflective journals, and create oral presentations. They learn about the validity of sources and hone their writing skills as they complete their projects

Course Length: Two semesters
Materials: *The Kite Runner* by Khaled Hosseini, Penguin, 2004; Computer must be equipped with a microphone and audio recording software
Prerequisites: English III

GEOGRAPHY

Geography examines a broad range of geographical perspectives covering the major regions of the world. Each region is reviewed in a similar structure so students can clearly see the similarities and differences between each one. The course continues with a look at the regions from cultural, economic, and political perspectives, closely examining the human impact on each region. Students explore each region's location globally and its physical characteristics, including absolute and relative location, climate, and significant geographical features. Unit topics include an introduction to geography, North America, Central America, South America, Western Europe, Eastern Europe and Russia, and East Asia.

Course Length: Two semesters
Prerequisites: None

GEOMETRY

In this two-semester course, students review geometric terms and processes, explore logic, and develop problem-solving skills. The course includes topics such as parallel lines and planes, congruent triangles, inequalities, quadrilaterals, and various forms of proofs. Students hone their reasoning, and problem-solving skills as they study similarity, areas, volume, circles, and coordinate geometry. At the end of the course, they have the ability to identify and apply the properties of rays, angles, triangles, quadrilaterals, polygons, circles, and parallel and perpendicular lines. They can also write conditional statements and proofs, graph linear functions, prove that certain figures are congruent or similar, and apply transformations to various figures.

Course Length: Two semesters
Prerequisites: Algebra I

HEALTH*

This one-semester course presents a range of topics and instructional material that is designed to help students develop strategies for making healthy choices, staying safe, being active, and remaining informed about health issues. Among other topics, students explore factors of psychological health, aspects of social and consumer health, details about nutrition, types of infectious and noninfectious diseases and the prevention of disease, first aid and CPR, human sexuality, and drug and alcohol awareness. They learn about the components of a healthy lifestyle and learn decision making and communication skills to help them protect their health and demonstrate respect for family members and others in their lives.

Course Length: One semester
Prerequisites: None

PHYSICAL SCIENCE

Physical Science serves as an introductory course that prepares students for high school Biology, Chemistry, and Physics courses. In this course, students learn about the nature of science, including scientific processes, the scientific method, and scientific inquiry. The course covers safety in the lab and the field, principles for conducting experiments, and the need for scientific communication. Instructional content includes the atomic nature of matter, classification of the elements, the periodic table, acids, and bases. Students explore the various forms of energy and energy transformations and discuss the production of electricity. The course concludes with a unit on the composition and structure of the universe, the life cycles of stars, and space exploration.

Course Length: Two semesters
Prerequisites: None

WORLD HISTORY

This two-semester core course explores world history from prehistoric to contemporary times. Students learn about the socioeconomic, political, and ideological conditions of various time periods. They use primary and secondary sources, critical thinking, and problem-solving skills to study historical events and cultural achievements of world regions and to complete assignments that help them establish real-world connections to the course content. They learn to interpret statistical data from maps, charts, and graphs. They summarize the achievements of civilizations, particularly in the fields of science, technology, and the arts. Instructional content encourages students to articulate the relationship between historical and current events and predict how contemporary issues will affect future generations.

Course Length: Two semesters
Prerequisites: None

Orientation

ORN010: ONLINE LEARNING

The Online Learning course explains to students how the high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their high school courses.

Course Length: 6–8 hours
Prerequisites: None

ORN100: FINDING YOUR PATH I
ORN200: FINDING YOUR PATH II
ORN300: FINDING YOUR PATH III
ORN400: FINDING YOUR PATH IV

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond.

Course Length: 10 hours
Prerequisites: None

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Language Arts

ENGLISH I (E)

In this credit recovery course, students learn about modern forms of communication and the media, with a focus on the Internet. They also explore elements of fiction and expository texts, build their vocabulary, and develop their language skills through reading and writing assignments. Vocabulary lists and definitions are provided in both English and Spanish. Tools to improve study skills are embedded throughout the course; threaded discussions, rubrics, and study guides help students absorb and proactively respond to the course content. Because the course is designed specifically for credit recovery students, content is appropriately grouped into smaller topics to increase retention and expand opportunities for assessment.

Course Length: Two semesters
Materials: *The Secret Life of Bees* by Sue Monk Kidd; *Romeo & Juliet* by William Shakespeare; Computer must be equipped with microphone and audio recording software
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

ENGLISH II (E)

In English II Credit Recovery, students conduct an in-depth survey of literature. They read literary works from a variety of genres and cultures and examine both classic and modern periods. In the process, students learn about literary techniques and the effectiveness and purposes of common literary devices. The course stresses critical thinking skills; assignments include speaking and writing projects to help students develop these skills. Students continue to build their vocabulary in this course; as in English I (E), vocabulary lists and definitions are provided in English and Spanish. Interactive questions and games allow students to check their understanding before taking assessments.

Course Length: Two semesters
Materials: *The Alchemist* by Paulo Coelho; *Raisin in the Sun* by Lorraine Hansberry; Computer must be equipped with microphone and audio recording software
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

ENGLISH III (E)

This credit recovery course helps students understand how the reading, writing, listening, and speaking skills they have been developing in high school can be applied to work they may do it college courses and in their future careers. In English III, students use an online literature anthology to continue their study of literature. Course content progresses chronologically through the periods of American literature, from Native American oral traditions through contemporary works of poetry, fiction, drama, and nonfiction. Each unit focuses on a literary movement through the lens of an overlying theme. Students continue to work on their vocabulary skills and supplement their learning with multiple-choice games, self-check activities, and writing projects.

Course Length: Two semesters
Materials: *The Crucible* by Arthur Miller; *The Sweet Hereafter* by Russell Banks; Computer must be equipped with microphone and audio recording software
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

ENGLISH IV (E)

English IV Credit Recovery is a condensed version of the English IV Foundations course. Its format and length makes it great fit for summer programs and other contexts in which instructional time and teacher time may be limited. In this course, students read and analyze classic, modern, and contemporary literary works. Reading selections, which are contained in an online literary anthology, include plays, short stories, poetry, essays, and novels. Students think critically about the complex issues posed in the readings and express their interpretations of these issues in essays, research papers, journals, and oral presentations. Students learn about the validity of sources as they complete their writing assignments.

Course Length: Two semesters
Materials: *The Kite Runner* by Khaled Hosseini; Computer must be equipped with microphone and audio recording software
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

Math

ALGEBRA I (E)

This credit recovery course is designed to allow students to gain mastery in working with and evaluating mathematical expressions, equations, and graphs and performing other algebraic tasks. In Algebra I, students learn about real numbers, simplifying real number expressions with and without variables, solving linear equations and inequalities, solving quadratic equations, graphing linear and quadratic equations, polynomials, factoring, linear patterns, linear systems of quality and inequality, simple matrices, sequences, and radicals. They also learn about basic statistics, including measures of central tendencies and box plots. Organized in nine units, the instructional material includes auditory readings to help auditory learners engage with the content.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

ALGEBRA II

Algebra II Credit Recovery expands on the mathematical content of Algebra I and Geometry and serves as a foundation for the material presented in subsequent mathematics courses (for example, Trigonometry and Calculus). In this course, the emphasis is on functions and using algebraic solutions to solve various types of problems. Students are encouraged to develop their abstract thinking skills as well as their computational skills. The two-semester course covers the following topics: linear and quadratic functions, radical functions, rational functions, exponential and logarithmic functions, trigonometric functions, systems of equality, geometry, conic sections, statistics and probability.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

GEOMETRY (E)

Geometry Credit Recovery is a comprehensive course featuring geometric terms and processes, logic, and problem solving. The course begins by giving students an immediate connection to the content and concepts they have learned in their Algebra courses. (Building on prior knowledge helps students absorb new content.) Students go on to learn about parallel line and planes; rays and angles; congruent triangles; inequalities; quadrilaterals; circles; polygons; perimeter, area, and volume; inductive and deductive reasoning; and translations, reflections, and rotations. They study various forms of proofs and develop their reasoning and problem-solving skills by studying similarity, areas, volumes, circles, and coordinate geometry.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

Science

BIOLOGY (E)

This credit recovery course is an introduction to biology, which is the branch of knowledge that deals with living organisms and vital processes. In Biology, students learn about the processes of scientific inquiry (the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work). They also learn about the fundamental principles of living organisms, including physical and chemical properties of life, cellular organization and function, and the transfer of energy. The course also addresses cellular reproduction, the classification of living things, and the six kingdoms of life. Students explore ecology and ecosystems and conclude the course with a unit on human biology and populations.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

EARTH SCIENCE (E)

Earth Science is the study of the body of knowledge and facts accumulated over time from people's observations of the earth and the skies. This credit recovery course begins with an in-depth study of geology (the study of the history of the earth and the life forms that populate it, especially as recorded in fossilized rock). It continues with units on hydrology and oceanography (the study of the earth's waters), meteorology (the study of the earth's atmosphere), and astronomy (the study of the universe beyond earth). Using careful observation and experimentation, students learn to analyze and evaluate the earth's natural phenomena and their causes as well as the earth's relationship to the universe.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

PHYSICAL SCIENCE (E)

This credit recovery course is an introductory course to high school science courses. In Physical Science (E), students expand on their middle school science experiences to prepare for subsequent courses in Biology, Chemistry, and Physics. The course emphasizes scientific thinking as a way of understanding the natural phenomena that surround us. It includes real and virtual lab exercises and gives students the skills to discuss a number of scientific topics, understand how science is used in their daily lives, and become comfortable with solving simple algebraic expressions that support scientific laws. Built with the credit recovery student in mind, the course content is grouped into smaller topics to increase retention and expand opportunities for assessment.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

Social Studies

AMERICAN GOVERNMENT* (E)

This one-semester credit recovery course covers the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs that the United States was founded on and on the structure, functions, and powers of government at the national, state, and local levels. In American Government, students examine the principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights. They also learn about the roles of individuals and groups in the American political system. Students compare the American system of government with other modern systems and assess the strengths and problems associated with the American version.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

AMERICAN HISTORY (E)

This credit recovery course gives students a basic understanding of American history. The course begins with the settling of America and continues through present-day domestic and foreign issues that affect American society. In this course, students analyze influential documents and learn about significant individuals who contributed to the nation's development. They study the causes and effects of the various wars in which Americans have fought, and they use critical thinking and problem-solving skills as they take part in interactive discussions and complete a variety of assignments. By the end of the course, students have the knowledge to discuss the characteristics that define the United States as a world power.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

ECONOMICS* (E)

In this one-semester credit recovery course, students gain a basic understanding of economics. The course uses real-world economic applications to help students better grasp a range of economic concepts, including macro- and microeconomic concepts. The course covers the American free enterprise system and addresses how this system affects the global economy. Students learn how to think like economists as they study economic principles and different economic systems. They analyze and interpret data to understand the laws of supply and demand. Examining the world of business, money, banking, and finance helps students understand how economics is applied both domestically and globally.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

GEOGRAPHY (E)

Designed for credit recovery students, this course examines a broad range of geographical perspectives covering all of the major regions of the world. Each region is reviewed in a similar structure so that students can clearly see the similarities and differences between regions. Specifically, the course explores where each region is located, along with its physical characteristics, including absolute and relative location, climate, and significant geographical features. The course then examines each region from a cultural, economic, and political perspective, closely examining the human impact on the region from these perspectives as well as how human activities affect the environments of the region.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

WORLD HISTORY (E)

World History Credit Recovery is a survey of world history from prehistoric to contemporary times. Students learn about the socioeconomic, political, and ideological conditions of various time periods as they study historical events, cultural achievements, and world regions. Using primary and secondary sources, they employ critical thinking and problem-solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections. By the end of the course, students can articulate the relationship between historical occurrences and contemporary situations. They can also predict how contemporary issues will affect future generations, based on historical evidence.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

Electives

HEALTH* (E)

This one-semester credit recovery course provides students with information that will help them live a more healthy and productive life. The emphasis is on making healthy personal decisions and in getting the information needed to make those choices. The course addresses both mental and physical health. Students learn about nutrition, including food guidelines and types of food; eating disorders are also covered. Students learn about first aid and CPR, substance abuse, and human sexuality. The course also covers consumer health resources, including government resources, nonprofit resources, and health insurance. Students learn how technology is influencing health care, and they examine the benefits of frequent physical exercise.

Course Length: One semester
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

PHYSICAL EDUCATION

Through this one-semester credit recovery course, students learn a wide variety of fitness concepts that they will be able to use in their everyday life. The course addresses the fundamentals of physical fitness, including goal setting and target heart rate. Students learn about how their body works by studying static and dynamic balance, linear and rotary motion, anatomy, and biomechanics. They are introduced to a variety of lifetime activities, including tennis, golf, Frisbee, and orienteering. They also learn about activities to promote cardiorespiratory fitness, including kickboxing, hip hop dance, fitness walking, and cycling. Pilates, yoga, and breathing exercises that help promote physical and emotional wellness are addressed as well.

Course Length: Two semesters
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

SPANISH I

This credit recovery course provides students with instruction in the basics of learning the language of Spanish. Content includes topics such as greetings, time, dates, colors, clothing, numbers, weather, family, houses, sports, food and drink, and school. The course also introduces basic and stem-changing verbs and their formation and use in the present tense. Students also learn about interrogatives, question formation, and adjectives and their form and use, in addition to possessives, prepositions, and other grammatical structures. Finally, students become acquainted with the Spanish-speaking countries of the world and their cultures, and they learn practical information, such as restaurant vocabulary and expressions of invitation.

Course Length: Two semesters
Materials: Computer must be equipped with a microphone and audio recording software
Prerequisites: Student previously took the course or its equivalent but did not receive credit; Teacher/school counselor recommendation

* = .5 credit course

(E) = ELL-supported content (English language learners)

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Language Arts

LANGUAGE ARTS 6

This sixth-grade Language Arts course integrates the study of literature, vocabulary, writing, and grammar. Language Arts 6 is divided into five units: Who Am I?, Who Are We?, Where Do I Fit In?, Can We All Get Along?, and How Can I Make a Difference? In addition to their coursework, students maintain an online journal, where they can blog and reflect on their independent reading. Students can take advantage of the interactive features of this course by using discussion forums to give and receive feedback on writing assignments, and by creating a multimedia presentation instead of a traditional research paper.

LANGUAGE ARTS 7

In this seventh-grade course, students develop effective communication skills through a series of reading, listening, speaking, and writing activities designed to enhance and integrate literacy across all content areas—science, social studies, math, art, and more. They also work to strengthen vocabulary, improve grammar, and reinforce reading comprehension through strategic instruction. A unit on speaking and listening gives students the opportunity to collaborate with their peers and review Internet etiquette. This two-semester course includes lessons on grammar to strengthen students' written communication skills, and gives students the opportunity to explore how language arts knowledge can benefit them in their community and in their choice of a career.

Materials: *Surviving the Applewhites* by Stephanie S. Tolan

LANGUAGE ARTS 8

In Language Arts 8, students learn to read critically across genres and to communicate effectively through writing. Activities in this two-semester course are designed to develop vocabulary, grammar, and listening skills. The course covers tolerance, determination, social justice, times of war, search for self, and cultural traditions. Students read from and learn about a variety of literary genres, including poetry, biographies, memoirs, short stories, novels, news articles, transcripts, documentaries, plays, scientific articles, historical fiction, science fiction, fantasy, monologue, and essays. The course also includes an in-depth study of the writing process. A speaking-and-listening component of Language Arts 8 allows students to practice oral presentations and work collaboratively.

Math

MATH 6

Students study traditional mathematics topics in this sixth-grade course. The two-semester course includes units about whole numbers and number sense, geometry, decimals, fractions, numbers, probability and statistics, measurement, and ratios. Students begin the course by comparing and ordering whole numbers, including an exploration of exponential notation. They then move on to comparing and ordering decimals; adding, subtracting, multiplying, and dividing fractions; converting fractions to decimals; and classifying and measuring lines and angles. They conclude their study of Math 6 with a look at probability, making predictions, and problem solving with data sets. Throughout the course, students complete hands-on activities, interactive lessons, and practical math applications.

MATH 7

In Math 7, students learn about numbers and operations, measurements, geometry, algebraic concepts, data analysis, and probability. Coursework combines hands-on activities, interactive lessons, and practical math applications. Students begin the course with a review of integers and a look at exponential notation, squares, and square roots. They then move on to solving equations with fractions, solving equations with decimals, calculating simple interest, and solving equations with percents. The second semester introduces the concepts of mean, median, and mode; reviews geometric concepts; and introduces transformations. Students finish the course with a study of functions and linear equations and learn the basics of graphing and solving two-step inequalities.

MATH 8

Using a combination of hands-on activities, interactive lessons, and practical math applications, students enrolled in Math 8 are exposed to a variety of mathematics topics. In the beginning of the two-semester course, eighth-grade students review integers, inequalities, fractions, scientific notation, ratios, rates, and proportions. They then move on to solving multistep equations and inequalities, calculating simple and compound interest, and learning about geometric and arithmetic sequences. In the second semester, students study linear functions and graphing, geometry, measurement systems, irrational numbers, and the Pythagorean Theorem. They finish the course with an introduction to sampling and inferential statistics.

Science

SCIENCE 6

This sixth-grade course introduces students to a variety of science topics, skills, and ideas. Organized in five units, the course begins with an overview of the scientific method, including scientific method steps; collecting, reporting, and analyzing data; and drawing conclusions. Students move on to explore physical science, including chemistry, physics, and energy, and examine ecology in the form of interactions between matter and energy in the ecosystem. In the life science unit, they receive an introduction to cell therapy and examine genetics, organization in living things, and stimulus and response in living things. They conclude the course with a survey of geology and astronomy.

SCIENCE 7

Intended for seventh-grade students, Science 7 builds on the material presented in Science 6. In this two-semester course, students become more familiar with the scientific method and are introduced to the use of metric measurements in scientific investigations. The course consists of six units that cover the nature of science, the universe, earth science, physical science, living things, and environmental science. Among other topics, students learn about the general nature of the solar system; the basic concepts of force, motion, and equilibrium; body systems and the survival and reproduction of living things; and agricultural science and its impact on biotechnology.

SCIENCE 8

Science 8 provides a comprehensive foundation for eighth-grade students who are about to enroll in high school science classes. The course begins with a review of the scientific method, tools and measurement, and critical analysis. In successive units, students learn concepts and details about chemistry, physics, energy, life science, ecology, environmental science, and astronomy. Science 8 gives students the skills to identify the properties of an atom, element, compound, and mixture; describe the concepts of friction, gravity, waves, and kinetic and potential energy; identify features of the major biomes; apply knowledge of the structure and function of organisms to categorize them taxonomically; and define and give examples of adaptations.

Social Studies

SOCIAL STUDIES 6

In this sixth-grade course, students expand their understanding of history, civics and government, geography, economics, society, and culture by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. The two-semester course consists of eight units that present content in the following themes: Early Civilizations of Mesopotamia, Egypt, and Kush; Ancient Hebrews; Ancient Greece; the Persian Empire, Ancient Asia: Civilizations of India, China, and Japan; and Ancient Rome. Among other skills, Social Studies 6 equips students to sequence, categorize, and identify cause-and-effect relationships of important events of ancient times; understand, describe, and analyze similarities and differences within and among cultures; and describe how citizenship varies among different societies.

SOCIAL STUDIES 7

Seventh-grade students study world history, landforms and geography, money and economics, the powers and parallels of political science, sociology, and anthropology in this two-semester course. Social Studies 7 begins with the mysteries of the ancient empires of the Americas, moves on to the fall of the Roman Empire and the rise of the Franks in Europe, and covers revolutionary Europe, the Industrial Revolution, nationalism and Imperialism, World Wars I and II, colonial India, the United Nations, the Vietnam War, past and current issues in the Middle East, and ancient and modern Africa. The course concludes with an introduction to the Information and Space Ages.

Materials: *The Diary of a Young Girl* by Anne Frank

SOCIAL STUDIES 8

This course builds on the concepts of geography, civics, and political societies, beginning with the world as it was in the 1500s. Periods and events covered in Social Studies 8 include the exploration of the New World, the establishment of the American colonies, the colonial era leading up the French and Indian War, the Revolutionary War, the development of American government, the War of 1812, the Louisiana Purchase, the Lewis and Clark exploration, Manifest Destiny, and the Mexican War. Students also explore immigration and abolition issues, the Civil War and Reconstruction, westward expansion, the development of the United States as a world power, World War I, the 1920s, the Great Depression, and World War II.

Electives

ART 6*

In this one-semester course, students learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. They explore the fundamental concepts of art, how to evaluate art, and how to discern the intended function of natural history museums through hands-on activities, discussions, written assignments, and objective assessments. The course begins with an orientation that provides an introduction to art appreciation and a timeline of ancient history. Students move on to study art from various world regions, including Mesopotamia and the Indus River Valley, Egypt, China and Japan, Greece, Italy, and the Americas.

ART 7*

A follow-up course to Art 6, Art 7 continues students' instruction in the fundamental concepts of art, the evaluation of art, and understanding the mission of natural history museums. In this one-semester course, students explore world regions and study the unique art and architecture that defines the Medieval and Renaissance periods. Using relevant terminology, they learn how to identify and discuss formal elements, principles of design, and stylistic characteristics found in artworks from various world regions. Course content begins with a timeline of Medieval/Renaissance history and discussion of art criticism and is supplemented with hands-on activities, discussions, written assignments, and objective assessments.

ART 8*

Art 8 is intended for eighth-grade students and is a follow-up course to Art 7. The one-semester course continues students' exploration of world regions as they study the unique art and architecture that defines modern-day civilizations. In Art 8, students learn how to converse with others about art and the function of art in modern society as they analyze artworks and identify valid resources for the study of art history and the applied arts. Students do hands-on activities, participate in discussions, turn in written assignments, and take assessments on art from India, China, Japan, Europe, the United States, the Americas, Africa, and the Pacific cultures. Course content includes instruction on writing about art and a discussion of art historians.

CAREER EXPLORATIONS 8*

Intended for eighth-grade students, this one-semester course provides an overview of careers available today and helps students identify careers that may suit them. Course content covers the importance of work to individuals and society; the difference between a job and a career; identifying personal strengths, weaknesses, and interests and how they apply to possible careers; the importance of proper work etiquette; and an exploration of various careers in several career clusters. Students complete self-evaluations to determine which careers may be of interest to them. Assignments, including research and interviews, supplement the instructional content and provide a hands-on approach to creating a career plan for the future.

HEALTH 6*

This one-semester course for sixth-graders provides students with the knowledge and skills necessary for making healthy choices throughout their lives. In Health 6, students learn how to recognize unhealthy and risky behaviors, manage peer pressure, and develop strategies for improving personal and community health. They also gain an understanding of the many different influences on one's health and the interrelationships that occur between mental, physical, social, spiritual, and environmental health. Students have opportunities to demonstrate the skills they've learned in healthy decision making, problem solving, and goal setting, effective communication, and refusal negotiation. Content is supplemented with vocabulary quizzes, discussion sessions with peers, multimedia interactive tutorials, lab activities, and interactions with the teacher.

HEALTH 7*

Health 7 is a one-semester course for seventh-graders that builds on content introduced in Health 6. The course begins with a unit on personal and community health. The next unit, on prevention and strategies for risky health behaviors, includes topics such as alcohol and drug abuse, violence, STDs and HIV infection, and nutrition and exercise. The third unit covers factors influencing health practices, behaviors, and attitudes; in this unit, students explore social factors, environmental factors, the media, and resources for health information. The fourth unit presents content to help students develop their communication skills and coping mechanism. The course concludes with a unit on decision making and life skills for healthy living.

HEALTH 8*

Designed for middle school students in the eighth grade, Health 8 gives students the knowledge and skills necessary to develop and maintain a healthful lifestyle. In this one-semester course, students learn health information and practices for understanding and managing many aspects of their physical, social, intellectual, spiritual, and emotional health throughout adolescence and into adulthood. Topics include nutrition; adolescent development; pregnancy and childbirth; the prevention of diseases, injuries, STDs, and AIDS; substances such as alcohol, drugs, tobacco, and steroids; anxiety disorders; relationships; responsibility; stress management; decision making; self-esteem; and consumer health. Vocabulary quizzes, discussion sessions with peers, interactive tutorials, lab activities, and interactions with the teacher supplement the instructional content.

MUSIC 6*

In this one-semester music appreciation course for sixth-graders, students learn foundational skills such as performing, listening, analyzing, and responding to music. They are exposed to fundamentals of music, such as rhythm, harmony, form, and texture. They learn to read and write music notation and to create and arrange music within specified guidelines. Integrated assignments incorporate other areas of study, such as science, social studies, and math. Students are exposed to a wide variety of musical styles, including classical, jazz, blues, rock, pop, and bluegrass. They also learn about the use of technology in music, including MIDI, interactive programs, audio equipment, mixers, and recording equipment.

MUSIC 7*

After students complete this one-semester music appreciation course, which is a follow-up to Music 6, they will be able to analyze and evaluate music. The course begins with a study of the fundamentals of music, such as musical notation, composition, harmony, rhythm, duration, and intensity. It then covers the role of technology, genre and style, social and cultural impact, and geographic diversity. Students complete activities that require higher critical thinking skills and integrate other areas of study, such as math, social studies, and science. They learn to understand music's role in history, make critical judgments and informed music choices, and reflect on musical periods and styles.

MUSIC 8*

Music 8 is a one-semester music appreciation course for eighth-grade students that teaches them how to critically analyze music, use proper music terminology to describe musical concepts, and create music. The course includes fundamentals such as musical notation; the concepts of melody, harmony, tone, and pitch; the various families of musical instruments; and the function and benefits of rehearsal and practice sessions. Students learn about different genres of music, including classical, country, blues, Latin, and gospel. Integrated assignments incorporate other content areas of study, such as social studies, science, and math. Students learn to relate music to geographic regions, such as Africa, Asia, Central America, Europe, and North and South America.

PHYSICAL EDUCATION 6*

This one-semester Physical Education course introduces students to the essential principles that can help them live healthy, active lifestyles. Students learn about team sports, dance, and lifetime activities such as yoga/Pilates, kickboxing, golf, fitness walking, and badminton. They are introduced to a variety of dance styles from around the world, including square dance, folk dance, aerobic dance, hip hop, and rhythmic gymnastics. Students learn fitness basics, including target heart rate, fitness testing, goal setting, and weight training, and they learn the importance of warm-up and cool-down sessions. The course also addresses the concepts of conflict resolution and making smart choices. Fundamentals of nutrition are covered, as well as the importance of getting adequate rest and maintaining a positive attitude.

Materials: Student must provide camera and video camera; Computer must be equipped with a microphone and audio recording software

PHYSICAL EDUCATION 7*

In this one-semester seventh-grade Physical Education course, students are exposed to diverse activities, including rock climbing, orienteering, kickboxing, and table tennis. Course content includes multiple training methods, including cross training, plyometric training, core muscle training, and aerobic dance. Students learn about stress management exercises, including yoga/Pilates and breathing exercises. Fitness basics are presented, including target heart rate, fitness testing, and goal setting. Students learn about static and dynamic balance and about the science behind sports. Principles of strength training are covered, along with safety precautions one should take when lifting weights. At the end of this course, students can perform the Presidential Physical Fitness Tests and graph their scores.

Materials: Student must provide camera and video camera; Computer must be equipped with a microphone and audio recording software

PHYSICAL EDUCATION 8*

Designed for eighth-grade students, Physical Education 8 teaches students to make informed decisions about fitness activities. Students learn about the role of physical activity in maintaining a healthy quality of life. Each student designs and participates in a fitness program that meets his or her individual fitness needs and interests and learns how to evaluate his or her personal physiological response to exercise. Course content covers the fundamentals of physical fitness and stress management and introduces students to a variety of lifetime sports and games, including canoeing, cycling, tennis, lawn games, and wall ball. Students learn how to apply the critical elements of multiple training methods, including aerobics, cardio bands, and kickboxing.

Materials: Student must provide camera and video camera; Computer must be equipped with a microphone and audio recording software

FRENCH I

Students receive a thorough grounding in the basics of the French language in this introductory, two-semester course. French I has been designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, listening, reading, and writing. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused on a specific theme.

Materials: Computer must be equipped with a microphone and audio recording software

GERMAN I

German I provides an introduction to the basics of the German language and the German-speaking world. This two-semester course has been constructed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Materials: Computer must be equipped with a microphone and audio recording software

SPANISH I

Spanish I gives students an introduction to the basics of the Spanish language and the Spanish-speaking world. This two-semester course aligns with the national standards of the American Council on the Teaching of Foreign Languages (ACTFL), which dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Course unit topics include the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multimedia presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Materials: Computer must be equipped with a microphone and audio recording software

insight schools

A network k/12 School

High School Course List

	Standard	AP	Foundations	Remediation	Credit Recovery	Elective
ENGLISH						
English Foundations I (N)				●		
English Foundations II (N)				●		
AP English Language		♦				
AP English Literature		♦				
Grammar and Composition	●					
English I	♦		●		●	
English II	♦		●		●	
English III	♦		●		●	
English IV	♦		●		●	
Creative Writing						♦
Journalism*						●
Public Speaking* (N)						●
MATH						
Math Foundations I (N)				●		
Math Foundations II (N)				●		
AP Calculus AB		♦				
AP Statistics		♦				
Pre-Algebra	●					
Algebra I	♦		●		●	
Geometry	♦		●		●	
Algebra II	♦				●	
Trigonometry*	♦					
Pre-Calculus*	♦					
Calculus	♦					
Consumer Math	●					
Integrated Math						●
SCIENCE						
AP Biology (N)		♦				
AP Chemistry		♦				
AP Environmental Science		♦				
AP Physics B		♦				
Physical Science	♦		●		●	
Earth Science	♦		●		●	
Biology	♦		●		●	
Chemistry	♦					
Physics	♦					
Environmental Science						●
Forensic Science* (N) Ω						●
SOCIAL STUDIES						
AP European History		♦				
AP Macroeconomics*		♦				
AP Microeconomics*		♦				
AP U.S. Government*		♦				
AP U.S. History		♦				
AP World History		♦				
AP Psychology*		♦				
Geography	♦		●		●	
World History	♦		●		●	
American History	♦		●		●	
American Government*	●				●	
Civics*	♦					
Economics*	♦				●	
Contemporary World Issues						●
Anthropology* (N) Ω						●
Psychology*						●
Sociology						♦
Family and Consumer Science* (N)						●

	Standard	AP	Foundations	Remediation	Credit Recovery	Elective
WORLD LANGUAGES						
AP French Language		♦				
AP Spanish Language		♦				
French I	♦					
French II	♦					
French III	♦					
French IV	♦					
German I	♦					
German II	♦					
German III	♦					
German IV	♦					
Japanese I	♦					
Japanese II	♦					
Latin I	♦					
Latin II	♦					
Mandarin (Chinese) I	♦					
Mandarin (Chinese) II	♦					
Spanish I	♦				●	
Spanish II	♦					
Spanish III	♦					
Spanish IV	♦					
TECHNOLOGY						
Computer Fundamentals						●
AP Computer Science A		♦				
Digital Photography*						●
Game Design*						●
Programming I—VB.NET*						●
Programming II—Java*						●
Web Design*						●
C++ Programming* (N)						●
3D Art I—Modeling* (N)						●
3D Art II—Animation* (N)						●
Audio Engineering* (N)						●
Green Design and Technology* (N)						●
Digital Arts I* (N)						●
Digital Arts II* (N)						●
Computer Science* (N)						●
Engineering Design/CAD* (N)						●
ELECTIVES						
AP Art History		●				
Accounting						●
Art Appreciation*						●
Career Planning*						●
Driver Education*						●
Health*			●		●	●
Life Skills*						●
Music Appreciation*						●
Nutrition and Wellness*						●
Physical Education					●	●
Personal Finance*						●
Introduction to Entrepreneurship I* (N)						●
Introduction to Entrepreneurship II* (N)						●
Introduction to Marketing I* (N)						●
Introduction to Marketing II* (N)						●
Service Learning* (N)						●
Reaching Your Academic Potential* (N)						●
Achieving Your Career and College Goals* (N)						●
ORIENTATION						
Finding Your Path Series I–IV (N)						

(N) = new course
● = course available
♦ = NCAA eligible
Ω = available winter 2013
* = one-semester course

All courses, unless otherwise noted, are two semesters.
Course offerings may vary at individual schools.

APPENDIX

3. School Calendar

Insight Pennsylvania Cyber Charter School

2013-2014 School Calendar- 182 days

July

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

August

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

September - 18 days

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

October - 23 days

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

November - 19 days

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

December - 15 days

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

January - 18 days

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

February - 17 days

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

March - 16 days

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

April - 22 days

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

May - 20 days

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

June - 14 days

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

Students First Day 9/5
Thanksgiving 11/21 - 11/24
Winter Break 12/21 - 1/5
Martin Luther King 1/20
Professional Development 1/24

President's Day 2/17
Teacher Inservice 2/27-2/28
Spring Break 3/24 - 3/28
Memorial Day 5/23- 5/26
Last Day for Students 6/19

APPENDIX

4. Teacher Evaluation, Instr I

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

SEMI-ANNUAL EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL I TEACHERS

Employee's Last Name First Middle Positions(s) of Employee

District/IU School Evaluator Interview/Conference Date

School Year: 2006 - 2007 Evaluation: (Check 1) ☐ One ☐ Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Finally, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation – Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

☐ SATISFACTORY	☐ UNSATISFACTORY
Teacher's performance demonstrates: o Adequate knowledge of content and pedagogy o Adequate knowledge of Pennsylvania's Academic Standards o Adequate knowledge of students and how to use this knowledge to direct and guide instruction o Appropriate instructional goals that reflect standards and reasonable expectations for students o Reasonable awareness of resources, materials, or technology available through the school or district or professional organizations o Appropriate instructional design in which plans for various elements are partially aligned with the instructional goals and have a recognizable sequence with some adaptations for individual student needs o Appropriate reflection on teaching and learning to enhance instruction o Appropriate assessments of student learning mostly aligned to the instructional goals and partially adapted as needed for student needs	Teacher's performance demonstrates: o Limited or partial knowledge of content and pedagogy o Limited or partial knowledge of Pennsylvania Academic Standards o Irrelevant or partial knowledge of students and how to use this knowledge to direct and guide instruction o Unclear or trivial instructional goals and absence of expectations for students o Little or no awareness of resources, materials, and technology available through the school or district or professional organizations o Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs o Little or no reflection on teaching and learning to enhance instruction o Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs

Sources of Evidence (Check all that apply and include dates, types/titles and number)

☐ Lesson/Unit Plans	See Attachment 426 A	☐ Teacher Conferences/Interviews	See Attachment 426 A
☐ Resources/Materials/Technology	See Attachment 426 A	☐ Classroom Observations	See Attachment 426 A
☐ Assessment Materials	See Attachment 426 A	☐ Teacher Resource Documents	See Attachment 426 A
☐ Information About Students	See Attachment 426 A	☐ Other	See Attachment 426 A

Justification for Evaluation

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment; Student Interaction.

☐ **SATISFACTORY**	☐ **UNSATISFACTORY**
Teacher's performance demonstrates: ○ Clear and moderate expectations for student achievement with reasonable value placed on the quality of student work ○ Moderate attention to equitable learning opportunities for students ○ Appropriate interactions between teacher and students and among students ○ Effective classroom routines and procedures resulting in little or no loss of instructional time ○ Clear standards of conduct and effective management of student behavior ○ Safe and adequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials and technology	Teacher's performance demonstrates: ○ Low or unclear expectations for student achievement with little or no value placed on the quality of student work ○ Little or no attention to equitable learning opportunities for students ○ Inappropriate or disrespectful interactions between teacher and students and among students ○ Inefficient classroom routines and procedures resulting in loss of instructional time ○ Absent or unclear standards of conduct, or ineffective management of student behavior ○ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

☐	Classroom Observations	See Attachment 426 A	☐	Visual Technology	See Attachment 426 A
☐	Informal Observation/Visits	See Attachment 426 A	☐	Resources/Materials/Technology/ Space	See Attachment 426 A
☐	Teacher Conferences/Interviews	See Attachment 426 A	☐	Other	See Attachment 426 A

Justification for Evaluation

Category III: Instructional Delivery – Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

☐ **SATISFACTORY**	☐ **UNSATISFACTORY**
Teacher's performance demonstrates: ○ Adequate communication of procedures and clear explanations of content ○ Adequate use of questioning and discussion strategies that encourage many students to participate ○ Reasonable engagement of students in learning and adequate pacing of instruction ○ Adequate feedback to students on their learning ○ Adequate use of informal and formal assessments to meet learning goals and to monitor student learning ○ Reasonable flexibility and responsiveness in meeting the learning needs of students	Teacher's performance demonstrates: ○ Unclear or inappropriate communication of procedures and poor explanations of content ○ Ineffective use of questioning and discussion strategies and little student participation ○ Little or no engagement of students in learning and poor pacing of instruction ○ Inaccurate or inappropriate feedback to students on their learning ○ Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning ○ Inflexibility in meeting the learning needs of students

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

☐	Classroom Observations	See Attachment 426 A	☐	Student Assignment Sheets	See Attachment 426 A
☐	Informal Observations/Visits	See Attachment 426 A	☐	Student Work	See Attachment 426 A
☐	Assessments Materials	See Attachment 426 A	☐	Instructional Resources/Materials/Technology	See Attachment 426 A
☐	Teacher Conferences/Interviews	See Attachment 426 A	☐	Other	See Attachment 426 A

Justification for Evaluation

Category IV: Professionalism – Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

☐ **SATISFACTORY**	☐ **UNSATISFACTORY**
Teacher's performance demonstrates: o Adherence to school and district procedures and regulations related to attendance, punctuality and the like o Knowledge of the Professional Code of Conduct o Compliance with school or district requirements for maintaining accurate records, communicating with families o Compliance with participating in school and/or district events and school or district professional growth and development opportunities	Teacher's performance demonstrates: o Failure to adhere to district procedures and regulations related to attendance, punctuality, and the like o Lack of knowledge of the Professional Code of Conduct o Lack of compliance with school or district requirements for maintaining accurate records, communicating with families o Lack of compliance in participating in school and/or district events and school or district professional growth and development opportunities

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

☐	Teacher Conferences/Interviews	See Attachment 426 A	☐	Progress Reports/Report Cards	See Attachment 426 A
☐	Observations/Visual Technology	See Attachment 426 A	☐	Parent/School/Community Feedback	See Attachment 426 A
☐	Artifacts/Interaction with Family	See Attachment 426 A	☐	Artifacts: Professional Development/Act 48 Documentation	See Attachment 426 A
☐	Student Records/Grade Book	See Attachment 426 A	☐	Perceptive Use of Teaching/Learning Reflections	See Attachment 426 A
			☐	Other	See Attachment 426 A

Justification for Evaluation

I certify that the before named employee for the period beginning (month/day/year) and ending (month/day/year) has been evaluated with a overall level of proficiency that is: ☐Satisfactory; ☐Unsatisfactory

_____

Signature of Principal/Assistant Principal (Evaluator) Date

_____

Signature of Superintendent or I. U. Executive Director Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

_____

Name of Employee **Signature of Employee** **Date**

PDE Form 426 Attachment A

Category I:

Lesson Unit Plans: Types Titles and Numbers
Resources / Materials / Technology:
Assessment Material:
Information About Students:
Teacher Conferences Interviews:
Classroom Observations:
Teacher Resource Documents:
Other:

Category II:

Classroom Observations:
Informal Observations/Visits:
Teacher Conferences/Interviews:
Visual Technology:
Resources/Materials/Technology/Space:
Other:

Category III:

Classroom Observations:
Informal Observations/Visits:
Assessment Materials:
Teacher Conferences/Interviews:
Student Assignment Sheets:
Student Work:
Instructional Resources/Materials/Technology:
Other:

Category IV:

Teacher Conferences/Interviews:
Observations/Visual Technology:
Artifacts/Interaction with Family:
Student Records/Grade book:
Progress Reports/Report Cards:
Parent/School/Community Feedback:
Artifacts: Professional Development/Act 48 Documentation
Perceptive Use of Teaching/Learning Reflections:
Other

APPENDIX

5. Teacher Evaluation, Instr I to II

INSTRUCTIONAL I TO INSTRUCTIONAL II ASSESSMENT FORM

Applicant's Last Name	First	Middle	Positions(s) of Employee
District/IU	School	Evaluator	Interview/Conference Date

Directions: This form is used after having reviewed 6 satisfactory semi-annual employee evaluations of the teacher's performance. All categories in this form must be assessed as well as all sources of evidence provided by the teacher. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language. If applicable, record commendations. Finally, assign an overall assessment, sign the form and gain Superintendent's review and signature.

Category I: Planning/Preparation--Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

Teacher's performance demonstrates:

- In-depth and thorough knowledge of content and pedagogy
- In-depth and thorough knowledge of Pennsylvania's Academic Standards
- In-depth and thorough knowledge of students and how to use this knowledge to inform instruction
- Clear and appropriate instructional goals that reflect content standards and high expectations for students
- Thorough awareness of resources, materials, and technology available through the school or district or professional organizations
- Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
- Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- ❑ Lesson/Unit Plans_____
- ❑ Resources/Material/Technology _____
- ❑ Assessment Materials_____
- ❑ Information About Students _____
- ❑ Teacher Conferences/Interviews_____
- ❑ Classroom Observations _____
- ❑ Teacher Resource Documents_____
- ❑ Other _____

Assessment of Category I Factors (Discussion)

PDE-427

Category II: Classroom Environment --Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.

Teacher's performance demonstrates:

- High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on high quality student work
- Significant attention to equitable learning opportunities for students
- Appropriate and highly respectful interactions between teacher and students and among students
- Highly effective classroom routines and procedures resulting in effective use of instructional time
- Clear standards of conduct and highly effective and preventive management of student behavior
- Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Teacher Conferences/Interviews _____
- ❑ Visual Technology _____
- ❑ Resources/Materials/Technology/Space _____
- ❑ Other _____

Assessment of Category II Factors (Discussion)

Category III: Instructional Delivery --Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

Teacher's performance demonstrates:

- Clear and appropriate communication of procedures and high-quality explanations of the content
- Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate
- High-level engagement of students in learning and appropriate pacing of instruction
- Equitable, accurate, and constructive feedback to students on their learning
- Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- High degree of flexibility and responsiveness in meeting the learning needs of students

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- ❑ Classroom Observations _____
- ❑ Informal Observations/Visits _____
- ❑ Assessment Materials _____
- ❑ Teacher Conferences/Interviews _____
- ❑ Student Assignment Worksheets _____
- ❑ Student Work _____
- ❑ Instructional Resources/Materials/Technology _____
- ❑ Other _____

Assessment of Category III Factors (Discussion)

Category IV: Professionalism--Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

Teacher's performance demonstrates:

- Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines
- Effective communication with families regarding student needs and development
- Frequent participation in professional development opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues
- Full commitment to professional standards
- Full and active compliance with school and district policies
- Perceptive reflection on teaching and learning and use of reflection to in future instruction planning
- Full Knowledge of Professional Code of Conduct

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- ❑ Teacher Conferences/Interviews _____
- ❑ Teacher Reflection _____
- ❑ Observations/Visual Technology _____
- ❑ Artifacts: Interaction with Family _____
- ❑ Student Records/Grade Book _____
- ❑ Progress Reports/Report Cards _____
- ❑ Parent/School/Community Feedback _____
- ❑ Artifacts: Professional Development/ Act 48 Documentation _____
- ❑ Other _____

Assessment of Category IV Factors (Discussion)

Teacher's Name _____ Social Security Number _____

I certify that the before named applicant for the period beginning _____ and ending _____ has received an overall assessment that is:
(month/day/year) (month/day/year)

_____**Satisfactory** _____**Unsatisfactory**

_____ _____

Signature of Principal/Assistant Principal (Assessor) Date

_____ _____ _____

Signature of District Superintendent or I. U. Executive Director Date LEA Name

Overall Justification for Assessment

Commendations (optional)

_____ _____ _____

Name of Applicant Signature of Applicant Date

PDE-427

PDE Form 427 Attachment A

Category I:

Lesson Unit Plans: Types Titles and Numbers
Resources / Materials / Technology:
Assessment Material:
Information About Students:
Teacher Conferences/Interviews:
Classroom Observations:
Teacher Resource Documents:
Other:

Category II:

Classroom Observations:
Informal Observations/Visits:
Teacher Conferences/Interviews:
Visual Technology:
Resources/Materials/Technology/Space:
Other:

Category III:

Classroom Observations:
Informal Observations/Visits:
Assessment Materials:
Teacher Conferences/Interviews:
Student Assignment Worksheets:
Student Work:
Instructional Resources/Materials/Technology:
Other:

Category IV:

Teacher Conferences/Interviews:
Observations/Visual Technology:
Artifacts/Interaction with Family:
Student Records/Gradebook:
Progress Reports/Report Cards:
Parent/School/Community Feedback:
Artifacts: Professional Development/Act 48 Documentation
Perceptive Use of Teaching/Learning Reflections:
Other

APPENDIX

6. Teacher Evaluation, Instr II

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Employee's Last Name First Middle Positions(s) of Employee

District/IU School Evaluator Interview/Conference Date

School Year: 2006 - 2007 Evaluation: (Check 1) ☐ One ☐ Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

☐ SATISFACTORY	☐ UNSATISFACTORY
Performance Demonstrates: o In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards o Thorough knowledge of students and how to use this knowledge to direct and guide instruction o Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students o In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations o Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs o Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.	Performance Demonstrates: o Limited or partial knowledge of content, pedagogy and Pa. Academic Standards o Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction o Unclear or trivial instructional goals and low expectations for students. o Little or no awareness of resources, materials, and technology available through the school or district or professional organizations o Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs o Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)

☐ Lesson/Unit Plans	See Attachment 428 A	☐ Teacher Conferences/Interviews	See Attachment 428 A
☐ Resources/Materials/Technology	See Attachment 428 A	☐ Classroom Observations	See Attachment 428 A
☐ Assessment Materials	See Attachment 428 A	☐ Teacher Resource Documents	See Attachment 428 A
☐ Information About Students	See Attachment 428 A	☐ Other	See Attachment 428 A

Justification for Evaluation

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

☐ **SATISFACTORY**	☐ **UNSATISFACTORY**
Performance demonstrates: ○ High and clear expectations for student achievement with value placed on the quality of student work ○ Significant attention to equitable learning opportunities for students ○ Appropriate and highly respectful interactions between teacher and students and among students ○ Highly effective classroom routines and procedures resulting in little or no loss of instructional time ○ Clear standards of conduct and effective management of student behavior ○ Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.	Performance Demonstrates: ○ Low or unclear expectations for student achievement with little or no value placed on the quality of student work. ○ Little or no attention to equitable learning opportunities for students ○ Inappropriate or disrespectful interactions between teacher and students and among students ○ Inefficient classroom routines and procedures resulting in loss of instructional time ○ Absent or unclear standards of conduct, or ineffective management of student behavior ○ Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

☐	Classroom Observations	See Attachment 428 A	☐	Visual Technology	See Attachment 428 A
☐	Informal Observation/Visits	See Attachment 428 A	☐	Resources/Materials/Technology/Space	See Attachment 428 A
☐	Teacher Conferences/Interviews	See Attachment 428 A	☐	Other	See Attachment 428 A

Justification for Evaluation

Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness

☐ **SATISFACTORY**	☐ **UNSATISFACTORY**
Performance Demonstrates: o Clear and appropriate communication of procedures and high quality explanations of content o Highly effective use of questioning and discussion strategies that encourage many students to participate o High-level engagement of students in learning and adequate pacing of instruction o Equitable, accurate and constructive feedback to students on their learning o Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning o High degree of flexibility and responsiveness in meeting the learning needs of students.	Performance Demonstrates: o Unclear or inappropriate communication of procedures and poor explanations of content o Ineffective use of questioning and discussion strategies and little student participation o Little or no engagement of students in learning and poor pacing of instruction o Inaccurate or inappropriate feedback to students on their learning o Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning o Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

☐	Classroom Observations	See Attachment 428 A	☐	Student Assignment Sheets	See Attachment 428 A
☐	Informal Observations/Visits	See Attachment 428 A	☐	Student Work	See Attachment 428 A
☐	Assessments Materials	See Attachment 428 A	☐	Instructional Resources/Materials/Technology	See Attachment 428 A
☐	Teacher Conferences/Interviews	See Attachment 428 A	☐	Other	See Attachment 428 A

Justification for Evaluation

Category IV: Professionalism – Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

☐ **SATISFACTORY**	☐ **UNSATISFACTORY**
Performance Demonstrates: o Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like. o Full knowledge of Professional Code of Conduct and full commitment to professional standards o Full and active compliance with school and district requirements for maintaining accurate and complete records o Full and active compliance with district requirements for communicating with families regarding student needs/improvement o Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues	Performance Demonstrates: o Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like o Little knowledge of Professional Code of Conduct and little commitment to professional standards o Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines o Infrequent or inappropriate communication with families to understand student needs and development o Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

☐	Teacher Conferences/Interviews	See Attachment 428 A	☐	Progress Reports/Report Cards	See Attachment 428 A
☐	Observations/Visual Technology	See Attachment 428 A	☐	Parent/School/Community Feedback	See Attachment 428 A
☐	Artifacts/Interaction with Family	See Attachment 428A	☐	Artifacts: Professional Development/Act 48 Documentation	See Attachment 428 A
☐	Student Records/Grade Book	See Attachment 428 A	☐	Perceptive Use of Teaching/Learning Reflections	See Attachment 428 A
			☐	Other	See Attachment 428 A

Justification for Evaluation

Evaluation:
I certify that the before named employee for the period beginning (month/day/year) and ending (month/day/year) has been evaluated with a overall assessment that is: ☐Satisfactory ☐Unsatisfactory ☐Commendable

Signature of Principal/Assistant Principal (Evaluator) Date

Signature of Superintendent or I. U. Director Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

Name of Employee **Signature of Employee** **Date**

PDE Form 428 Attachment A

Category I:

Lesson Unit Plans: Types Titles and Numbers:
Resources / Materials / Technology:
Assessment Material:
Information About Students:
Teacher Conferences Interviews:
Classroom Observations:
Teacher Resource Documents:
Other:

Category II:

Classroom Observations:
Informal Observations/Visits:
Teacher Conferences/Interviews:
Visual Technology:
Resources/Materials/Technology/Space:
Other:

Category III:

Classroom Observations:
Informal Observations/Visits:
Assessment Materials:
Teacher Conferences/Interviews:
Student Assignment Sheets:
Student Work:
Instructional Resources/Materials/Technology:
Other:

Category IV:

Teacher Conferences/Interviews:
Observations/Visual Technology:
Artifacts/Interaction with Family:
Student Records/Gradebook:
Progress Reports/Report Cards:
Parent/School/Community Feedback:
Artifacts: Professional Development/Act 48 Documentation:
Perceptive Use of Teaching/Learning Reflections:
Other:

APPENDIX

7. Parent Satisfaction Survey

High School Satisfaction Parent Survey
Spring 2014

INVITATION EMAIL TEXT

Dear Parent/Guardian/Mentor:

K^{12} values your opinions and would like you to participate in a survey regarding your experience with Insight PA Cyber Charter School so that we can continue to provide the highest quality high school offering possible. **Even if your student is graduating or deciding not to return to our school next year, please complete this survey as we need everyone's feedback about the 2013-2014 school year.**

The link below will take you to the survey**.** The information provided will be kept strictly confidential and will only be reported in aggregate along with the feedback of others. You can access the survey by either clicking on the link below or by copying and pasting the URL address below into your web browser***.***

(%URL%)

This survey will be about only one student whose name will appear on the first page of the online survey.

Also, please note that your student may also receive a student satisfaction survey. Please encourage your student to complete this survey as your family's feedback is extremely valuable to us. If you receive the invitation to your student's survey, please pass along to your student.

If you have any questions about this survey, please feel free to send an e-mail to: **research@k12.com**.

Thank you for participating in the survey! Your input is greatly appreciated by K^{12}!

Sincerely,

Celia Stokes, EVP & Chief Marketing Officer, and Chip Hughes, EVP, School Management, K^{12}

.....
.....
K^{12}, Inc. | 2300 Corporate Park Drive | Herndon, VA 20171

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K12, 2300 Corporate Park Drive, Herndon, Virginia 20171.

Introduction/welcome screen

Thank you for participating in our survey. Your feedback and recommendations will be used to help continue to shape Insight PA Cyber Charter School and k^{12} school program offerings to best meet the educational needs of your student(s).

This survey is about your experience with [student]'s time at Insight PA Cyber Charter School in the 2013-2014 school year.

Please complete the survey as soon as possible because your input is very important to us and the survey will only be online for a short period of time. If you are unable to complete the survey at one time, you may return at anytime and begin where you left off.

This survey is for research purposes only and your responses are confidential.

A few helpful hints for completing the survey:

- After answering a question, press "Next" to move to the next page.
- Some questions use a rating scale (e.g., "1" is low and "7" is high). Please read each question carefully to understand its scale.
- Use the scroll bars (at the right and bottom of the screen) if you can't see the entire question or "Next" button.
- If an error message appears, make sure you entered responses in all boxes provided or clicked the appropriate buttons.

Questions? Send an email to research@k12.com.

Press "Next" to begin the survey. Thank you and enjoy!

Throughout the survey, please answer the questions with respect to [student name] even if you have other students enrolled in Insight PA Cyber Charter School.
This survey is about your experience in the current school year (2013-2014).

QS1. Our records indicate that you had [student name] enrolled at Insight PA Cyber Charter School in 2013-2014 school year. Is this correct?

- o Yes, this is correct
- o No, this is not correct **(TERMINATE)**

QS2. What is your role in your student's experience at Insight PA Cyber Charter School? *Choose one.*

- Parent/Legal Guardian and Mentor/Learning Coach
- Parent/Legal Guardian, but not Mentor/Learning Coach
- Mentor/Learning Coach Only

QS3. Which of the following best describes your level of responsibility with matters relating to this student's education? *Choose one.*

- You are solely responsible
- You share responsibility
- You have little or no responsibility **(TERMINATE)**

1. Was this school year the first time that this student or any of your other children has been enrolled in Insight PA Cyber Charter School or another k^{12} school? Choose one.

- Yes, this is the first time that we have enrolled this student or another child in our family in Insight PA Cyber Charter School or another k^{12} school.
- No, this student or another child in our family was enrolled in Insight PA Cyber Charter School or another K^{12} school in the past.

2. Which school options were you using for [student] immediately prior to joining [school] using K^{12} curriculum? Choose one.

1. Another k^{12} school
2. Another virtual school
3. Charter school – not online
4. Home school – not online
5. Home school – online
6. Traditional private school – religious
7. Traditional private school – non-religious
8. Traditional public school
9. Other [SPECIFY] _____
10. Don't know [EXCLUSIVE]

3. Below are some reasons that parents have said they chose k^{12} for their student. For each, please indicate how well it describes why you chose k^{12} for [child name].

5- Describes perfectly
4
3
2
1- Does not describe at all
Not sure

RANDOMIZE

Quality of k^{12} curriculum
Variety of course levels available, including Core, Comprehensive, Honors, and AP
Variety of electives available

Free tuition
Because k^{12} is a public school with recognition and backing of state
Flexible scheduling/pacing (ability for this student to learn at his/her own pace)
Ability to customize program to meet this student's needs
Support of highly qualified, experienced teachers for each subject
Reputation of [School Name]
Concerned that my student was struggling to keep up in class
Needed a temporary alternative
Thought this would be a good way for my student to catch up academically
Dissatisfied with the academic instruction at his/her school
My child is gifted and needed a more challenging academic program
Student has special needs
Student has a learning disability
Desired a higher level of safety and security for my student

4. Prior to joining Insight PA Cyber Charter School, did you have any experience schooling any of your child(ren) at home?

Choose one.

- Yes, for less than 1 year
- Yes, for 1 to fewer than 2 years
- Yes, for 2 to fewer than 3 years
- Yes, for 3 to fewer than 5 years
- Yes, for 5 years or more
- No, I had no prior experience schooling any child(ren) at home

5. How would you rate your overall satisfaction with Insight PA Cyber Charter School this year?

	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know

6. Based on your experience, how likely are you to recommend Insight PA Cyber Charter School to a friend or family member?

	Very Unlikely 1	2	3	4	5	6	Very Likely 7	Don't Know

7. Based on your experience, how likely are you to enroll your student or other students in Insight PA Cyber Charter School next year?

	Very Unlikely 1	2	3	4	5	6	Very Likely 7		N/A My student has/will be	Don't Know

									graduated	

8. How would you rate your overall satisfaction with the k^{12} curriculum this year?

	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know

9. Based on your experience, how likely would you be to recommend k^{12} curriculum to a friend or family member?

	Very Unlikely 1	2	3	4	5	6	Very Likely 7	Don't Know

If 5 or 8 is 1-3, ask:

10a. Please tell us more about why you are dissatisfied with k^{12} curriculum/[school]:

Why dissatisfied with k^{12} curriculum (if applicable) …….
Why dissatisfied with [school] (if applicable) …….

11. Please rate your satisfaction with the following curriculum-related areas.

[ROTATE]	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know
Quality of course materials (lab kits, virtual labs, mentor guides, etc.)								
Quality of the curriculum								
Curriculum's ability to adapt to your student's needs								
Amount of coursework and homework required								
Number of graded assignments in courses								
Flexible scheduling								
Age-appropriateness of content								
Quality of lesson content								
Text books								
Time required for your student to complete lessons and homework								
Pace of the curriculum								
Level of difficulty of the curriculum								
Variety of courses in the high school								

catalog								
Balance of computer and “offline” coursework								
Instructional approach used by the curriculum								

12. Approximately how much time did [**student name]** spend on average <u>each day</u> completing lessons, activities and tests or quizzes?
Please input time as a whole number between 0 and 12. If necessary, please round the amount of time to the nearest whole number. If unsure, please select don't know.

- Hours [free form between 0 and 10]
- Don’t know

13. Please provide us with any additional comments about the <u>curriculum</u> in general or individual courses this student is taking. Please be as specific as possible.

_____

_____

14. Please rate your satisfaction with the **<u>OLS.</u>**

<u>OLS is the online school</u> and course management tool that you used for checking your student’s grades and progress, logging attendance, accessing KMail and your student used for accessing his/her courses.

15. Please rate your satisfaction with the following online aspects of your experience with the OLS (Online School)

[ROTATE]	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don’t Know/NA
Overall ease of use								
Instructions on how to use the OLS								
Checking your student’s grade								
Layout of the OLS								
Navigation through the OLS								
Checking your student’s progress								
Entering/recording attendance								
Planning and progress tools								
Accessing the courses								
K-Mail email system								

16 Please provide any additional comments about the OLS.

_____

_____

17. In general, how would you rate your satisfaction with **your student's teachers in main/ courses (Math, History, Science, and English)?**

	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know

18. How satisfied were you with the following aspects of the experience with these teachers? Choose one for each.

[ROTATE]	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know
Amount of communication from the teachers								
Frequency of communication from the teachers								
Knowledgeable about the course content								
Informing you about any concerns regarding your student								
Responding to your questions quickly								
Teachers' responsiveness to your student's questions								
Providing the necessary support to your student								
Teachers caring about your student								

19. Do you have any other comments about your student's teachers?

20. Please rate your satisfaction with the following aspects of your experience with Insight PA Cyber Charter School.

[ROTATE]	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know / Not

								Applicable
School Policies								
School communicating with the parents								
Counselor communicating with the student								
Advisor (or similar role) communicating with the student								
Homeroom teacher								
The face-to-face school events								
Having an adequate voice in school decisions								
Your involvement in your student's education								
Quality of delivered hardware (computer, monitor, printer)								
Your student's progress								
Overall support received for college and career planning & application process								
School's communication with you about ways you could help to support your student								
Receiving information about school events								
Delivery of shipped in supplies (lesson materials, computer, etc.)								
Your student's attitude about learning								

Pathfinder Tool

20a. How satisfied are you with your high school student's Individualized Learning Plan (ILP)? *This plan is developed based on a student's needs and strengths, as well as his/her academic achievement and input from the student, parent and school staff. This ILP includes a 4 year course plan as well as goals for life after high school.*

	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Not familiar with ILP

20b. Please rate your satisfaction with the following aspects related to your student's Individualized Learning Plan.

[ROTATE]	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know / Not Applicable
Student's academic course plan								
Plan's ability to meet your student's academic needs								
Development of a plan for student's life after high school (i.e. college, career, military, etc.)								

Frequency of plan monitoring by school staff								
Your involvement in developing your student's Plan								
Your access to your student's Plan								

21. Please provide any concerns or suggestions you have regarding Insight PA Cyber Charter School in general, or school administrators and staff. Please be as specific as possible.

_____

_____

22. Have you contacted k12 Customer Support at any time with questions or issues in the past three months? k12 Customer Support is the main toll-free support line at k12 headquarters.

- O Yes
- O No
- O Not Sure

If Yes, ask 23 - otherwise skip to 24 …

23. How would you rate your satisfaction with k12 Customer Support?

	Very Dissatisfied 1	2	3	4	5	6	Very Satisfied 7	Don't Know

24. Approximately how much time do **you spend** on average each week supporting this student on coursework?

- O Please input time as a whole number between 0 and 99. If necessary, please round the amount of time to the nearest whole number. If unsure, please select don't know.
- O ■ Hours [free form between 0 and 99]
- O ■ Don't know

25. Please indicate how much you agree or disagree with each statement as they relate to your experience with school, teachers, and the k12 curriculum:

Randomize

1- Strongly Disagree
2
3
4
5- Strongly Agree
Not sure

- The k^{12}curriculum has helped my student more fully realize his/her academic potential
- The amount of coursework and required is appropriate and reasonable
- My student has good study habits
- My student's teachers are experienced and knowledgeable in their particular subjects (s)
- If my student is struggling, I know where to get help
- The k^{12} curriculum is high quality
- k^{12} should include more direct instruction from the teachers
- My student's teachers are very responsive and attentive to my student's needs
- The school is good at giving me advice on how I can support my student

26. What education plans does this student have for after high school? Choose one (the highest level).

- O None/not planning on any additional education
- O Obtain vocational/technical education
- O Take some college courses (community college), though not necessarily leading to a degree
- O Obtain an Associate's degree (from a 2 year college/community college)
- O Obtain a Bachelor's degree (from a 4 year University/college)
- O Obtain a Graduate degree
- O Don't know

27. Please select those words and phrases that best describe **your student and his/her personality**. (Select all that apply)

randomize

Confident
Focused
Follower
Self-disciplined
Self-Motivated
Shy
Works well independently
Has difficulty focusing or keeping attention
Has difficulty reading online
Mature
Easily Bored
None of the above

28. **Do you agree with the statements below?**

	Yes	No	Don't know
My student has benefitted academically from the k^{12} curriculum The k^{12} curriculum has had a positive impact on my student k^{12} curriculum is helping my student to prepare for future success			

We have just a few final questions for classification purposes only.

29 Which of the following devices does this student have access to on a regular basis?
Please check **all** that apply!

- Desktop computer – Windows
- Desktop computer – Apple
- Desktop or netbook computer using another operating system
- Laptop or netbook computer – Windows
- Laptop or netbook computer – Apple
- Laptop or netbook computer using another operating system
- Tablet – Apple iPad
- Tablet – Android (ex: Galaxy Tab, Kindle Fire, etc.)
- Tablet – Blackberry
- eReader (ex: Kindle, Nook, etc.)
- Smartphone – Android (ex: One, Galaxy, Droid, Evo, Epic, etc.)
- Smartphone – Apple iPhone
- Smartphone – Blackberry (ex: Bold, Torch, Curve, etc.)
- Smartphone – Windows (ex: Focus, Lumia, Titan, etc.)
- Other Smartphone
- Regular cell phone
- Apple iPod Touch
- Gaming system (ex: xBox, Wii, Playstation, etc.)
- Handheld gaming system (ex: DS, 3DS, PSP, Vita, etc.)
- Digital whiteboards (ex: SMART, Promethean, etc.)
- Some other device (please specify)
- No devices - Exclusive

30 What was your approximate annual household income for 2011, before taxes, from all sources? *Choose one.*

- O Less than $25,000
- O $25,000 to under $50,000
- O $50,000 to under $75,000
- O $75,000 to under $100,000
- O $100,000 to under $125,000
- O $125,000 to under $150,000
- O $150,000 or more
- O Choose not to respond

31. Would you best describe the area where your student lives as…? *Choose one.*

- O Urban, which is inside a city
- O Suburban, which is just outside of a city
- O Rural, which is farther outside of a city, like in the country

32. Which of the following best describes **your** current employment situation? *Choose one.*

- O Employed full-time – work outside the home
- O Employed part-time – work outside the home: (number of hours:) _____
- O Employed full-time – work at home
- O Employed part-time – work at home: (number of hours:) _____
- O Retired
- O Temporarily unemployed
- O A student
- O Disabled
- O Not employed

33. What is the highest level of education that you have completed? *Choose one.*

- O Some high school or less
- O High school graduate
- O Vocational or technical education beyond high school
- O Some college or Associate's degree
- O Bachelor's degree
- O Graduate degree

34. Do you currently own your home?

- O Yes
- O No

356. Which of the following best represents your marital status? *Choose one.*

- O Single, never married
- O Living with a partner
- O Married

O Separated
O Divorced
O Widowed

36. What is the employment status of the **other** parent/legal guardian of this student in the home, if any? *Choose one.*

O Employed full-time – work outside the home
O Employed part-time – work outside the home
O Employed full-time – work at home
O Employed part-time – work at home
O Retired
O Temporarily unemployed
O A student
O Disabled
O Not employed
O N/A

37. What is your age? *Choose one.*

O 18-29
O 30-35
O 36-40
O 41-45
O 46-50
O 51-55
O Over 55

38. What is your ethnic background? *Choose one.*

O Caucasian
O African American
O Asian American
O Native American
O Hispanic
O Other **[SPECIFY]** _____
O Don't know
Prefer not to say

39. In addition to [student name], how many other children under the age of 18 are usually in your house and you care for them during the day time (8 AM – 5 PM)?

None
1
2
3
4
5 or more
Don't know/not sure

40. Is there anything else that you would like to tell us?

_____

_____

_____

Thank you very much for your participation. Please press the “submit” button below to enter your responses.

APPENDIX

8. Withdrawal Forms

Withdrawal Report

(Must be Completed by Homeroom Teacher(7-8)/Advisor (HS) within 3 days of notice of withdrawal)

Student First Name : _____

Student Last Name : _____

Student ID # : _____

Siblings: ☐ YES ☐ NO If YES: Family ID # : _____

Other Siblings Withdrawing as well: YES: ☐ NO: ☐ UNKNOWN: ☐

Student Address : _____

City : _____

Zip Code : _____

Current Grade : _____

Teacher : _____

School Year : _____

Enrollment Date : _____

Withdrawal Date : _____

Course Information

Courses Student Currently Enrolled In	Grade (at time of WD)

Reason For Withdrawal : ☐ Parent Choice ☐ Truancy – Non-Attendance

☐Other (specify) _____

At Time of Withdraw Student Is Currently At Risk In The Following Areas:

☐ Progress ☐ Attendance ☐ Other (specify) _____

Comments : _____

[For Office Use Only]

School Official Signature: _____ Date _____

School Withdrawal Form

If your child is under the age of 17, this form MUST be received in the office BEFORE your child will be withdrawn please sign the bottom portion. Students 17 years or older may sign themselves.

_____ _____
Student Last Name, First Name Middle Initial Parent/Guardian Name

_____
Address (on record at Insight PA) City, State Zip Code

_____ _____ _____
Student Date of Birth Age (Current) Grade Level

Reason for Withdrawal (please initial next to ONE choice):
_____Transfer to Public (brick and mortar) School in PA (name) _____
_____Transfer to Public (brick and mortar) School out of PA (name) _____
_____Transfer to another education setting (***private school, charter, homeschool***) in PA (name) _____
_____Transfer to another education setting (***private school, charter, homeschool***) outside of PA (name) _____
_____ Student withdrew early to attend a post secondary institution
_____ Student deceased
_____ Student mentally or physically incapacitated
_____ Student committed to correctional institution
_____ Attended kindergarten and withdrew
_____ Student neglected or dependent child in care of child care agency (DHS, CYS, etc.)
_____ Student kidnapped
_____ Lacks proper immunization

For the following options (initial ONE choice); the 2nd page of this form MUST be completed as well)
_____ Student enlisted in military service
_____ Student voluntarily leaving school after passing required attendance age (17 or older)
_____ Student illegally absent (10 consecutive days) & compulsory attendance is ***not*** being pursued
_____ Plan to pursue GED
_____ Under 17 and not continuing education at this time and has discussed options with School Personnel
_____ Student Issued a Farm or Domestic Service Exemption Permit
_____ Student Issued General Employment Certificate
_____ Student expelled
_____ Student is a runaway or whereabouts of family unknown

Explanation (optional): _____

_____

_____

Please be advised that school attendance is mandatory in the state of PA. It is your responsibility for any child under the age of 17 to be enrolled in school. Failure to do so may result in truancy charges, fines, or prosecution via your local school district.

THIS FORM DOES NOT SERVE AS A REQUEST FOR RECORDS.

_____ _____
Parent Signature (Student Signature over 17) Date

It is expected that any and all school property including but not limited to: computer, monitor, printer, laptop, and materials, will be returned to Insight PA. Return labels will arrive within 2 to 3 weeks.

_____ _____
School Official Signature Effective Withdraw Date

Statement of Intent to Discontinue Education

For any student NOT transferring to another educational setting, this form MUST be received in the office BEFORE your withdraw can be completed, please sign the bottom portion. .

I _____, have expressed a desire to withdrawal prior to completing my requirements for graduation and WILL NOT be enrolling in another educational setting. By initialing the following, I certify that I have been made aware of my rights, choices and responsibilities in regards in choosing to withdraw from school. *(Please initial next to each)*

_____ I am aware that I can be provided a free and public education up until I am 21 years of age.
_____ I have spoken with educational staff and administration and have been assisted in reviewing alternative choices INSTEAD of withdrawing or being withdrawn.

The reason I am choosing not to continue to pursue my education is: *(please choose ONE of the following)*

_____ Academic problems
_____ Behavior problems
_____ Dislike school
_____ I am pregnant, I have a child or I am getting married
_____ I am a runaway or expelled
_____ I want to work
_____ Other Reason: _____

After withdrawing, I intend to do the following: *(please check one of the choices below)*

_____ Receive my GED
_____ Farm Worker
_____ White Collar Worker
_____ Blue Collar Worker
_____ Service Worker
_____ Homemaker
_____ Military
_____ Unemployed
_____ I Do Not Know/ I Am Unsure

_____ _____
Student Signature Date

_____ _____
Parent Signature (If student is under 17) Date

Teacher Withdrawal Verification Form

Complete this form at the time of contact regarding any student withdrawal. This form in it's entirety must be signed and returned to the Administrative office, this is to be considered a state reporting data collection tool, and is necessary for ALL students prior to the withdraw. **[Internal USE ONLY]**

_____ _____ _____
Student Last Name, First Name Middle Initial Student ID #

_____ _____ _____
Student Date of Birth Age (Current) Grade Level

_____
Name of Person Who initiated contact regarding the withdrawal (Relationship to student)

_____ _____
Date of Contact Parent/Guardian Name

Method of Contact to Indicate Intent to Withdraw: ***(circle one choice)***
Email (attach) Kmail (attach) Phone Call Phone Message Letter/Note (attach)

Indicate Reason for Withdrawal (please initial next to ONE choice):
_____Transfer to Public School in PA (name) _____
_____Transfer to Public School out of PA (name) _____
_____Transfer to another education setting (private school, charter, homeschool) in PA (name) _____
_____Transfer to another education setting (private school, charter, homeschool) outside of PA (name) _____
_____ Student withdrew early to attend a post secondary institution
_____ Student deceased
_____ Student mentally or physically incapacitated
_____ Student committed to correctional institution
_____ Attended kindergarten and withdrew
_____ Student neglected or dependent child in care of child care agency (DHS, CYS, etc.)
_____ Student kidnapped
_____ Lacks proper immunization
_____ Student enlisted in military service
_____ Student voluntarily leaving school after passing required attendance age (17 or older)
_____ Student illegally absent (10 consecutive days) & compulsory attendance is ***not*** being pursued
_____ Plan to pursue GED
_____ Under 17 and not continuing education at this time and has discussed options with SchoolPersonnel
_____ Student Issued a Farm or Domestic Service Exemption Permit
_____ Student Issued General Employment Certificate
_____ Student expelled
_____ Student is a runaway or whereabouts of family unknown

Detailed Explanation/Information: _____

_____

_____

By signing below, I am affirming that the statements made in this report are true and accurate to the best of my knowledge. The intent to withdraw this student has been made to me and will be carried out according to the policies and procedures of the Charter School.

_____ _____
Teacher Signature Date

_____ _____

School Official Signature (Indicating Received by Admin. Office) Date Received

APPENDIX

9. Individual Learning Plan

Individualized Learning Plan
Training Guide

About this Training Guide

This training guide provides new and returning K-8 teachers and administrators context for understanding the Individualized Learning Plan (ILP) process in a K^{12} virtual school setting. Schools may have a customized approach for the ILP; this guide focuses on the general steps.

Recorded training:

Writing a Quarterly ILP (4:42)
http://screencast.com/t/bBLY5LzFrjX

Storing Quarterly ILP Documents in TotalView (4:10)
http://screencast.com/t/707tuFyhf

FAQs for ILP

Q: What does ILP mean?

An ILP (Individualized Learning Plan) is a written plan which defines the academic needs and strengths of students based on data. The ILP is used to track the student's goals for the school year. It is a fluid document that evolves throughout the school year. All parties involved with supporting the student can use this document to focus instruction.

Q: What grade levels are included?

All grade levels K-8.

Q: When should an ILP be written?

An ILP should be written as soon as possible after the student enrolls in the school. The ILP will be written after the student takes the Scantron Performance Series test. ILPs should be completed by the teacher in priority order starting with most 'at-risk' students.

Q: What if a student already has an IEP? Is a separate ILP needed?

An ILP is not necessary for a student with an IEP, but can be written if the team feels that there is benefit to this document. This is at the school's discretion. Some schools may require ILPs for all K-8 students.

Q: Who is part of the ILP team?

The ILP team is made up of the general education teacher, parent/learning coach, student and any other applicable staff, such as the ALP coordinator or Title I teacher.

Q: What are the key parts of an ILP?

The ILP consists of the following:

- Math goals from the Scantron Performance Series suggested learning objectives (SLO) *(Schools determine the number of goals needed)*

- Reading goals from the Scantron Performance Series suggested learning objectives *(Schools determine the number of goals needed)*
- Goal/s the parent/student/teacher develop together based on team decided needs
- Goal/s related to student participation in intervention sessions focused on areas of need
- Outline of suggested progress
- Outline of Study Island and other supplemental program suggested progress

Q: Is there a template provided to organize the information?

Yes. A template for K-8 Individualized Learning Plans has been provided by K^{12} and may be downloaded from k12training.com. Check with your school; teachers at your school may be directed to use this template, or may be provided with a school-specific template to use.

Q. Who keeps the ILP document?

The general education/homeroom teacher is responsible for maintaining and ensuring all parties have a copy of the most current ILP. It is the general education/homeroom teacher's responsibility to ensure the ILP is the focus in all individualized academic sessions with all parties. The ILP should be stored in TotalView in Notes. (See recorded training above.)

Q: What information do I use to write the initial ILP?

Information is gathered from a variety of sources: Scantron Performance Series scores for math and reading, information from the parent and student regarding learning style, or learning needs. Other data available, such as previous state test results, may also be used.

Q: What are the steps to the process?*

1. Gather the student's Scantron Performance Series scores (Spring for returning students, if available along with Fall test scores)
2. Gather other data such as progress in the OLS, previous state test scores, attendance, other programs (504, IEP, ALP, STI) supplemental program data (if available)
3. Schedule the conference with the appropriate parties
4. Obtain input from all parties in the goal development
5. Write the ILP
6. Send all parties a copy of the ILP
7. Use the ILP to develop an instructional plan for the students
8. Post ILP in TotalView Schools (use ILP Qtr template, if available)
9. Review the ILP ***quarterly***

*Remember the ILP is a working document.

Q: If I use the Scantron Performance Series scores to write the ILP, how does Study Island fit in?

Study Island is a test preparatory program which will help to outline the student's strengths and areas of weakness in reading and math. Blue ribbon totals should be included in the ILP. (percentage ribbons earned, number of ribbons, etc.)

Q: How do I present this information to the Learning Coach and student?

The learning coach and student are part of the ILP team and should have input into any/all goals. They should always have a current copy of the ILP.

Q: Do I store this document in TVS? If so, how do I label it, and where do I put it?

1. The teacher uses the ILP template supplied by K^{12} or an alternate ILP document provided by the school. Use note template labeled: ILP Qtr 1, 2, etc. if not available, create new blank note. (ILP template stored in "documents" at K12Training.com)
2. The teacher creates the ILP document.

3. In TotalView, the teacher will select New Note and attach the completed ILP (Browse, Upload, Save) clearly labeled: ILP, Quarter (Use ILP template note if provided, if not, use blank new note)
4. Subject line for Note: ILP for Q1 (If ILP template is listed in drop-down, select the quarter of ILP to create your note)
5. Select the "type", phone log or meeting log.
6. Type date of ILP review/creation in body of note.
7. Tag note as "ILP". Type ILP and then "Tag".
8. Save to close and return to the previous screen.
9. Next time there is a review, the teacher modifies the doc saved on her computer for Q.2. If Qtr 2 template is available in drop-down menu, use the template.
10. In TotalView, the teacher will select the previously created ILP Note and attach the second ILP, etc.
11. The subject line can also be edited to add Q2, Q3, etc.
12. Add the date of ILP creation in body of note.
13. Each Note in TotalView can currently hold up to five attachments. If more than five attachments are used, a second Note may be created. See recorded training above for a demonstration of how to store the ILP in TotalView.
14. The expectation is that the K-8 ILP form should also be sent as a kmail attachment to parents and students.

Q: How often are ILPs reviewed?

ILPs are officially reviewed a minimum of quarterly, but as this is the document that defines academic need it should be used during every interaction with the student to guide instruction.

Q: How likely is it that an ILP that I write at the beginning of the year will change throughout the year?

This is very likely as students grow and progress at different rates thus, needs change throughout the year.

Additional Resources in the Reference Center at K12Training.com:

Reference Center>Documents and Videos>Search Text: Title

- ILP Template K-8
- SY1213 Scantron Indicator Charts
- SMART ILP Goals

Marking Document Completion

Mark this guide complete when you have viewed the recording, read the FAQs, and accessed applicable additional resources.

Select this title from My Learning Plan or the Reference Center at K12Training.com. Click on the title, and select Mark Complete. The following message will appear: You have selected to mark an item complete. By continuing with this action, you are certifying that you have read and/or participated in this training activity to the fullest extent possible. Click Mark Complete.

Insight PA Cyber Charter School
Individualized Learning Plan 2013-2014

Plan Date:

Student ID#: **Student:** **Grade:**

Birth Date: **Teacher:**

Retention History:

504 **IEP** **ALP** **STI**

Goals for the 2013-2014 school year:

(To include reading goals from Scantron Performance Series with state standards/objectives, math goals from Scantron Performance Series with state standards/objectives, goals from parent/student, progress goals and supplemental program goals.)

Assessment Results (statewide test):

[name of state test]	Test Date	Scale score	Proficiency Level	Areas of Strength	Areas of Weakness
Reading					
Math					

Writing			NA		

Noteworthy information from other tests:

Scantron Results (Performance Series):

PS Test	Date	Scaled Score	Indicator
Reading (fall)			
Math (fall)			
Reading (spring)			
Math (spring)			

OLS Progress (req. vs. actual)

Work Samples:

Instructional Plan for Modified Lesson Delivery:

# of Lessons/week Adjusted (Check box if "Yes" and provide details in the cells to the right.)	Subject Area	Default # of Lessons/week	Adjusted # of Lessons/week	Goal (Briefly state the short-term goal.)
☐	LA or LS			
☐	Phonics or Lit.			
☐	Spelling			
☐	Math			
☐	History			
☐	Science			
☐	Art			
☐	Music			

Briefly state goals/timelines for other supplemental programs:

Study Island:
Blue Ribbon Goal:
% Blue Ribbons Earned:

Strategies for Success:

Other test preparation goal/activities:

Attendance Hours: (required vs. actual)

Quarterly Review

2nd On Track Date:

3rd On Track Date:

4th On Track

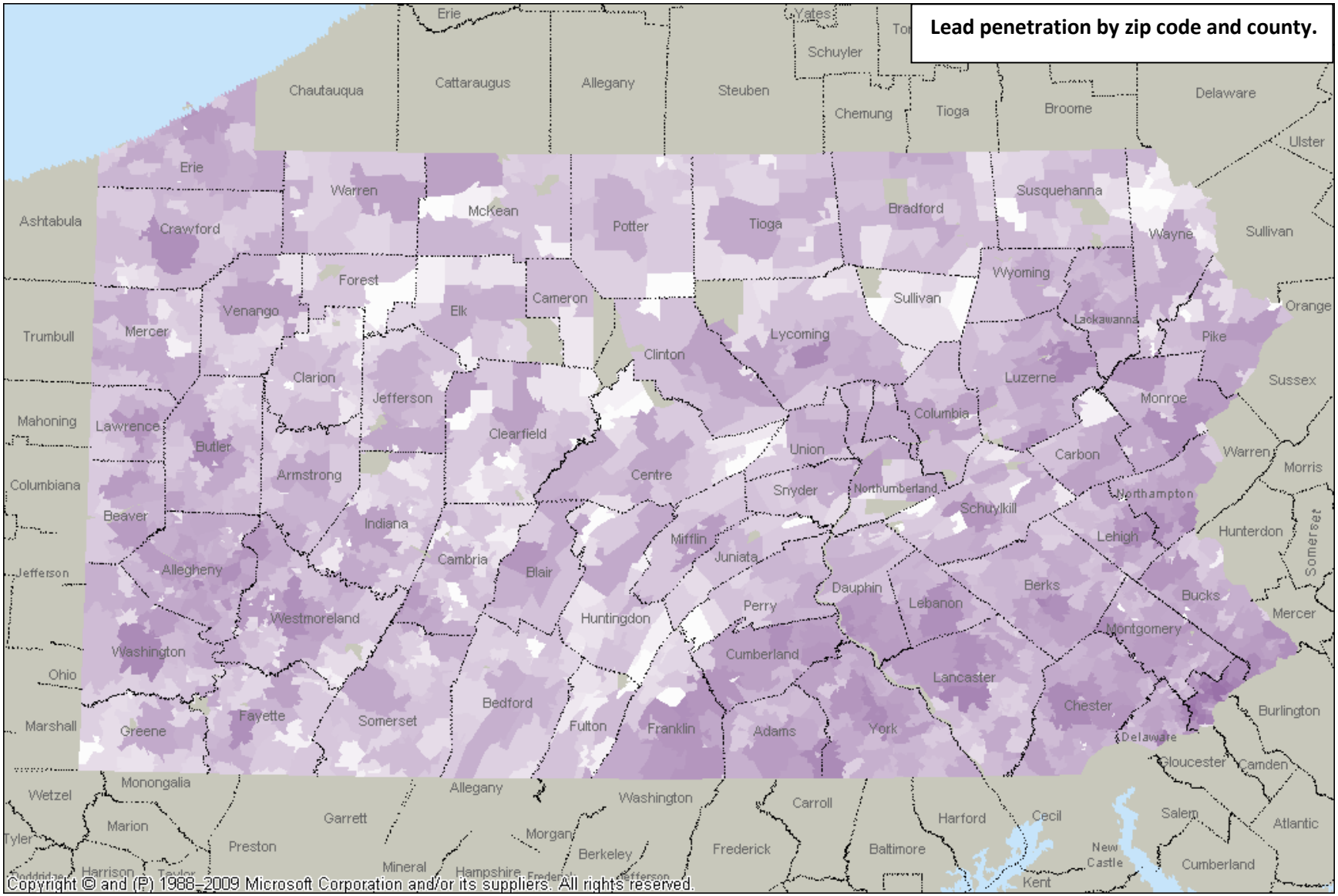
Notes:

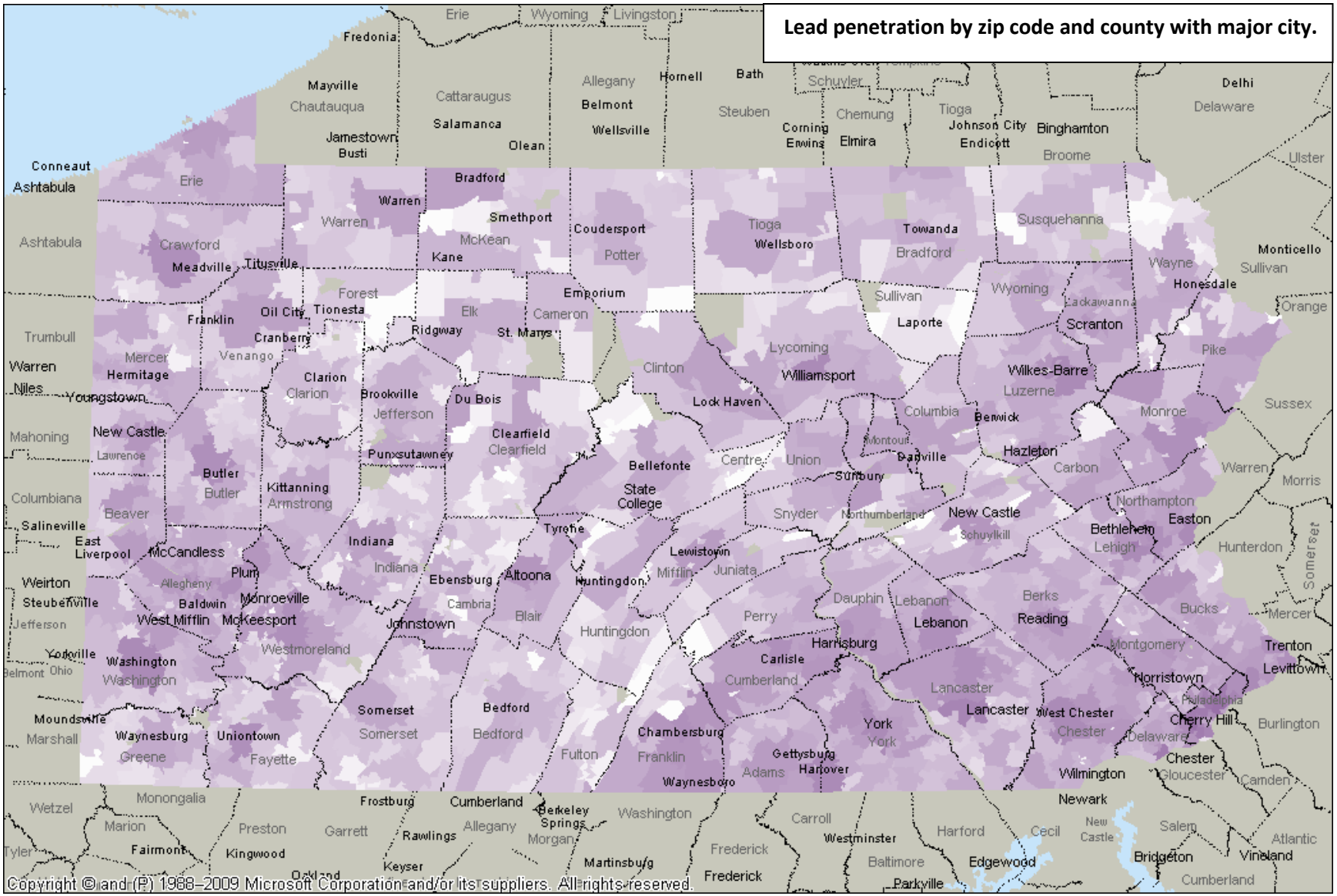
APPENDIX

10. Analysis of Interested Persons

High Level Data Summary

- 101,253 PA leads with a create date between 1/1/09 - 9/11/12.
- 94,974 of the 101,253 leads, or 94%, have a valid zip code for PA, with the remaining 5,704 (6%) having provided either an invalid or blank zip code.
- Of the 94,974 leads with a valid zip code, 94,295 (99%) provided an email address.
- 25% of all leads received between 1/1/09 - 9/11/12 are from Philadelphia County. The next highest lead producing county is Allegheny at 7%.
- 40% of all leads received between 1/1/09 - 9/11/12 are from the five counties in Southeastern PA: Philadelphia, Delaware, Montgomery, Bucks and Chester.
- 40%+ lead growth year-over-year between 2009 – 2012.


Lead penetration by zip code and county.
Erie
Chautauqua
Cattaraugus
Allegany
Steuben
Yates
Schuyler
Chemung
Tioga
Broome
Delaware
Ulster
Ashtabula
Crawford
Warren
McKean
Potter
Tioga
Bradford
Susquehanna
Wayne
Sullivan
Forest
Venango
Elk
Cameron
Wyoming
Sullivan
Orange
Trumbull
Mercer
Clinton
Lycoming
Lackawanna
Pike
Clarion
Jefferson
Luzerne
Monroe
Sussex
Mahoning
Lawrence
Butler
Clearfield
Columbia
Union
Carbon
Warren
Morris
Columbiana
Armstrong
Centre
Snyder
Northumberland
Schuylkill
Northampton
Beaver
Indiana
Mifflin
Juniata
Lehigh
Hunterdon
Somerset
Jefferson
Allegheny
Cambria
Blair
Dauphin
Berks
Bucks
Perry
Lebanon
Mercer
Westmoreland
Huntingdon
Montgomery
Washington
Cumberland
Ohio
Lancaster
Bedford
Chester
Burlington
Marshall
Greene
Fayette
Somerset
Fulton
Franklin
Adams
York
Delaware
Gloucester
Camden
Monongalia
Wetzel
Allegany
Washington
Carroll
Harford
Cecil
Salem
Atlantic
Marion
Garrett
Morgan
Tyler
Preston
Berkeley
Frederick
Baltimore
New Castle
Cumberland
Harrison
Mineral
Hampshire
Kent
Copyright © and (P) 1988–2009 Microsoft Corporation and/or its suppliers. All rights reserved.


Lead penetration by zip code and county with major city.
Erie
Wyoming
Livingston
Fredonia
Mayville
Chautauqua
Cattaraugus
Allegany
Hornell
Bath
Schuyler
Delhi
Delaware
Belmont
Steuben
Chemung
Tioga
Johnson City
Binghamton
Salamanca
Jamestown
Busti
Olean
Wellsville
Corning
Ewins
Elmira
Endicott
Broome
Ulster
Conneaut
Ashtabula
Erie
Bradford
Warren
Smethport
Coudersport
Tioga
Wellsboro
Towanda
Susquehanna
Monticello
Sullivan
Crawford
Meadville
Titusville
McKean
Kane
Potter
Bradford
Wayne
Honesdale
Forest
Emporium
Sullivan
Wyoming
Lackawanna
Scranton
Orange
Franklin
Oil City
Tionesta
Elk
Cameron
Laporte
Trumbull
Cranberry
Ridgway
St. Marys
Lycoming
Pike
Mercer
Venango
Clinton
Williamsport
Wilkes-Barre
Warren
Hermitage
Clarion
Luzerne
Niles
Youngstown
Brookville
Du Bois
Lock Haven
Columbia
Berwick
Monroe
Sussex
Jefferson
Mahoning
New Castle
Clearfield
Montour
Danville
Hazleton
Lawrence
Punxsutawney
Bellefonte
Centre
Union
Carbon
Warren
Morris
Butler
Kittanning
Sunbury
Columbiana
Beaver
Armstrong
State College
Snyder
Northumberland
New Castle
Northampton
Easton
Salineville
Tyrone
Schuylkill
Bethlehem
East Liverpool
McCandless
Indiana
Lehigh
Hunterdon
Somerset
Lewistown
Plum
Mifflin
Juniata
Weirton
Allegheny
Ebensburg
Altoona
Huntingdon
Steubenville
Baldwin
Monroeville
Cambria
Dauphin
Lebanon
Berks
Bucks
Mercer
Jefferson
West Mifflin
McKeesport
Johnstown
Blair
Perry
Reading
Lebanon
Huntingdon
Montgomery
Trenton
Yorkville
Washington
Harrisburg
Levittown
Belmont
Ohio
Westmoreland
Carlisle
Norristown
Washington
Cumberland
Lancaster
Philadelphia
Moundsville
Somerset
Bedford
Lancaster
West Chester
Cherry Hill
Burlington
Marshall
Waynesburg
Uniontown
Somerset
Bedford
Chambersburg
York
Chester
Delaware
Greene
Fayette
Fulton
Franklin
Gettysburg
Adams
Hanover
Chester
Wilmington
Gloucester
Camden
Waynesboro
Newark
Wetzel
Monongalia
Frostburg
Cumberland
Berkeley Springs
Washington
Carroll
Harford
Cecil
New Castle
Salem
Atlantic
Marion
Preston
Garrett
Rawlings
Allegany
Morgan
Westminster
Tyler
Fairmont
Kingwood
Keyser
Frederick
Baltimore
Edgewood
Bridgeton
Vineland
Oakland
Martinsburg
Frederick
Parkville
Cumberland
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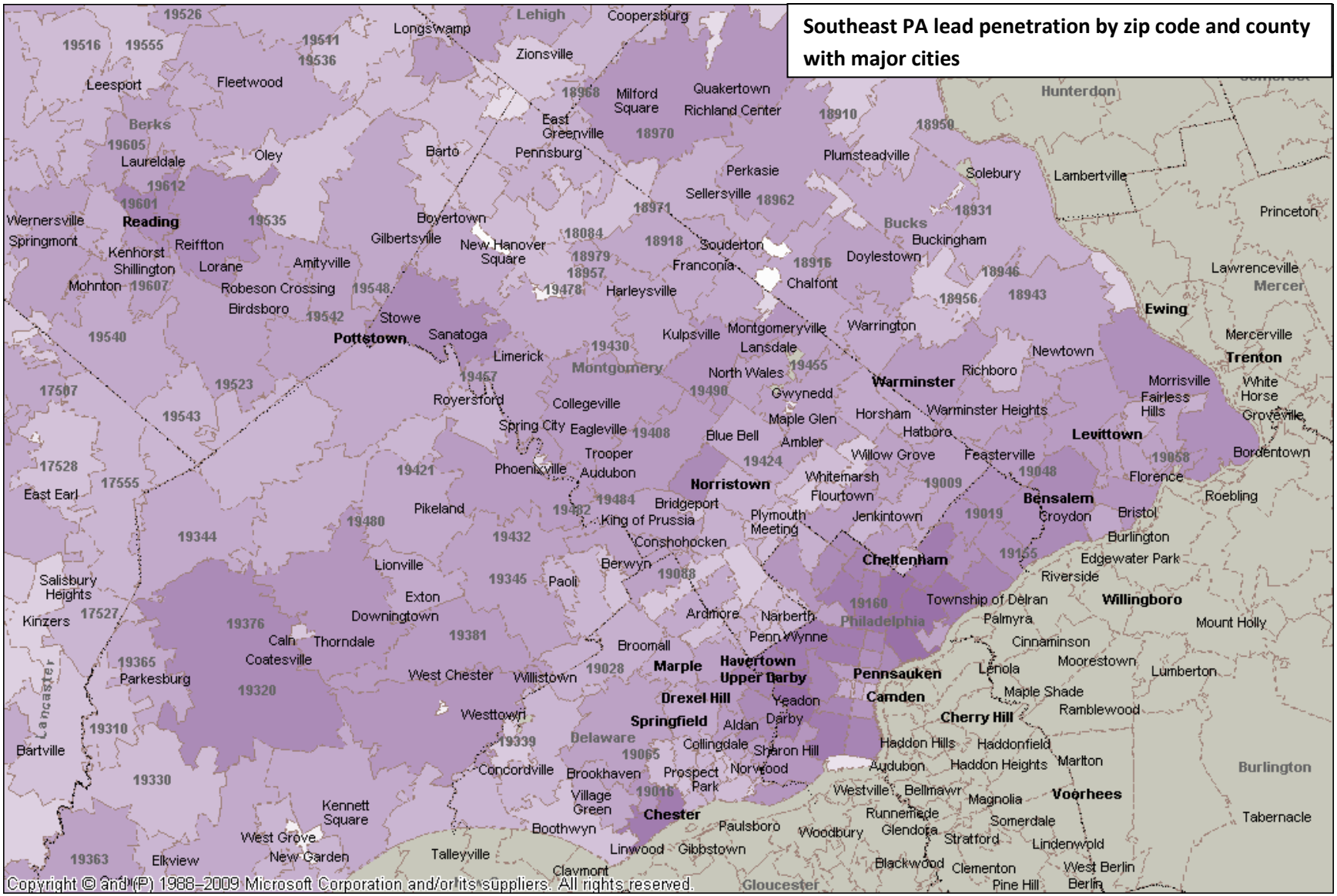
Southeast PA lead penetration by zip code and county with major cities
Lehigh
Coopersburg
Longswamp
Zionsville
Leesport
Fleetwood
Berks
Laureldale
Oley
Barto
Pennsburg
East Greenville
Milford Square
Quakertown
Richland Center
Hunterdon
Plumsteadville
Solebury
Lambertville
Perkasie
Sellersville
Princeton
Wernersville
Reading
Springmont
Kenhorst
Reiffton
Shillington
Lorane
Mohnton
Amityville
Robeson Crossing
Birdsboro
Boyertown
Gilbertsville
New Hanover Square
Souderton
Franconia
Harleysville
Chalfont
Doylestown
Bucks
Buckingham
Lawrenceville
Mercer
Ewing
Stowe
Pottstown
Sanatoga
Limerick
Montgomery
Kulpsville
Montgomeryville
Lansdale
Warrington
Newtown
Trenton
Mercerville
North Wales
Warminster
Richboro
Morrisville
White Horse
Fairless Hills
Royersford
Collegeville
Gwynedd
Horsham
Warminster Heights
Groveville
Spring City
Eagleville
Maple Glen
Hatboro
Levittown
Blue Bell
Ambler
Trooper
Audubon
Phoenixville
Willow Grove
Feasterville
Bordentown
East Earl
Norristown
Whitemarsh
Flourtown
Florence
Pikeland
Bridgeport
King of Prussia
Plymouth Meeting
Jenkintown
Bensalem
Croydon
Bristol
Roebling
Conshohocken
Burlington
Cheltenham
Edgewater Park
Lionville
Berwyn
Paoli
Riverside
Salisbury Heights
Exton
Downingtown
Ardmore
Narberth
Philadelphia
Township of Delran
Willingboro
Palmyra
Mount Holly
Kinzers
Caln
Thorndale
Coatesville
Broomall
Penn Wynne
Cinnaminson
Moorestown
Lumberton
Parkesburg
West Chester
Willistown
Marple
Havertown
Upper Darby
Pennsauken
Lenola
Maple Shade
Drexel Hill
Yeadon
Camden
Ramblewood
Westtown
Springfield
Aldan
Darby
Cherry Hill
Bartville
Delaware
Collingdale
Sharon Hill
Haddon Hills
Haddonfield
Concordville
Brookhaven
Prospect Park
Norwood
Audubon
Haddon Heights
Marlton
Burlington
Village Green
Westville
Bellmawr
Magnolia
Voorhees
Kennett Square
Chester
Runnemede
Somerdale
Tabernacle
Boothwyn
Paulsboro
Woodbury
Glendora
Stratford
Lindenwold
West Grove
Linwood
Gibbstown
Blackwood
Clementon
West Berlin
Elkview
New Garden
Talleyville
Claymont
Pine Hill
Berlin
Gloucester
Lancaster
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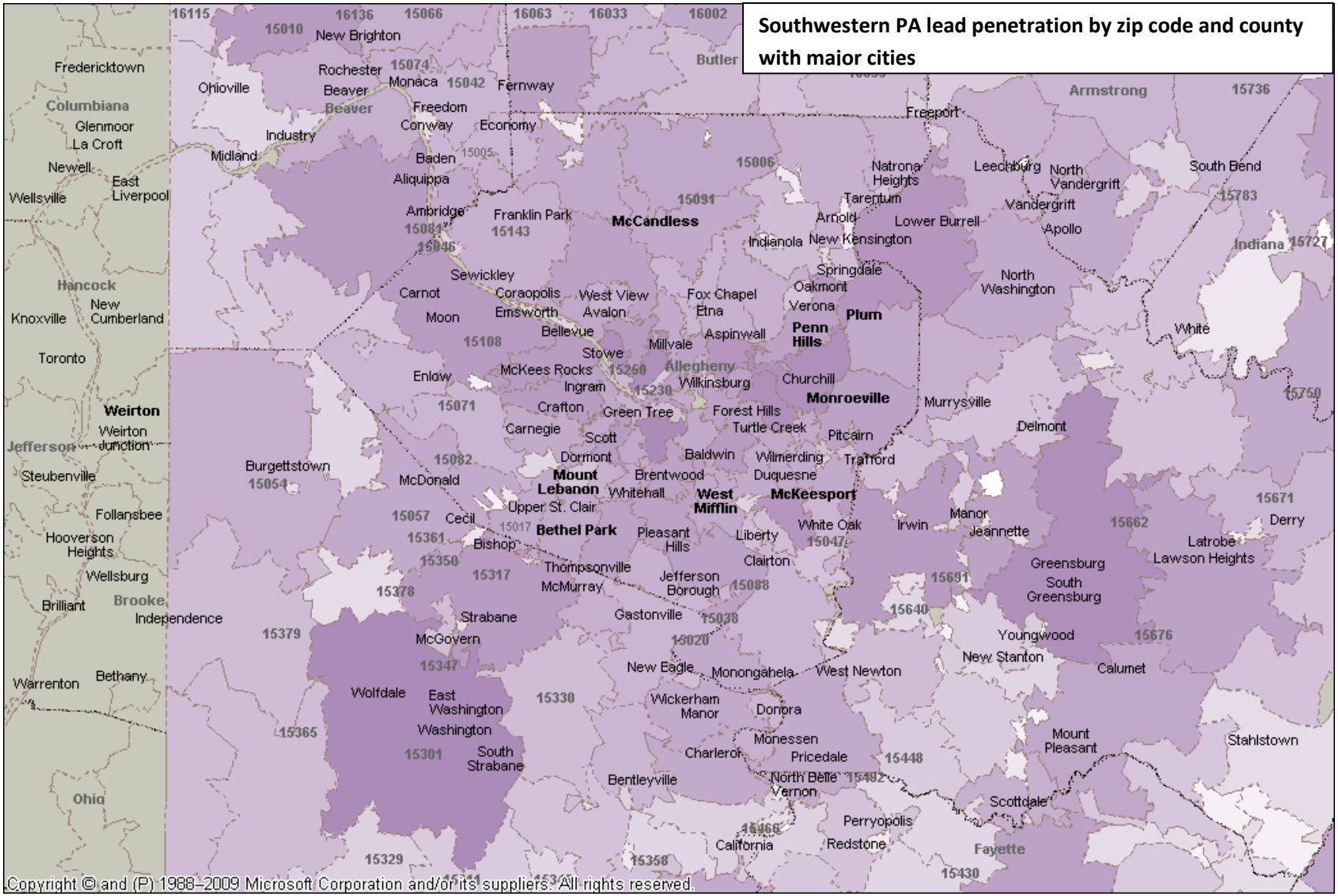
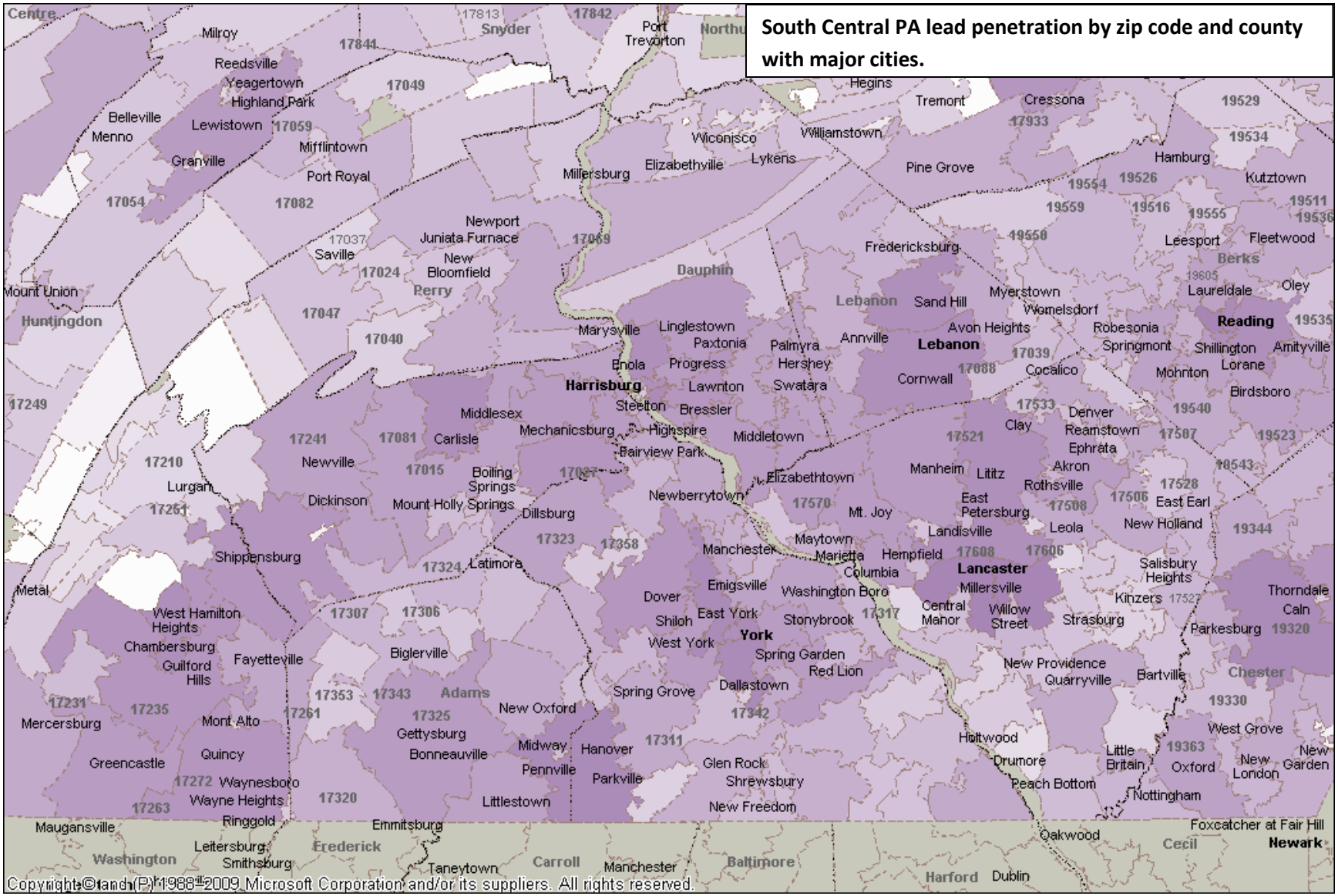


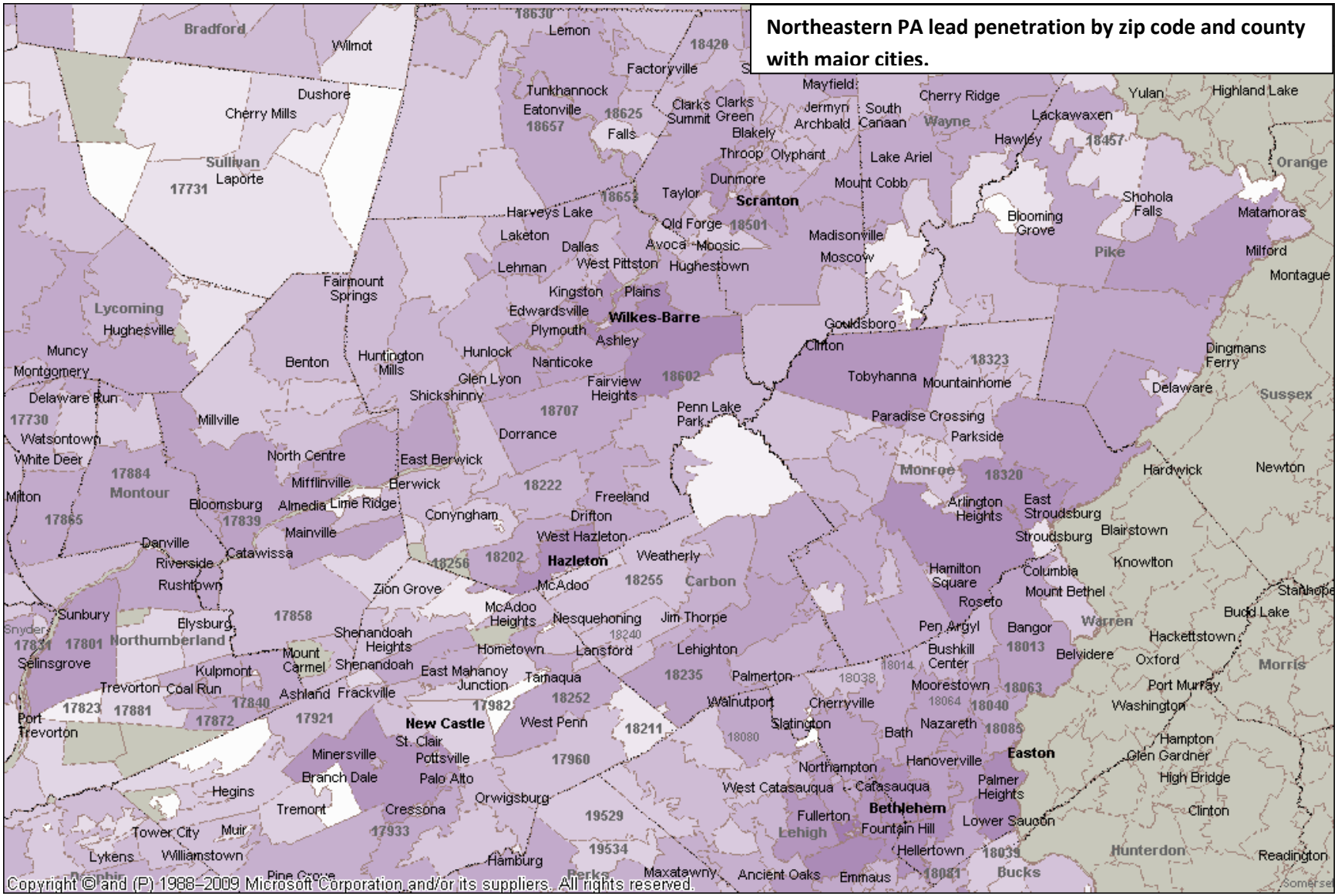
Southwestern PA lead penetration by zip code and county with maior cities



South Central PA lead penetration by zip code and county with major cities.

PA Charter Application Lead Analysis

Prepared on September 12, 2012



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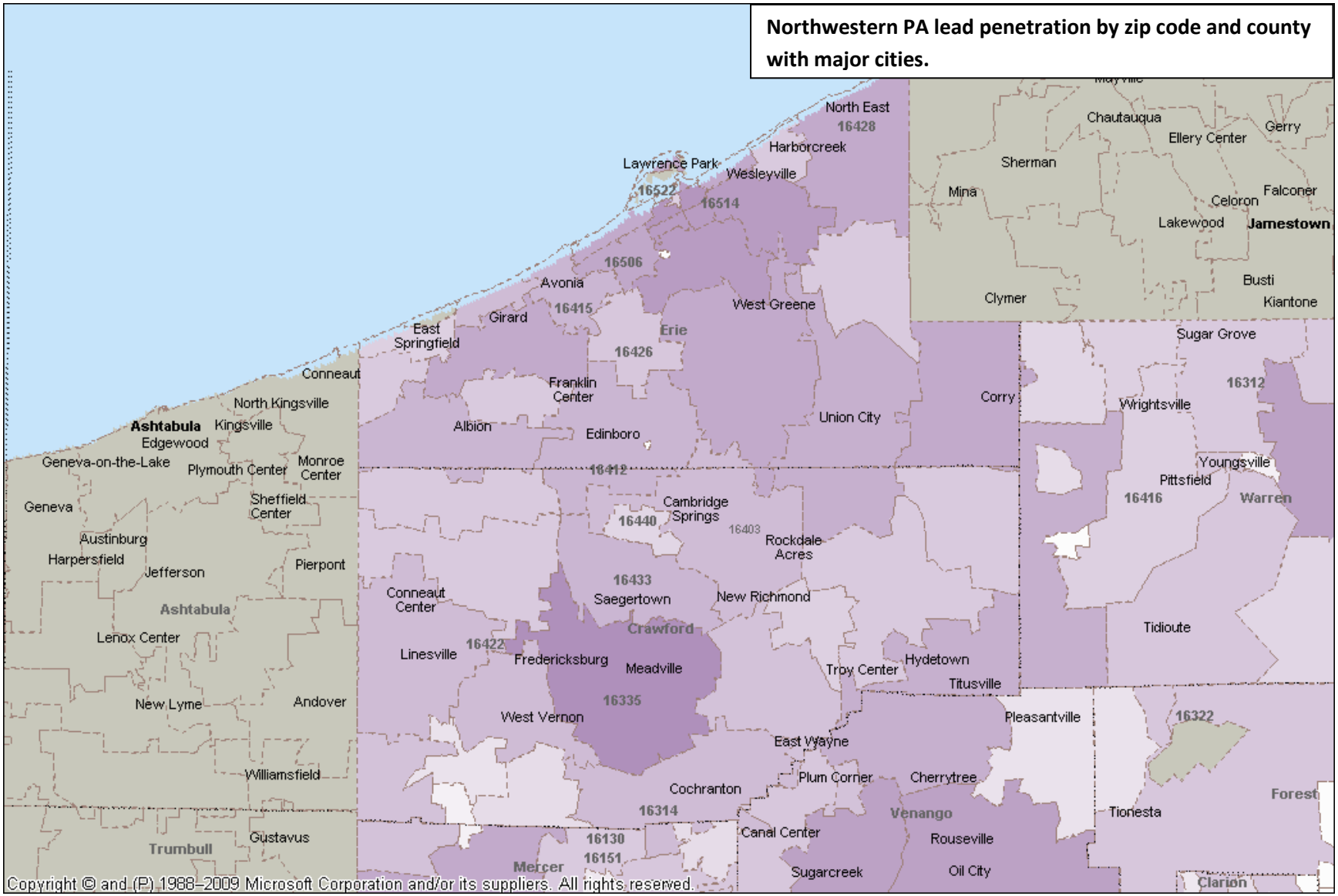

Northwestern PA lead penetration by zip code and county with major cities.

APPENDIX

11. Letter of Intent

DuaneMorris®

FIRM and AFFILIATE OFFICES

NEW YORK
LONDON
SINGAPORE
PHILADELPHIA
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LAS VEGAS
CHERRY HILL
BOCA RATON
LAKE TAHOE

MEXICO CITY
ALLIANCE WITH
MIRANDA & ESTAVILLO

ALAN C. KESSLER
DIRECT DIAL: 215-979-1117
PERSONAL FAX: 215-405-2588
E-MAIL: akessler@duanemorris.com

www.duanemorris.com

September ___, 2012

Re: <u>Notice of Intent to Operate the Insight PA Cyber Charter School</u>

Dear Superintendent:

On behalf of the founders of PA Community Partners for Education, I am writing to inform you of their intent to operate Insight PA Cyber Charter School, a Pennsylvania statewide cyber charter school. This letter of intent is required by the Pennsylvania Department of Education as an important part of the cyber charter school application process. The school is proposed to open in the fall of 2013 enrolling students in grades six through twelve.

Each student's individual learning plan will set the goal of enabling her/him to meet Pennsylvania state academic standards. Using innovative and engaging technology, curriculum, and instruction, Insight PA Cyber Charter School will focus on the unique needs of each student to accomplish that goal.

As a partner in the network of quality public schools in Insight PA Cyber Charter School looks forward to working collaboratively with you for the benefit of all of our students.

Sincerely,

Alan C. Kessler
Incorporator

APPENDIX

12. Community Letters of Support

Dear [insert family name] Family,

We're surveying support for **Insight School of Pennsylvania**, a proposed new public cyber school for the 2013–2014 school year. This school would serve struggling middle school and high school students across the state who, for a variety of reasons, require additional one-to-one support or more time to focus on subjects. Insight School of Pennsylvania will achieve this through an innovative program centered around high-quality curriculum, state-certified and caring instructors, and a commitment to ensuring each and every student reaches his or her true potential.

If this type of cyber school could benefit you, your student, or someone close to you, please **show your support**!

If we're able to garner enough support, and if approved by the Pennsylvania Department of Education, Insight School of Pennsylvania will offer:

- Block scheduling for high school students, which allows more time to focus on fewer subjects
- Subject-specific teachers who use a mastery-based approach for middle school students
- Extensive foundation courses, which focus on core concepts
- Credit recovery courses, which help students catch up and get the credits they need
- Access to staff who can help teach study and life skills, as well as time management
- Extra one-to-one time with academic advisors, counselors, and teachers
- 120+ courses including 40+ electives, featuring technology courses to help students explore exciting career options

If you're the parent of a student who will be in grades 6–12 in the 2013–2014 school year, and are potentially interested in enrolling your student in this innovative new school, please show your support today.

NOTE: By completing and signing this form, you are not committing to enroll your student; rather, you are just expressing your support for Insight School of Pennsylvania.

With our sincerest thanks,

K^{12}, on behalf of the founding coalition of Insight PA Cyber Charter School

An email letter was sent on behalf of the founders to parents across PA who had contacted our educational partner, K12, with questions about online learning opportunities in PA. The letter informed families that an application was going to be submitted to the PDE for a new cyber charter school (Insight PA Cyber Charter School) using the K12 network curriculum and focusing on students with specific learning needs and challenges. Within only three days, 60 letters of support from across the state of Pennsylvania were returned.

First Initial	Last Name	City of Residence	First Initial	Last Name	City of Residence
G	Ecclestone	Philadelphia	M	Ross	Evans City
S	Fleming-Donley	Philadelphia	B	Young	Warren
T	Magura	Doylestown	K	Ferrell	Philadelphia
J	Rawding	Chester Springs	t	nace	Wrightsville
S	Bytheway	Philadelphia	M	Jaime	Bethlehem
R	Mcglynn	York township pa	M	Albertson	Bethlehem
s	malone	pittsburgh	R	Hott	Greencastle
m	murtha	duryea	S	Holliday	State College
M	Tallentire	Canonsburg	L	Mongelli	York
R	McCloskey	Easton	A	Ecke	Saylorsburg
M	Schoenberger	Elizabethtown	r	chaput	Dingmans Ferry
T	Hawthorne	Elizabethtown	J	Highland	Philadelphia
v	lawson	Philadelphia	R	Greening	Locust Grove
M	Oneill	Lancaster	W	Jacobyansky	Blandon
m	grabowski	pittsbuirgh	N	Joe	Watsontown
M	Murden	Philadelphia	C	Murphy	Middletown
F	Jackson II	Pennsylvania	D	Douglas	Philadelphia , Pa.
T	Culler	Philadelphia	L	Genovese	Lititz
c	bowden	windber	D	Thompson	scranton
D	Artman	Marion Heights	p	coyne	stroudsburg
M	HUnter	brookhaven	p	cracknell	croydon
D	Cesaire	Philadelphia	S	Knight	Philadelphia
d	northrop	spartansburg	T	Russell	Littlestown
J	Reimann	Middlebury Center	I	Rojek	Horsham, PA
H	Sloan	Bedford, PA	P	Bulack	Philadelphia
D	Cunningham	Mahanoy City	C	Gouse	Mechacnisbrg
A	Kiah	Philadelphia	M	Foley	Pottsgrove
M	Curtis	Pittsburgh, PA	M	Rivera	Bethlehem
J	Heid	Erie	E	Buehler	Perkiomenville
M	Beucher	Connellsville	M	Reiser	Emlenton

APPENDIX

13. Articles of Incorporation

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

_X_ Domestic Nonprofit Corporation (§ 5306)
____ Nonprofit Cooperative Corporation (§ 7102B)

Name		
Ann Marie Bruski, Paralegal for Duane Morris LLP		
Address		
30 South 17th Street, United Plaza		
City	State	Zip Code
Philadelphia, PA	19103-4196	

Document will be returned to the name and address you enter to the left.
⇐

Fee: $125

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:
Insight PA Cyber Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) Number and Street | City | State | Zip | County

(b) Name of Commercial Registered Office Provider | County
c/o: CT Corporation System | Dauphin

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
See attached Rider.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. *Check one of the following*:

_X_ The corporation is organized on a non-stock basis.

____ *Option for Nonprofit Cooperative Corporation Only:* The corporation is organized on a stock share basis.

6. *For Nonprofit Corporation Only:*

The corporation shall have no members.

~~*(Strike out if inapplicable)*: The incorporators constitute a majority of the members of the committee authorized to incorporate:_____by the requisite vote required by the organic law of the association for the amendment of such organic law.~~

7. *For Nonprofit Cooperative Corporation Only:*

~~Complete and strike out the inapplicable term: The corporation is a cooperative corporation and the common bond of membership among its (members) (shareholders) is:_____.~~

8. The name(s) and address(es) of each incorporator(s) is (are) *(all incorporators must sign below)*:

Name(s)	Address(as)
Alan Kessler	Duane Morris LLP, 30 S. 17th Street Philadelphia, PA 19103

9. The specified effective date, if any, is:
(Date of filing)

month day year hour, if any

10. Additional provisions of the articles, if any, attach an 8½ x 11 sheet.
See attached Rider.

IN TESTIMONY WHEREOF, the incorporator has signed these Articles of Incorporation this 26th day of September, 2012.

Alan Kessler, Sole Incorporator

RIDER TO
ARTICLES OF INCORPORATION
OF
INSIGHT PA CYBER CHARTER SCHOOL

3. The corporation is incorporated for the following purpose or purposes: (1) to provide quality public education for children without regard to race, color, ethnic origin, religion, disability, sex or sexual orientation and to advance the interests of public school students through the promotion, advocacy and operation of a cyber charter school that provides instruction through the Internet or other electronic means; (2) to stimulate the development of innovative and unique programs in public education; (3) to provide opportunities for innovative learning and assessments; (4) to offer students an alternative means to achieve academic proficiency; (5) to develop and disseminate best practices in cyber schools; (6) to provide parents and students with greater options in choosing a public school; and (7) to hold teachers, parents and school administrators accountable for the student educational process. The Insight PA Cyber Charter School is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania, and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended (the "Code"), including the purposes specified in the Pennsylvania Charter School Law. In furtherance of these purposes, Insight PA Cyber Charter School may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and charter schools.

10. The corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status (1) as a corporation that is exempt from federal income taxation as an organization of the type described in Section 501(c) (3) of the Code, or (2) as a corporation contributions to which are deductible under Section 170(c) (2) of the Code.

11. At all times, if any, during which the corporation is classified as a "private foundation" within the meaning of Section 509 of the Code, the corporation shall (1) make distributions during each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, (2) not engage in any act of "self dealing" as defined in Section 4941(d) of the Code, (3) not retain any "excess business holdings" as defined in Section 4943(c) of the Code, (4) not make any investments in such manner as to incur tax liability under Section 4944 of the Code and not make any "taxable expenditures" as defined in Section 4945(d) of the Code.

12. No part of the net earnings of the corporation shall inure to the benefit of or shall be distributable to its trustees, directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its corporate purposes.

13. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation (except as may be permitted under

Section 501(h) of the Code); nor shall the corporation in any manner or to any extent participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

14. The business of the corporation shall be managed by a Board of Trustees as prescribed in the Bylaws of the corporation.

15. In furtherance of the purposes set forth in Article 3 above, the corporation shall have all of the powers created by law, so long as they are consistent with the requirements of Section 501(c) (3) of the Code, including but not limited to the power to accept gifts, grants, devises, bequests of funds or any other property from any public or governmental bodies and any private persons who shall include, but not be limited to, private and public foundations, corporations and individuals.

16. Upon the liquidation or dissolution of the corporation for any cause whatsoever, or upon the abandonment of any of its property, neither the property of the corporation nor any right therein shall inure to the benefit of any of the corporation's trustees, directors or officers or any other private individual, but all property and rights therein, or the proceeds thereof, after disposition of or making provision for the payment of all liabilities and obligations of the corporation, any remaining assets shall be fully distributed on a proportional basis to the school entities in which students that were enrolled in the corporation during the last full or partial academic year of the corporation have subsequently enrolled.

Docketing Statement DSCB:15-134A (Rev 2001)
Departments of State and Revenue

One (1) copy required

BUREAU USE ONLY:
Dept. of State Entity # _____

Dept. of Rev. Box # _____

Filing Period _____ Date 3 4 5 _____

SIC/NAICS _____ Report Code _____

Check proper box:

Pennsylvania Entities

____ business stock
____ business non-stock
____ professional
____ nonprofit stock
_x_ nonprofit non-stock
____ statutory close
____ management
____ cooperative
____ insurance
____ limited liability company
____ restricted professional limited liability company
____ business trust

Foreign Entities
State/Country _____ Date_____

____ business
____ nonprofit
____ limited liability company
____ restricted professional limited liability company
____ business trust

Other

____ domestication
____ division
____ consolidation

1. Entity Name:
Insight PA Cyber Charter School

2. Individual name and mailing address responsible for initial tax reports:

Name | Number and street | City | State | Zip

3. Description of business activity:
Establishment and operation of cyber charter school

4. Specified effective date, if any:
Date of filing
month/day/year | hour, if any

5. EIN (Employee Identification Number), if any:
Pending

6. Fiscal Year End:
June 30

7. Fictitious Name (only if foreign corporation is transacting business in PA under a fictitious name):
N/A

2299220

INSIGHT PA CYBER CHARTER SCHOOL
STATEMENT OF INCORPORATOR

The Articles of Incorporation of Insight PA Cyber Charter School, a Pennsylvania nonprofit corporation (the "Corporation"), having been filed in the office of the Secretary of the Commonwealth of Pennsylvania, the undersigned, being the sole incorporator named in the Articles of Incorporation, does hereby state that the following actions were taken on this day for the purpose of organizing the Corporation:

1. Bylaws for the regulation of the affairs of the Corporation were adopted by the undersigned incorporator and were ordered inserted in the minute book immediately before this instrument; and

2. The following individuals were elected as trustees of the Corporation, to hold office until their successors are duly elected and qualified:

Diana Moninger; and

Kimberly Courtwright.

IN WITNESS WHEREOF, the undersigned has executed this Insight PA Cyber Charter School Statement of Incorporator as of the date set forth below.

Date: September 26, 2012

Alan Kessler
Sole Incorporator

DM3\2299214.2

APPENDIX

14. ByLaws

BYLAWS FOR PA COMMUNITY PARTNERS FOR EDUCATION

Section 1. Name, Objects and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

1.1 Name. The name of this nonprofit corporation shall be "PA Community Partners for Education" (hereinafter referred to as the "**corporation**" or "**PACPE**").

1.2 Objectives and Purposes. The objectives and purposes of PACPE are: (1) to provide quality public education for children without regard to race, color, ethnic origin, religion, disability, sex or sexual orientation and to advance the interests of public school students through the promotion, advocacy and operation of a cyber charter school that provides instruction through the Internet or other electronic means; (2) to stimulate the development of innovative and unique programs in public education; (3) to provide opportunities for innovative learning and assessments; (4) to offer students an alternative means to achieve academic proficiency; (5) to develop and disseminate best practices in cyber schools; (6) to provide parents and students with greater options in choosing a public school; and (7) to hold teachers, parents and school administrators accountable for the student educational process. PACPE is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania (the "**Nonprofit Corporation Law**"), and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in the Pennsylvania Charter School Law ("**Charter School Law**"). In furtherance of these purposes, PACPE may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and charter schools.

1.3 Mailing Address.

30 S. 17th Street
12th Floor
Philadelphia, Pennsylvania 19103-4196

1.4 Fiscal Year. The fiscal year of PACPE shall, unless otherwise decided by the Trustees, end on June 30 of each calendar year.

Section 2. Membership

2.1 Membership. Unless or until the Articles of Incorporation of the corporation (the "**Articles of Incorporation**") are amended to provide otherwise, PACPE shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by

notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

Section 3. Board of Trustees

3.1 Composition. The Board of Trustees of PACPE (the "**Board of Trustees**") shall be comprised of not less than two (2) and not more than fifteen (15) natural persons, each of whom shall be eighteen (18) years of age or older (each a "**Trustee**" and together, the "**Trustees**"). No member of the Board of School Directors of any School District in the Commonwealth of Pennsylvania shall serve on the Board of Trustees.

3.2 Election of Trustees. Nominations to the Board of Trustees shall be placed before the Board of Trustees as needed at any regularly scheduled or special meeting that, if legally required, is open to the public. Nominations to the Board of Trustees may be made by a Nominating Committee of the Board of Trustees or by any Trustee. In electing Trustees, the Board of Trustees will cast an open, public ballot, and a simple majority of a quorum is required for a Trustee's election.

3.3 Term. Each Trustee shall hold office for two (2) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. Trustees may be removed for any reason by a majority vote of all Trustees then in office. A Trustee who fails to perform his or her duties as outlined in the Charter School Law shall be removed from the Board of Trustees by a majority vote of all Trustees then in office.

3.4 Resignation. Any Trustee may resign by delivering a written resignation to the Board of Trustees. Such resignation shall become effective upon receipt unless it is specified to be effective at some later time.

3.5 Vacancies.

(a) Any vacancies on the Board of Trustees shall be filled by a vote of the Board of Trustees. Each Trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.

(b) If a Trustee resigns by giving notice to the Board of Trustees specifying that such resignation shall be effective at a future time, the Board of Trustees shall have the power to elect (in the manner set forth in Section 3.5(a)) a successor to take office when the resignation shall become effective.

3.6 Authority. The Board of Trustees 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 Articles of Incorporation. The essential function of the Board of Trustees shall be

policymaking, the assurance of sound management and governance, and active participation in the provision and/or solicitation of necessary funds. The Board of Trustees has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of PACPE in accordance with its stated purposes and goals. More specifically, the Board of Trustees' authority shall be, without limitation:

(a) to approve and set policies and procedures regarding employment, including but not limited to policies and procedures regarding the appointment and promotion of employees, employment contracts, employee leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, and professional development and dismissal of employees;

(b) to adopt the curriculum or courses of study and text materials;

(c) to approve institutional documents and policy statements, at the Board of Trustees' discretion, in order to assure compliance with the Articles of Incorporation, these bylaws (these "**Bylaws**") and the Board of Trustees' policies;

(d) 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;

(e) to make contracts and leases for the procurement of services, equipment, and supplies;

(f) to incur temporary debts in anticipation of the receipt of funds;

(g) to solicit and accept any gifts or grants;

(h) to establish the annual academic calendar;

(i) to adopt and approve the annual budget and to make revisions therein;

(j) to establish enrollment policies and procedures;

(k) to adopt and approve policies and procedures to assess student achievement;

(l) to approve or ratify all contracts as determined by the policy on contracting;

(m) to be final arbiter of all disciplinary matters;

(n) to authorize any annual audit by an independent certified public accountant;

(o) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees;

(p) to approve all personnel actions;

(q) to designate depositories of funds;

(r) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which is chartered; and

(s) 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.

3.7 Committees. The Trustees may elect or appoint committees (which may include individuals who are not Trustees of PACPE) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by a majority of the Trustees. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Trustees.

3.8 Meetings

3.8.1 Regular Meetings. Regular meetings of the Trustees may be held at such time and at such places as the Trustees determine. Call or notice to the Trustees shall not be required for regular meetings (except as required by Section 3.8.8 hereof), provided that reasonable notice is made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.

3.8.2 Special Meetings. Special meetings of the Trustees may be held at any time and at any place when called by the President of the corporation or by two (2) or more Trustees. In addition to the notice required by Section 3.8.8 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the Trustee at the Trustee's usual or last known address, or to give notice in person, by electronic mail, or by telephone at least twenty-four (24) hours before a called meeting.

3.8.3 Annual Meeting. The Trustees shall meet annually on the third (3rd) Thursday of September, at 7:00 p.m. Philadelphia, Pennsylvania

time, or such other time as the Board of Trustees may designate, at a place convenient to, in the Board of Trustees' sole discretion, the members of the Board of Trustees and members of the community. The Trustees may alternatively hold a special meeting in place thereof and any business transacted or elections held at such a special meeting shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.8.8 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven (7) days prior to the date of the annual meeting. At the Annual Meeting, the President and Treasurer shall present an annual report, which shall set forth:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;

(b) The principal changes in assets and liabilities of the corporation, including trust funds, during the year immediately preceding the date of the report;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;

(e) The capital budget and the operating budget for the corporation's current fiscal year;

(f) A schedule of proposed major activities of the corporation for the current fiscal year; and

(g) A summary of the corporation's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

3.8.4 Quorum. At any meeting of the Trustees, a quorum for the conduct of business by the Board of Trustees shall consist of a majority of the Trustees then in office.

3.8.5 Action of Vote. When a quorum is present at a meeting of the Board of Trustees, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these Bylaws.

3.8.6 Conference Telephone Meetings. One or more persons may participate in a meeting of the Board of Trustees or of a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.8.6 shall constitute presence in person at such meeting.

3.8.7 Additional Requirements. An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the following actions:

(a) adopting a school calendar, provided that any calendar must provide for 990 hours or 180 days of instruction for students in grades 7 through 12 and 900 hours or 180 days of instruction for students in grades 1 through 6;

(b) adopting textbooks and instructional materials;

(c) appointing or dismissing school administrators;

(d) adopting or amending the annual budget;

(e) purchasing or selling land;

(f) locating new buildings or changing the locations of previously used buildings;

(g) creating or increasing any indebtedness;

(h) adopting courses of study;

(i) designating depositories for funds;

(j) entering into contracts of any kind where the amount involved exceeds $200;

(k) fixing salaries or other compensation of administrators, teachers, or other employees; and

(l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for PACPE's proportionate share of the cost of services provided or to be provided by any such entity.

3.8.8 Sunshine Act. At all times after PACPE has been granted a charter to operate as a charter school or a cyber charter school in the Commonwealth of Pennsylvania by the Pennsylvania Department of Education, all meetings of the Board of Trustees where actions are formally presented for approval shall be held as public meetings as described in the Sunshine Act, 65 Pa. C S. § 701 et seq. (the "**Sunshine Act**"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

3.9 Compensation and Conflicts of Interest. No Trustee shall as a private person engage in any business transaction with PACPE, be employed in any capacity by PACPE, or receive from PACPE any pay for service rendered to PACPE. Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 Pa. C.S. § 1101 et seq. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board of Trustees meeting in which a transaction described above is authorized, approved or ratified.

Section 4. Officers and Agencies

4.1 Number and Qualification. The officers of PACPE shall consist of a President, a Vice President, a Treasurer, and a Secretary. The President, Vice President, Treasurer and Secretary shall be members of the Board of Trustees.

4.2 Election. The officers shall be elected annually by the Board of Trustees at the annual meeting held pursuant to the provisions of Section 3.8.3 of these Bylaws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.

4.3 Term of Office. The President, Vice President, Secretary, and Treasurer shall hold office for one (1) year (unless such officer dies, resigns, is removed, or becomes disqualified) and until his/her qualified successor is chosen at the next annual meeting of the Board of Trustees.

4.4 President. The President of corporation shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.

4.5 Vice President. The Vice President of the corporation shall have and exercise all the powers and duties of the President in his/her absence. The Vice President shall have such other powers and duties as may be determined by the Board of Trustees.

4.6 Treasurer. The Treasurer of the corporation shall be responsible for PACPE's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall receive all funds, including without limitation, all 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 corporation. The Treasurer may pay out such funds on orders that have been properly signed without the approval of the Board of Trustees first having been secured for the payments of amounts owing under any contracts which shall previously have been approved by the Board of Trustees, and by which prompt payment the charter will receive a discount or other advantage.

4.7 Secretary. The Secretary of the corporation shall record and maintain records of all proceedings of the Board of Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of Trustees. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, these Bylaws and the names and residence addresses of all members of the Board of Trustees.

4.8 Other Officers. The Board of Trustees may elect or appoint such other officers as it deems useful for the proper operation of PACPE.

4.9 Bonding of Officers and Employees. The Treasurer and the Secretary shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board of Trustees. At the direction of the Board of Trustees, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board of Trustees. The expense of furnishing any such bond shall be paid by PACPE.

Section 5. Fiduciary Duties

5.1 Good Faith Performance of Duties. A Trustee shall stand in a fiduciary relation to PACPE and shall perform his or her duties as Trustee, including his or her duties as a member of any committee of the Board of Trustees upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interest of PACPE, and with such care, including reasonable inquiry, skill, and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a Trustee shall be entitled to rely in good faith on

information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared by any of the following:

A. one or more officers or employees of PACPE whom the Trustee reasonably believes to be reliable and competent in the matters presented;

B. counsel, public accountants, or other persons as to matters that the Trustee reasonably believes to be within the professional or expert competence of such person; and

C. a committee of the Board of Trustees upon which the Trustee does not serve, duly designated in accordance with applicable law, as to matters within its designated authority, which the Trustee reasonably believes to merit confidence.

A Trustee shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

In discharging the duties of their respective positions, the Board of Trustees, committees of the Board of Trustees, and individual Trustees may, in considering the best interests of PACPE, consider to the extent they deem appropriate:

A. the effects of any action upon employees, upon suppliers and customers of PACPE, and upon communities in which offices or other establishments of PACPE are located;

B. the short-term and long-term interests of the corporation, including benefits that may accrue to the corporation from its long-term plans and the possibility that these interests may be best served by the continued independence of the corporation;

C. the resources, intent and conduct (past, stated and potential) of any person seeking to acquire control of the corporation, and

D. all other pertinent factors.

The consideration of these factors shall not constitute a violation of this section.

Absent breach of fiduciary duty, lack of good faith or self-dealing, any actions taken as the Board of Trustees, a committee of the Board of Trustees, or an individual Trustee or any failure to take any action shall be presumed to be in the best interest of the corporation.

5.2 Personal Liability. A Trustee shall not be personally liable as such for monetary damages for any action taken, or any failure to take action, unless:

A. The Trustee has breached or failed to perform the duties of his or her office; and

B. The breach or failure to perform constitute self-dealing, willful misconduct or recklessness.

The provisions of this section shall not apply to:

A. The responsibility or liability of a Trustee pursuant to any criminal statute; or

B. The liability of a Trustee for the payment of taxes pursuant to local, state or federal law.

Section 6. Indemnification

6.1 Authority for Indemnification. Any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, and whether formal or informal, by reason of the fact that he or she is or was a Trustee or an officer, employee, fiduciary, or agent of PACPE or is or was serving at the request of the Board of Trustees as a trustee, officer, partner, employee, or agent of any foreign or domestic corporation or of any partnership, joint venture, trust, other enterprise, or employee benefit plan (each a "**Proper Person**"), shall be indemnified by the corporation against expenses (including attorneys' fees), judgments, penalties, fines (including any excise tax assessed with respect to an employee benefit plan) and amounts paid in settlement, actually and reasonably incurred by him or her in connection with such action, suit, or proceeding if it is determined by the groups set forth in Section 6.4 of these Bylaws that he or she conducted himself or herself in good faith and that he or she (i) reasonably believed that his or her conduct was in PACPE's best interest, or at least not opposed to PACPE's best interests, or (ii) with respect to criminal proceedings had no reasonable cause to believe that his or her conduct was unlawful. No indemnification shall be made under this section to a Trustee with respect to any claim, issue, or matter in connection with a proceeding by or in the right of a corporation in which the Trustee was adjudged liable to the corporation unless and only to the extent that a court of common pleas of competent jurisdiction or the court in which the action was brought determines upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses that the court shall deem proper.

6.2 Right to Indemnification. PACPE shall indemnify any Proper Person to the extent that he or she has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 6.1 of these Bylaws, against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection with the proceeding.

6.3 Effect of Termination of Action. The termination of any action, suit, or proceeding by judgment, order, settlement, or conviction, or upon a plea of nolo contendere or its equivalent shall not of itself create a presumption that the person seeking indemnification did not meet the standards of conduct described in Section 6.1 of these Bylaws. Entry of a judgment by consent as part of a settlement shall not be deemed an adjudication of liability.

6.4 Groups Authorized to Make Indemnification Determination. In all cases, except where there is a right to indemnification as set forth in Section 6.2 of these Bylaws or where indemnification is ordered by a court with appropriate jurisdiction, any indemnification shall be made by PACPE only as authorized in the specific case upon a determination by a proper group that indemnification of the Proper Person is permissible under the circumstances because he or she has met the applicable standards of conduct set forth in Section 6.1 of these Bylaws. This determination shall be made by the Board of Trustees by a majority vote of a quorum, which quorum shall consist of Trustees not parties to the proceeding ("**Quorum**"). If such a Quorum cannot be obtained, the determination shall be made by a majority vote of a committee of the Board of Trustees designated by the Board of Trustees, which committee shall consist of two (2) or more Trustees who are not parties to the proceeding, except that the Trustees who are parties to the proceeding may participate in the designation of Trustees for the committee. If a Quorum of the Board of Trustees cannot be obtained or the committee cannot be established, or even if a Quorum can be obtained or the committee can be established but such Quorum or committee so directs, the determination shall be made by independent legal counsel selected by a vote of a Quorum of disinterested members of the Board of Trustees or a committee in the manner specified in this section, or, if a Quorum of the full Board of Trustees cannot be obtained and a committee cannot be established, by independent legal counsel selected by a majority vote of the full Board of Trustees (including Trustees who are parties to the action).

6.5 Court Ordered Indemnification. Any Proper Person may apply for indemnification to the court of competent jurisdiction conducting the proceeding or to another court of competent jurisdiction for mandatory indemnification under Section 6.2 of these Bylaws, including indemnification for reasonable expenses incurred to obtain court-ordered indemnification. If the court determines that the Trustee is fairly and reasonably entitled to indemnification in view of all the relevant

circumstances, whether or not he or she met the standards of conduct set forth in Section 6.1 of these Bylaws, the court may order such indemnification as the court deems proper.

6.6 Advance of Expenses. Expenses (including attorneys' fees) incurred in defending a civil or criminal action, suit or proceeding may be paid by PACPE to any Proper Person in advance of the final disposition of such action, suit, or proceeding upon receipt of (i) a written affirmation of such Proper Person's good faith belief that he or she has met the standards of conduct prescribed in Section 6.1 of these Bylaws; and (ii) a written undertaking, executed personally or on his or her behalf, to repay such advances if it is ultimately determined that he or she did not meet the prescribed standards of conduct (the undertaking shall be an unlimited general obligation of the Proper Person but need not be secured and may be accepted without reference to financial ability to make repayment).

Section 7. Dissolution

Upon revocation or nonrenewal of the Articles of Incorporation, PACPE shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of PACPE, any remaining assets shall be distributed on a proportional basis to the school entities in which students that were enrolled in PACPE during the last full or partial academic year of PACPE have subsequently enrolled.

Section 8. Rules of Procedure

The proceedings and deliberations of PACPE shall be in accordance with rules adopted and amended by the Board of Trustees.

Section 9. Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board of Trustees and PACPE shall not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex, sexual orientation or age.

Section 10. Insurance

The Board of Trustees will purchase and maintain insurance, in such scope and amounts as the Board of Trustees deems appropriate, on behalf of any person who is or was a Board of Trustees member, against any liability asserted against, or incurred by him or her in any such capacity arising out of his or her status as such.

Section 11. Amendments

These Bylaws may be altered, amended, repealed and replaced by new bylaws by a majority vote of the members present and voting at any regular or special meeting of the Board of Trustees, provided that written notice of the proposed bylaw change has been given to each Trustee at least ten (10) days prior to said meeting.

APPENDIX

15. PA 2028 Budget

Insight PA Cyber Charter School
2013-2014
Proposed Budget
Appendix 15

Summary

Opening Fund Balance		$	-
Revenues			
6000	Local Revenue	$	10,093,889
7000	State Revenue	$	123,934
8000	Federal Revenue	$	-
9000	Other Sources	$	-
Total Revenue		$	10,217,823
Expenditures			
1000	Instruction	$	6,319,788
2000	Support Services	$	3,895,535
3000	Noninstructional Services	$	2,500
5000	Other Financing Uses	$	-
Total Expenditures		$	10,217,823
Ending Fund Balance		$	(0)

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ESTIMATED REVENUES AND OTHER FINANCING SOURCES: DETAIL

REVENUE FROM LOCAL SOURCES		
6500	Earnings on Investments	$ -
6920	Contributions and Donations From Private Sources / Capital Contributions	$ -
6940	Tuition from Patrons	$ 10,093,889
6960	Services Provided Other Local Governmental Units / LEAs	$ -
6970	Services Provided Other Funds	$ -
6980	Revenue From Community Service Activities	$ -
6990	Refunds and Other Miscellaneous Revenue	$ -
TOTAL REVENUE FROM LOCAL SOURCES		**$ 10,093,889**
REVENUE FROM STATE SOURCES		
7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	$ -
7330	Health Services (Medical, Dental, Nurse, Act 25)	$ -
7810	State Share of Social Security and Medicare Taxes	$ -
7820	State Share of Retirement Contributions	$ 123,934
7900	Revenue for Technology	$ -
TOTAL I REVENUE FROM STATE SOURCES		**$ 123,934**
REVENUE FROM FEDERAL SOURCES		
8512	IDEA, Part B	$ -
8514	NCLB, Title I - Improving the Acad. Achvmnt. of the Disadvantaged	$ -
TOTAL REVENUE FROM FEDERAL SOURCES		**$ -**
OTHER FINANCING SOURCES		
9200	Proceeds From Extended Term Financing	$ -
9900	Other Financing Sources Not Listed in the 9000 Series	$ -
TOTAL OTHER FINANCING SOURCES		**$ -**
TOTAL ESTIMATED REVENUES AND OTHER FINANCING SOURCES		**$ 10,217,823**

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ESTIMATED EXPENDITURES AND OTHER FINANCING USES

1000	**Instruction**		
	1100 Regular Programs - Elementary/Secondary	$	5,244,329
	1200 Special Programs - Elementary/Secondary	$	1,075,459
	Total 1000 Instruction	**$**	**6,319,788**
2000	**Support Services**		
	2100 Support Services - Pupil Personnel	$	1,131,191
	2200 Support Services - Instructional Staff	$	84,141
	2300 Support Services - Administration	$	2,358,696
	2400 Support Services - Pupil Health	$	77,722
	2500 Support Services - Business	$	33,000
	2600 Operation & Maintenance of Plant Services	$	190,784
	2700 Student Transportation Services	$	20,000
	Total 2000 Support Services	**$**	**3,895,535**
3000	**Operation of Non-instructional Services**		
	3200 Student Activities	$	2,500
	Total 3000 Operation of Non-instructional Services	**$**	**2,500**
4000	**Facilities Acquisition, Construction and Improvement Services**		
	4000 Facilities Acquisition, Construction and Improvement Services	$	-
	Total 4000 Facilities Acquisition, Construction and Improvement	**$**	**-**
Total Estimated Expenditures		**$**	**10,217,823**
5000	**Other Expenditures and Financing Uses**		
	5100 Debt Service	$	-
	Total Other Financing Uses	$	-
Total Estimated Expenditures and Other Financing Uses		**$**	**10,217,823**

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			Amount	Narrative
Instruction				
1100	Regular Programs			
	100	Salaries	$ 804,000	21 FTE - regular education teachers @ average salary of $38,286
	200	Employee Benefits	$ 466,763	Health insurance, PSERS, FICA & other benefits supporting regular education teachers
	300	Professional Services	$ 25,417	Teacher professional development and contracted teachers to support regular education teachers
	400	Purchased Property Services	$ 1,045,396	Student computer leases, student internet provider reimbursement, and proctored exams & test administration
	500	Other Purchased Services	$ 50,593	Travel including travel to Learning Centers, telephone and internet reimbursement, printing & postage, and field trips
	600	Supplies	$ 2,832,773	Student & teacher materials, student & teacher on-line curriculum, student ink, Scantron, Study Island and National Math Lab
	700	Property	$ 19,387	Computers for special education teachers
			$ 5,244,329	
1200	Special Programs			
	100	Salaries	$ 380,000	10 FTE - special education teachers @ average salary of $38,000
	200	Employee Benefits	$ 224,200	Health insurance, PSERS, FICA & other benefits supporting special education teachers
	300	Professional Services	$ 437,573	Contracted speech therapy, occupational therapy, physical therapy, etc, necessary to support student needs
	400	Purchased Property Services	$ -	
	500	Other Purchased Services	$ 23,439	Travel including travel to Learning Centers, telephone and internet reimbursement, printing & postage
	600	Supplies	$ 1,017	Supplies for special education teachers
	700	Property	$ 9,230	Computers for special education teachers
			$ 1,075,459	
Total Instruction			**$ 6,319,788**	

Insight PA Cyber Charter School
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			Amount	Narrative
Support Services				
2100	Support Services - Pupil Personnel			
	100	Salaries	$ 672,860	13 FTE - advisors @ average salary of $38,000; 2.75 FTE - counselors @ average salary of $51,040; 1 FTE - Attendance/Truancy Officer @ average salary of $42,000 x 11 months = $38,500
	200	Employee Benefits	$ 401,813	Health insurance, PSERS, FICA & other benefits supporting Advisors, Counselors & Attendance/Truancy Officer
	500	Other Purchased Services	$ 39,129	Travel including travel to Learning Centers, telephone and internet reimbursement, printing & postage
	600	Supplies	$ 1,698	Supplies for Pupil Personnal staff
	700	Property	$ 15,691	Computers for Pupil Personnel staff
			$ 1,131,191	
2200	Support Services - Instructional Staff			
	100	Salaries	$ 50,000	1 FTE - RTI/Instructional Support Staff @ average salary of $50,000
	200	Employee Benefits	$ 30,000	Health insurance, PSERS, FICA & other benefits supporting the RTI/Instructional Support Staff
	500	Other Purchased Services	$ 3,084	Travel including travel to Learning Centers, telephone and internet reimbursement, printing & postage
	600	Supplies	$ 134	Supplies for RTI/Instructional Support Staff
	700	Property	$ 923	Computer for RTI/Instructional Support Staff
			$ 84,141	
2300	Support Services - Administration			
	100	Salaries	$ 56,534	1 FTE - Compliancy Coord @ average salary of $40,000 x 11 months = $36,667; .5 FTE - Special Education Ass't/Related Services Coord @ average salary of $17,500 x 11 months = $16,042
	200	Employee Benefits	$ 34,261	Health insurance, PSERS, FICA & other benefits supporting the Compliance Coord & Special Education Assistant/Related Services Coord
	300	Professional Services	$ 2,250,656	Educational services, enrollment management, network management, on-line school technology support, legal fees, and board development
	500	Other Purchased Services	$ 9,600	Administrator travel and telephone expenses
	600	Supplies	$ 4,800	Office postage and shipping
	700	Property	$ 1,846	Computers for Compliance Coord and Special Education Ass't/Related Services Coord
	800	Other Objects	$ 1,000	Bank service fees
			$ 2,358,696	
2400	Support Services - Pupil Health			
	100	Salaries	$ 47,008	1 FTE - Certified School Nurse @ average salary of $50,000 x 11 months = $45,833; $1,175 temporary employees to support Certified School Nurse
	200	Employee Benefits	$ 29,791	Health insurance, PSERS, FICA & other benefits supporting the Certified School Nurse
	700	Property	$ 923	Computer for Certified School Nurse
			$ 77,722	

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			Amount	Narrative
2500	Support Services - Business			
	300	Professional Services	$ 18,000	Audit expense and payroll services
	500	Other Purchased Services	$ 15,000	General liability insurance
			$ 33,000	
2600	Operation & Maintenance of Plant Services			
	400	Purchased Property Services	$ 161,000	Rent for administration office @ $48,000; rent for 3 half days/wk @ 5 learning centers @ average of $3,000/wk/location x 29 wks = $87,000; Facility rent for live launches @ $15,000; Utilities & copier/fax leases at administration office = $11,000
	500	Other Purchased Services	$ 9,200	Telephone and conference lines, copying and internet for administration office
	600	Supplies	$ 6,000	Administration office supplies
	700	Property	$ 14,584	Administration office equipment & furniture
			$ 190,784	
2700	Student Transportation Services			
	500	Other Purchased Services	$ 20,000	Student transportation tokens to Learning Centers
			$ 20,000	
Total Support Services			**$ 3,895,535**	
Operation of Non-instructional Services				
3200	Student Activities			
	500	Other Purchased Services	$ 2,500	School events
			$ 2,500	
Total Estimated Expenditures			**$ 10,217,823**	

APPENDIX

16. Services Agreement

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

PA COMMUNITY PARTNERS FOR EDUCATION

And

K12 VIRTUAL SCHOOLS LLC

FOR THE INSIGHT PA CYBER CHARTER SCHOOL AUTHORIZED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
PA COMMUNITY PARTNERS FOR EDUCATION
And
K12 VIRTUAL SCHOOLS LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into, by and between the PA Community Partners for Education a Pennsylvania nonprofit corporation (hereinafter the "**School**") and K12 Virtual Schools LLC, a Delaware limited liability company (hereinafter "**K12**"), each a "**Party**" together the "**Parties**", as of the date signed by both Parties, and includes the following exhibits:

a. Exhibit A (Products and Services)
b. Exhibit B (K12 Proprietary Marks)

RECITALS

A. **WHEREAS,** The PA Community Partners for Education is operated and governed by The Board of Trustees of the School (the "**Board**").

B. **WHEREAS,** the mission of the School is to utilize research-based learning and technology applications, combined with teacher/student/parent involvement, to provide a new, innovative model of public charter school education adapted to the needs of elementary, middle and high school students throughout the Commonwealth of Pennsylvania.

C. **WHEREAS,** PA Community Partners for Education has filed an application with the Pennsylvania Department of Education ("**PDE**"), pursuant to Section 24 P.S. §17-1741-A of the Pennsylvania Charter School Law, to operate a cyber charter school to be called the Insight PA Cyber Charter School ("**Program**") which will utilize K12's products and services. This Agreement shall become effective upon the PDE's approval of the charter school application.

D. **WHEREAS,** K12 and its Affiliates were established, among other things, for the following purposes:

- promoting and encouraging new methods of effective education;
- implementing innovative and effective instructional systems in elementary and secondary education.

E. **WHEREAS,** K12 will provide the School with a variety of educational products and services in furtherance of the School's mission. These educational products and services include providing the highly regarded K12® Curriculum, online school and learning management systems; teacher training, recruitment and management; financial and school administration services; technology services for a student account management system and other administrative and technology support services specified in this Agreement and the Charter as applicable to the Program.

F. **WHEREAS,** it is the intention of both Parties to enter into a long-term relationship in which PA Community Partners for Education governs the Program while K12 provides comprehensive educational products and services, including turnkey management services, and in which K12 will assure the financial solvency of the Program in accordance with the terms of this Agreement.

NOW, THEREFORE, the Parties mutually agree as follows:

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1. DEFINITIONS. For the purposes of this Agreement, capitalized terms used herein but not otherwise defined shall have the meaning ascribed to them in this Section 1 as follows:

1.1. Affiliates. An "Affiliate" of K12 is an entity that controls, is controlled by, or under common control with K12, where "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2. Applicable Law. Applicable Law is defined herein as the Constitution of the Commonwealth of Pennsylvania, the State education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to public charter schools in the Commonwealth.

1.3. Charter. The Charter is defined as the authorization provided to the School by the Charter Authorizer pursuant to Applicable Law, permitting the School to operate as a public charter school and entitled to receive public funds, appropriations and other revenues.

1.4. Charter Authorizer. The Charter Authorizer is the entity which has been granted the authority by law to permit the School to operate in accordance with the Charter and Applicable Law. The Charter Authorizer is currently the Pennsylvania Department of Education.

1.5. Change in Net Assets. A Change in Net Assets is the difference in a given Fiscal Year between the Program Revenues and Program Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles ("**GAAP**").

1.5.1. A "Positive Change in Net Assets" means Program Revenues exceeded Program Expenses in a given Fiscal Year.

1.5.2. A "Negative Change in Net Assets" means Program Expenses exceeded Program Revenues in a given Fiscal Year.

1.6. Facility. Facility means the real property leased by the School for the School's administrative offices and, as required and agreed in writing by the Parties, Student learning and tutoring centers, if any, in accordance with the terms herein.

1.7. Fiscal Year. The Fiscal Year shall run July 1 through June 30.

1.8. Net Asset Position. Net Asset Position means the difference between total assets and liabilities of the Program at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

1.8.1. A "Positive Net Asset Position" means that total assets of the Program exceed total liabilities of the Program.

1.8.2. A "Negative Net Asset Position" means that total liabilities of the Program exceed total assets of the Program.

1.9. Program. The Program is PA Community Partners for Education's public online educational offering, currently known as Insight PA Cyber Charter School, or in an abbreviated form of Insight PA or IPCCS or anything similar.

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1.10. Program Revenues. Program Revenues are all revenues and income generated or appropriated for and received by or on behalf of the School as attributed to any Student, the School or the Program which includes, but is not limited to, the following sources as applicable: state and local per-pupil basic education funds and other public school state and local funding; federal funds specific to the Program and/or its students; other funding including, but not limited to, Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. §6301 et seq., as amended); State provided facility funding and other income or revenue sources provided by law and obtained by the School and/or K12 which are not specifically excluded herein and all contributions and grants (including but not limited to Charter School Block Grants and other grants as applicable) received by or on behalf of the School and granted as a matter of right and/or practice or through competitive and non-competitive grant processes, which are to assist in the improvement of the Facility, the implementation or maintenance of the Program, and/or School operations.

1.11. Shareholder. A Shareholder is a holder of greater than one percent (1%) of K12's outstanding shares of common stock.

1.12. State. The State is the Commonwealth of Pennsylvania.

1.13. Student. A Student is any student enrolled and/or otherwise taking course(s) in the Program or previously enrolled, including those pupils who have withdrawn.

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

2.1. Description of Educational Products. During the Term, K12 and Affiliates shall license to the School solely for use in the Program, on a non-exclusive, non-assignable, non-sublicensable basis the products and offerings, as described in Exhibit A, to include the K12® curriculum, access to its online school and designated learning management system(s) and/or available third party curriculum, instructional tools and other products and offerings (collectively the "**Educational Products**"). During the Term, the Parties may agree upon K12 and Affiliates licensing additional products (e.g., new curriculum, supplementary curriculum, and/or educational programs) beyond those listed in Exhibit A. Provision of additional products will be mutually agreed upon and shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the School solely for the Program "**Administrative Services**", including financial and school administration services, teacher recruiting, training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". During the Term, the Parties may agree upon K12 and Affiliates providing the School with additional services beyond those listed in Exhibit A. Provision of additional services shall be governed by the terms of this Agreement unless otherwise agreed in writing.

2.3. Special Education Services. As required and agreed upon by the Parties, K12 shall reasonably assist with the provision of special education and/or related special needs services including but not limited to recruiting teachers and procuring related service providers, for Students with special education needs or any Students who have, will have or require an Individualized Education Program ("**IEP**"). All special education-related funding from any source for the Special Education Students shall be included within Program Revenues.

2.4. Place of Performance. Performance of Services is not required to be rendered at the Facility, unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

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2.5. Standards of K12 Performance.

2.5.1. K12 Compliance. K12 will provide the Educational Products and Services set forth in this Agreement and any amendments hereto in accordance with Applicable Law, the Charter, and Board policies made known to K12 in writing and relating to the Program. Subject to Section 11, K12 shall also comply with changes in Board policies within thirty (30) days of receipt of written notice and a copy thereof; however, Program Policies (as defined in section 3.2) shall be adopted in accordance with Section 3.2.

2.5.2. Confidentiality of Records/FERPA. K12 will maintain the confidentiality of Program personnel, student and other records in accordance with the requirements of Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("**FERPA**") and the State open records act, K12 has a legitimate educational interest for purposes of the School disclosing a student's educational records to K12 and the school shall disclose such records to K12 in order for K12 to perform the Services. The School shall define "school officials" and "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

2.5.3. Licensure or Other State Requirements. Except as otherwise provided in this Agreement, K12 will comply with all applicable licensure or other requirements of the State and any regulations promulgated thereunder.

2.5.4. Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital status, familial status, and sexual orientation.

3. SCHOOL RESPONSIBILITIES.

3.1. Payment Obligation. For the Educational Products and Services, the School shall compensate K12 at the rates and conditions set forth in this Agreement or as amended as mutually agreed in writing.

3.2. Oversight of K12. The School shall be responsible for monitoring K12's performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The School shall also be responsible for overseeing the Program's quality, operational and financial performance and for working with the Charter Authorizer to ensure the Program's approval and existence. K12 shall reasonably cooperate with such monitoring and oversight.

3.3. Adoption of Policies. The Parties acknowledge and agree that in providing the Services, it shall be the responsibility of K12 to recommend various policies for the operation of the Program ("**Program Policies**"). K12 will implement procedures consistent with such policies, but the School retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with such oversight and policy implementation subject to Section 11. K12 and the School will work collaboratively and in a timely manner on the creation of Program policies that may include, but are not limited to, policies relating to the budget, authorization of expenditures, curriculum, admissions procedures, student conduct at the Facility and online, Facility regulations, school calendars, procedures for resolution of parent or student complaints and disputes between School employees, and the responsible use of computer equipment and other instructional property. Until the foregoing collaborative policies are in effect, the Parties agree that K12's standard policies and best practices applicable to the Program shall be used to avoid a lack of any policy. The School shall promptly provide K12 written copies of all policies adopted and must promptly notify K12 in writing of any changes to such policies.

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3.4. School Related Correspondence. The School shall provide K12 with any reports, documents and other findings that are related or may have an impact on the Program and/or K12's obligations herein. Such Program related correspondence includes, but is not limited to, Board resolutions and reports, State audit preliminary and final reports, and Charter Authorizer reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body.

3.5. School Compliance. The School will perform its obligations under this Agreement and shall comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Charter Authorizer's policies.

3.6. Lease Compliance. The School agrees to comply fully and completely with the terms and conditions of the Lease (defined in Section 4.3.5 below) and shall be responsible for any monetary obligations incurred thereunder in accordance with this Agreement.

4. FINANCIAL MATTERS.

4.1. Financial Risks Assumed by K12. K12 assumes the risks, except as otherwise set forth in this Agreement that its fees may not allow it: i) to operate profitably, and/or ii) to fully recover the amounts invoiced by K12 to the School in accordance with this Agreement. In addition, the Parties agree that the Program will not conclude a Fiscal Year during the Term in a Negative Net Asset Position. Accordingly, the Parties further agree that each of them shall take all reasonable steps and approaches necessary to avoid a negative change in Net Assets or conclude a Fiscal Year in a Negative Net Asset Position during the Term. For each year of the Agreement, provided that there has been no material breach of the Agreement by the School, if the School ends a fiscal year in a Negative Net Asset Position, the Parties agree that K12 will provide sufficient credits ("**Balanced Budget Credits**") to be applied to K12 invoices to ensure that the Program does not experience a Negative Net Asset Position at the end of said Fiscal Year.

4.2. Balanced Budget Credit Remittances. Should the Program end a Fiscal Year in a Positive Net Asset Position, as evidenced by its audited financial statements conducted in accordance with GAAP for such Fiscal Year, and K12 has issued Balanced Budget Credits in prior years for which a balance remains, the School will reimburse K12 up to the cumulative amount of previously issued Balanced Budget Credits, as detailed below:

a. The total amount of Balance Budgets Credits remitted over the Term will not exceed the amount of Balance Budgets Credits issued during the Term.
b. Balanced Budget Credits will not be due until the School is in a Positive Net Asset Position, if ever.
c. In no single Fiscal Year will the amount of any remittance exceed 50% of the then current Fiscal Year Positive Net Asset Position, as determined by an independent audit before the payment of Balanced Budget Credits.
d. If the Program ends the year in a Positive Net Asset Position the amount due K12 will be determined as follows:
    i. Of the first $100,000 or less of the Positive Net Asset Position, the amount due K12 will be 25% of such amount, not to exceed $25,000.
    ii. Of the second $100,000 or less of the Positive Net Asset Position, if any, the amount due K12 will be 50% of such $100,000 or $50,000. The amount due K12 will not exceed $75,000, for the first $200,000 of Positive Net Assets.
    iii. If the Positive Net Asset Position exceeds $200,000 the amount due K12 will be 75% of the amount over $200,000 plus the $75,000 noted in the point immediately above.
e. The payments described above and the 50% limit on the Positive Net Asset Position of the

School, is to ensure that the school is will not be put into a Negative Net Asset Position.

f. Finally, at the end of the Term if there is a balance of Balance Budgets Credits which have not been remitted such credits will be forgiven by K12, subject to the termination provisions of this Agreement.

4.3. Financial Risk Mitigation. As an inducement for entering into this Agreement and issuing Balanced Budget Credits, the School and K12 agree that K12 is willing to assume the financial risks set forth herein, subject to both the Balanced Budget Credit remittance (Section 4.2) above and all of the risk mitigation efforts set forth below, each of which are material terms of this Agreement:

4.3.1. Exclusivity. K12 shall be the sole provider of the Educational Products and Services for the Program unless otherwise waived in writing by an authorized officer of K12. Nothing within this provision, however, shall be construed to preclude the Board in the exercise of its fiduciary obligations to the School. Moreover, the School shall be permitted to procure goods and services from a third party to the extent required by law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any third party procurements, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein or in the future, and if K12 is able and willing to provide such services or goods the School shall procure them from K12.

4.3.2. Final Program Budgets. The School will adopt an annual Program budget for each Fiscal Year during the Term and the Parties agree that K12 will present to the Board (or its authorized delegees or subcommittee) a proposed Program budget for each such Fiscal Year. The proposed Program budget will include assumptions provided by K12. The Parties will work in good faith to agree in writing on a final Program budget for the initial year of the Agreement on or before September 1, provided that the Board shall consider the budget proposed by K12 and will act to approve a final Program budget not later than September 30 of the initial school year. In subsequent years, K12 will present a proposed budget for the succeeding Fiscal Year by May 1 and the Board shall consider the budget proposed by K12 and will act to approve a final Program budget not later than thirty (30) days prior to the start of the Fiscal Year. In the event the Parties cannot agree in writing upon a final budget (or any budget modification), K12 shall only be obligated to issue Balanced Budget Credits, if any, up to the amount proposed and reflected in the original budget submission or any proposed modifications to such budget by K12.

4.3.3. Budget Modifications. K12 may submit to the Board proposed modifications to the Program budget to take into account the actual Program student enrollment for such school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final Program budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

4.3.4. Variances from Budgets. In the event that the School causes (or its employees or designees cause) the Program to experience a Negative Net Asset Position within the Fiscal Year of more than two percent (2%) above the agreed to amount in writing by K12, if any, then K12 reserves the right to limit the Balanced Budget Credits up to such 2% variance.

4.3.5. Lease Terms and Compliance. Within 12 months of the Effective Date, the School shall enter into a mutually agreed upon lease agreement or other arrangement ("**Lease**") for the administrative offices, which shall be located within the geographic boundaries of the Charter Authorizer. All Facility costs shall be a Program Expense. The School agrees that it will not amend, modify, terminate or extend the Lease or enter into a new lease for any facility or location other than the Facility without the prior written consent of K12. Additionally, the School agrees that it will not

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exercise any rights under the Lease which will have the effect of increasing its obligations, including payment obligations, or decreasing its rights under the Lease. For the avoidance of doubt, in the event the School violates this Section or otherwise breaches the Lease, K12 reserves the right to suspend the issuance of Balanced Budget Credits effective immediately beginning with the Fiscal Year that such breach occurred.

4.4. Advances Made by K12 on Behalf of the School. If the available cash receipts of the Program are, from time to time, insufficient to cover payment of Program Expenses on a timely basis, and the School is unable to seek funding from other sources to cover such deficiency, K12 may advance the School such amounts to allow payment of such Program Expenses on a timely basis (collectively hereinafter referred to as "**Advances**") provided that, K12 will have no obligation to make any Advances in any Fiscal Year for expenditures: (i) for any items that are in excess of the lesser of the amount proposed by K12 for the budget or the approved budgeted amount except to the extent that such excess amounts are beyond the Board's control and due to events beyond the Board's control; (ii) for amounts payable to K12 pursuant to this Agreement or any other agreement between K12 or its Affiliates and the School; or (iii) for any matters as to which K12 or any other person or entity is entitled to indemnification under this Agreement. The Advances will be due and owing to K12 by the School thirty (30) days after K12 invoices the School for such funds.

4.5. Start Up Costs. "**Start Up Costs**" are those project management, insurance, legal, recruiting and hiring fees, computers, phones and other administrative costs that have been incurred on behalf of the Program, together with advances made to the School by K12, prior to and subsequent to the execution of this Agreement in order to obtain Program approval by the applicable Charter Authorizer(s) or to open the School. In order to sufficiently verify the Start Up Costs are valid and applicable to the Program, the School agrees to provide a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. To the extent the Start Up Costs were paid to or on behalf of the School by K12 and/or Advances were made to the School for Start Up Costs, K12 shall invoice the Program for reimbursement of such Start Up Costs and Advances in accordance with Sections 4.4 and 8.3 herein. Payment will be due within thirty (30) days of receipt of such invoice unless sufficient cash is not on hand to do so at which time such invoices will accrue interest per the Agreement.

4.6. Financial Reports. The Board may request that K12: (i) prepare and submit reports on the Program's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter; or (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the Program's operations. All such requests shall be made in writing.

4.7. Program Audit. K12, in collaboration with the School, will arrange for an independent audit of the Program's financial statements. The cost of such audit shall be a Program Expense.

4.8. Program Expenses. The School will be responsible for all debts, liabilities, and obligations incurred on behalf of the Program by or on behalf of the Parties (collectively, "**Program Expenses**") during the Term of the Agreement. Program Expenses shall be determined in accordance with the budget process set forth herein, will be paid out of the Program Revenues and shall include, but are not limited to, the following Program-related costs:

4.8.1. School teacher (master and lead) and lab attendants (collectively "**Teachers**") salaries;
4.8.2. Teacher related expenses, including, Teacher training related expenses and other Teacher expenses;
4.8.3. offices for administrative staff and related expenses;
4.8.4. Student Support Staff (defined in Section 7.4 below) related expenses;
4.8.5. related services expense for Students with special education needs (as applicable);
4.8.6. state test related expenses;

4.8.7. school community relationship building;
4.8.8. direct mail, printing and related expenses for enrolled Students;
4.8.9. amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
4.8.10. supplemental curriculum and other academic services as agreed to by K12 in writing;
4.8.11. reasonable legal fees for representation of the Board as it pertains directly to the Program and not for legal representation or related expenses adverse to K12;
4.8.12. insurance including directors' and officers' liability insurance, general liability insurance and other Program insurance coverage, as appropriate;
4.8.13. accounting and reporting not comprehended in K12's Services to be provided, payroll processing, audit, and/or tax preparation fees directly associated with the Program;
4.8.14. use, sales, income, property or other taxes, if any;
4.8.15. fees for required background investigations of School employees;
4.8.16. Office Facility(ies) and infrastructure related expenses; and

all other Program related expenses approved in the budget, however, if any total Program Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12.

5. TERM OF AGREEMENT.

5.1. Term. This Agreement will become effective upon the date of full execution by the Parties, for commencement on July 1, 2013 ("**Effective Date**") and will terminate on June 30, 2024 ("**Initial Term**") unless sooner terminated under the Section 11 of this Agreement. In the event the Charter Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 11 herein.

5.2. Renewal. Following the Initial Term, this Agreement will automatically extend for successive additional periods of seven (7) year(s) (each such period a "**Renewal Term**"), unless (a) either Party provides the other with written notice of non-renewal at least two (2) years before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 11. The Initial Term and any Renewal Terms will be referred to collectively as the "**Term**". Except and unless the Agreement is terminated by the School pursuant to Section 12.1 of this Agreement, in the event that the Term does not equal at least ten (10) years, the Board shall not enter into any agreement or arrangement with any other entity, or offer any similar services or products to students for a period of eighteen (18) months from the last date on which this Agreement was in full force and effect.

6. PRICING, FEES AND PAYMENT.

6.1. Educational Product Prices. In consideration of the value of the Educational Products provided by K12 (including teaching support) as specified in detail in Exhibit A, the School will pay K12 and its Affiliates for the Educational Products based on the then current national K12 Managed Virtual School Pricing for similarly situated, similarly branded schools ("**Product Price List**"). Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the School agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year, at K12's reasonable discretion and communicated to the School during the annual budget process. Payment for the Educational Products shall be made in accordance with Section 8 below.

6.2. Administrative Services Fee. In consideration of the value of the Administrative Services provided by K12, as specified in detail in Exhibit A, the School agrees to pay K12 and its Affiliates fifteen percent (15%) of the Program Revenues (the "**Administrative Services Fee**") for each Fiscal Year of the

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Agreement. Payment for the Administrative Services Fee shall be made in accordance with Section 8 below.

6.3. Technology Services Fee. In consideration of the value of the Technology Services provided by K12 as specified in detail in Exhibit A, the School agrees to pay K12 and its Affiliates seven percent (7%) of the Program Revenues for the Technology Services (the "**Technology Services Fee**") for the each Fiscal Year of the Agreement. Payment for the Technology Service Fee shall be made in accordance with Section 8 below.

6.4. Priority of Payments. Payments from the Program Revenues shall be paid in the following order of priority: (1) Teacher salaries, including applicable payroll taxes, (2) Program Expenses identified in Section 4.8 above, (3) Advances made by K12, (4) fees for Educational Products, (5) Administrative and Technology Service Fees payable to K12 and its Affiliates, including any fees for administrative or technology products and services purchased by the School in addition to those enumerated in Exhibit A, and (6) Balanced Budget Credits, if any.

6.5. Business Judgment. The School hereby agrees, in the exercise of its business judgment, that the economic arrangement included herein, including the Balanced Budget Credits and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services provided for the Term, particularly in light of the Agreement's provision requiring K12 to provide assurance of the School's financial solvency to the extent set forth in Section 4 of this Agreement.

7. PERSONNEL SUPPORTING THE PROGRAM.

7.1. K12 Staff Assigned to the Program. K12 will employ and determine the employment terms for administrative personnel who may include a Head of School ("**HOS**") or equivalent administrative staff position, and such other staff, including teaching staff, as K12 deems necessary to deliver the Educational Products and Services described in this Agreement. The responsibilities and performance of K12's staff will be consistent with Applicable Law. Such administrative personnel may be assigned to the Program on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

7.2. Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the Program, the Board shall discuss the matter first with the HOS or its equivalent. In the event the Board has a concern or is not satisfied with the HOS' job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation and K12 shall review such request and respond in a timely manner.

7.3. Teachers and School-Student Support Staff. The School shall, within budgetary limitations, employ and be ultimately responsible for the Teachers and "**Student Support Staff**" (defined below) for the Program, except in limited circumstances where K12 deems it reasonably necessary to employ such staff to deliver the Educational Products and Services hereunder. K12, however, will take the lead to help recruit, set the terms of employment, hire, supervise, discipline and terminate Teachers and Student Support Staff and such activities will be performed in consultation with the Board (or its designees). In accordance with Section 4.8, the School will be responsible for all costs associated with the employment of such staff (including, without limitation, salaries, benefits, travel and other Program related expenses). "**Student Support Staff**" is defined as any position that provides direct services to the Program and its Students which may include Special Education Coordinator(s), a Guidance Counselor or similar positions. For the avoidance of Doubt, any Head of School (Principal) for the Program shall be an employee of K12 or its Affiliates. To the extent required by law, all Student Support Staff personnel shall be State certified or

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possess the necessary credentials, qualifications, background and conduct checks as required by Applicable Law and/or the Charter.

7.4. Complaints About School-Student Support Staff. If K12 is dissatisfied or concerned about the job performance of any of the School's staff, including Teachers or Student Support Staff assigned to the Program, K12 will recommend disciplinary or other actions including the addition or elimination of specific positions for prompt action by the Board, approval of which will not be unreasonably withheld.

7.5. Determination of Employer Entity. The Parties anticipate that, except as otherwise required by Applicable Law or to the extent necessary for the School to maintain its status as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended ("**IRC**"), the HOS and other administrative personnel will be provided by K12. In the event that K12 determines that it is necessary or desirable that any of the K12 staff members providing services under this Agreement become an employee of the School, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board, such K12 staff member shall become an employee of the School; such change shall become effective on the date specified by K12 in such notice. In the event that at any time or from time to time K12 determines that it is necessary or desirable that any of the School's staff members to become an employee of K12, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board such School employee shall become an employee of K12; such change shall become effective on the date specified by K12 in such notice.

7.6. Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for arranging for criminal background checks to be conducted on its employees assigned to the Program and to the School's employees to the extent required under Applicable Law and will maintain documentary evidence that it has done so. Upon the School's request, K12 will provide the School with documentary evidence of its compliance, subject to any confidentiality requirements imposed by Applicable Law.

7.7. Background Investigations on School Employees. As part of its Administrative Services, K12 will help ensure that the School fulfills its responsibilities to: a) conduct criminal background checks required by Applicable Law; and b) maintain evidence that it has performed such actions.

8. PAYMENT OF PRODUCT AND SERVICE FEES.

8.1. Invoicing and Payment of Fees. K12 will submit to the School, a detailed invoice for the Educational Products and Services delivered for the prior calendar month. For any fees calculated as a percentage of Program Revenue, such fees will be calculated based upon the approved budget or subsequent updates in effect for the applicable calendar month and will be billed for services rendered on a monthly basis during the Term, even though Program Revenue may be received by the School beyond the expiration of the Term.

8.2. Location of Payment. All payments made hereunder will be made to K12 (or its designated Affiliate) and at the address set forth above, or such other address provided by K12 in writing.

8.3. Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the invoice date. Advances will be due thirty (30) days from the date the advance is made by K12. School agrees to pay interest on overdue Advances at a rate of prime plus two percent (2%), not to exceed fifteen percent (15%) per annum. All other amounts past due and owing by the School to K12 will accrue interest at one and one-quarter percent (1¼ %) per month but not to exceed fifteen percent (15%) per annum on each overdue amount. The School shall not intentionally withhold payments due to K12. In the event the School intentionally withholds payments due hereunder, no Balanced Budget Credits shall be issued by K12 to cover any late fees due hereunder.

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8.4. Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the Program. Without limiting the foregoing, the School agrees to pay any sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of such taxes.

8.5. Year-End Adjustments. Within thirty (30) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to such Fiscal Year, including the calculation of such amounts (which calculations will be based upon the School's audited financial statements for such Fiscal Year). If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 pursuant to Section 8.1, then the excess amount will be payable to K12; if such total amount is less than the total amount invoiced by K12 pursuant to Section 8.1, then the shortfall amount will be payable to the School. Payment of any excess Service Fees payable to K12 will be due thirty (30) days after the submission of the statement thereof. Reimbursement to the Board of any overpayment of Service Fees will be due thirty (30) days after the submission of the statement thereof, provided, that K12 may elect in its discretion to set-off the amount any such overpayment against any outstanding obligations of the School to K12 or any Affiliate of K12.

8.6. Payment Out of School Funds Managed by K12 Only. K12 is authorized by the Board to pay itself, subject to School's expenditure authorization policy (as approved by the Board), out of the School's funds managed by K12, the fees set forth in this Agreement.

8.7. Disputed Amounts. If the School disputes any charge invoiced by K12 ("**Disputed Amounts**"), the Board (or its authorized designee) must submit a good faith claim in writing regarding the Disputed Amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the then-current Fiscal Year audit regarding the Disputed Amount. If the Board (or its authorized designee) does not submit a documented claim to K12 within such time frame regarding such Disputed Amount, then notwithstanding anything in this Agreement to the contrary, the Board waives all rights to dispute and file any claim thereafter regarding such Disputed Amount (and the School also waives all rights to otherwise claim that it does not owe such Disputed Amount or to seek any credits or reimbursements or other amounts of any kind based upon or relating to such Disputed Amount).

9. RELATIONSHIP OF THE PARTIES.

9.1. Status of the Parties. K12 is not a division or any part of the School. The School is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the School and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the School. The School, the Board and their employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

9.2. Relationship Between the Board and the School. The School is a non-profit corporation organized under the laws of the State and governed by its Board. Although many provisions in this Agreement refer to the Program and grant rights or impose obligations on the Program, it is the School that has the final legal responsibility under this Agreement to K12 and the Charter Authorizer. Therefore, it is the responsibility of the Board to ensure that the School fulfils all its obligations under this Agreement.

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9.3. No Related Parties or Common Control; Certain Permitted Participations. Except as contemplated by this Agreement or any agreement between the Board and any Affiliate with respect to the provision of services described hereunder, K12 will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including termination rights, under this Agreement. None of the Board's voting power shall be vested in K12 or its directors, trustees, members, managers, officers, Shareholders, or employees, and none of the voting power of K12's board of directors or Shareholders of K12 shall be vested in the Board's or its Charter Authorizer's directors, trustees, members, managers, officers, shareholders, or employees. Each Party agrees that it will not take any action that would cause the Board and K12 to be members of the same control group, as defined in Section 1.150 et seq. of the regulations under the IRC, or related persons, as defined in Section 144(a)(3) of the IRC. The Board agrees to take such action as is necessary to permit employees or agents of K12 to have a nonvoting presence at the Board meetings, including executive sessions, during the Term of this Agreement, provided that, the inclusion of employees or agents of K12 in executive sessions will be at Board's discretion and is not inconsistent with Applicable Law.

10. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**").

11. TERMINATION. Events of termination are as follows:

11.1. Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 21; however, either Party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event Customer does not cure the material breach of this Agreement as set forth in this provision K12's, in its sole discretion, may suspend the issuance of Balanced Budget Credits detailed in Section 4 in lieu of terminating this Agreement.

11.2. Termination for Material Reduction in Program Revenue. K12 may terminate this Agreement in the event there is a material reduction in Program Revenue below the amount for the prior Fiscal Year or such reduction will materially increase the financial risk to K12 in providing the Educational Products and Services. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days notice so that the Parties may work together to find alternative funding or other means to offset the reduction in Program Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

11.3. Termination Upon Loss of Program Approval, Charter or Non-Profit Status. This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the Charter Authorizer provides written notice that it has terminated, revoked, or non-renewed the Charter, or (ii) upon a final determination by the Internal Revenue Service that the Program is not eligible for 501(c)(3) status, or (iii)

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upon a final adverse determination by the highest court in the State that the Program is no longer valid under law or its ruling has the effect of terminating the Program.

11.4. Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal therefore by K12, K12 may terminate this Agreement effective at the end of the then-current school year in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

11.5. Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the School in the event that the Charter is amended or the Board or the Charter Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Charter Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder**.**

11.6. Change in Applicable Law. If any change in Applicable Law enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

12. TERMINATION EFECTS. Effects of termination are as follows:

12.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the School of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

12.2. Return of Equipment. Return of K12-provided equipment is mandatory. As such, all K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the School at the Replacement Value. The Replacement Value is the cost to replace the equipment anew, without regard to depreciation.

12.3. Balanced Budget Credits Outstanding. In the event this Agreement expires or is terminated pursuant to Section 11, to the extent there are outstanding Balanced Budget Credits remaining, the School shall fully exhaust its Net Assets to pay off the outstanding balance of Balanced Budget Credits, provided however, if any Balanced Budget Credits remain after the Net Assets are fully exhausted, the remaining Balanced Budget Credits shall be fully forgiven.

12.4. Fees Owed. In the event this Agreement terminates as provided for herein, or it expires pursuant to

its terms, and unless otherwise agreed by the Parties in writing, the School shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires.

12.5. Loss of Value. The Board acknowledges and agrees that the subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the Program Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated as set forth in Section 11 because of the Board's actions or omissions unless said action or omission is in response to state or federal law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the School to terminate this Agreement in accordance with Section 11.1.

13. INTELLECTUAL PROPERTY RIGHTS.

13.1. Proprietary Materials. The School acknowledges and agrees that K12 has the right to license (or sublicense as the case may be) certain intellectual property rights and interests in and to K12 and its Affiliate's (and respective licensor's) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, School Charter application, presentations and related petitions and documents, Program and School name, website design and domain numbers and names including those registered by K12 and/or for K12, its Affiliates and the Program and other materials created for the Program, and curricular materials and any and all customizations and derivative works thereof (collectively, "**K12 Proprietary Materials**"). The School further acknowledges and agrees that: (i) it has no intellectual property interest or claims in the K12 Proprietary Materials or any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Materials, (ii) it has no right to use the K12 Proprietary Materials unless expressly agreed to herein by K12, and (iii) K12 and its Affiliates (and respective licensors as the case may be) own all intellectual property rights in and to the K12 Proprietary Materials.

13.2. Sub-License of K12 Proprietary Materials. K12 hereby grants the School a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use and distribute the K12 Proprietary Materials solely in connection with the Program operations as contemplated in this Agreement. Notwithstanding the foregoing, the School shall not: (i) modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the K12 Proprietary Materials, (ii) sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion, or (iii) frame any website owned by K12. Upon the termination of such license, the School will cease use of the K12 Proprietary Materials, and will return all K12 Proprietary Materials to K12 promptly, including those in the possession of the Board, any teachers and School employees participating in the Program, and students participating in the Program.

13.3. Rights of K12 in K12 Proprietary Marks. The School acknowledges and agrees that, as between the School and K12, K12 (and its applicable Affiliates) owns and shall maintain all intellectual property rights, title and interest, including any goodwill, in and to K12 and its Affiliate's trademarks, service marks, trade dress and trade names including the Program name(s), Program logo(s) and related marks and trade dress and the K12 mark, K12 (& Design) and as may be featured in Exhibit B (collectively, "**K12 Proprietary Marks**"). The School further acknowledges and agrees that it has no intellectual property interest or claims

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in the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Marks and has no right to use the K12 Proprietary Marks except in the limited capacity as set forth in Section 13.4 or unless expressly agreed to in writing in advance by K12, which agreement K12 may withhold in its sole discretion.

13.4. Sub-License of K12 Proprietary Marks. K12 hereby grants the School a royalty-free, non-exclusive, non-transferable sublicense, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use the K12 Proprietary Marks relating to the Program solely in connection with the operations of Program as contemplated in this Agreement. Notwithstanding the foregoing, the School will not be permitted to sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion. Upon the termination of such license, the School will cease use of the K12 Proprietary Marks.

13.5. Limitations on Use of K12 Proprietary Materials and K12 Proprietary Marks by School. The School will use the K12 Proprietary Materials and the K12 Proprietary Marks only as provided in this Agreement. Notwithstanding the foregoing license rights, the School also agrees not to not alter, copy, disassemble, reverse engineer or modify the K12 Proprietary Materials and/or the K12 Proprietary Marks in any way, nor will the School act or permit action in any way that would impair the rights of K12 in them. The School's authorized use will not create any right, title, or interest in or to the K12 Proprietary Materials or the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the foregoing. K12 will have the right to monitor the quality of the School's use of the K12 Proprietary Materials and the K12 Proprietary Marks, and the School will notify K12 promptly in writing of any known infringement thereof and of any use of K12's Intellectual Property (including the K12 Proprietary Materials, and/or the K12 Proprietary Marks) by an unauthorized party, other than set forth or contemplated by this Agreement, of which the School becomes aware. K12 and the School agree to reasonably assist each other in pursuing measures to prevent further use of K12's Intellectual Property by said unauthorized party. Any references to or use of the K12 Proprietary Materials or the K12 Proprietary Marks by the School will contain the appropriate trademark, copyright or other legal notice provided from time to time by K12 and will be subject to additional trademark usage standards developed by K12 and modified from time to time by K12 with advance notice in writing. Moreover, to the extent the School has established any rights, title or interest in the K12 Proprietary Materials or K12 Proprietary Marks, the School hereby assigns and transfers to K12, its successors and assigns, all of the School's right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized by any of the K12 Proprietary Marks and the right to sue and collect damages and/or profits for past infringements of the such marks.

13.6. Publicity/Press Release. K12 may use the School's name and Program references in a listing of new, representative or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the School and K12.

14. LIMITS ON LIABILITY AND DAMAGES.

14.1. LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE SCHOOL AND THE SCHOOL'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

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14.2. CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

15. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party. Except as prohibited by Applicable Law, K12 may assign all of its rights and obligations under this Agreement to any Affiliate. K12 may delegate the performance of its duties hereunder to any person or entity but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

16. INDEMNITY. The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

16.1. Indemnification of the School. K12 will indemnify, defend, and save and hold the School and all of its employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "Claim") that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Charter Authorizer's, the School's or the Board's instructions, procedures or written policies, except where such instructions arise from and are in accordance with specific advice or explicit recommendations formally provided by K12, and (c) act or omission of K12 or any of its employees, officers, directors, trustees, subcontractors or agents in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the School or the Board. K12 and its Affiliates shall not be liable for any Claims related to the enrollment, placement and provision of services to any Students with special education needs.

16.2. Indemnification of K12. The School will indemnify, defend, and save and hold K12 and each other Affiliate of K12 and all of their respective employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all Claims that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the School or Board with any Applicable Law in connection with School's operations, (c) act or omission of the School

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or Board or any of its employees, officers, directors, trustees, subcontractors or agents in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K12, and (d) for any Claims that are related to the School's or Board's action or inaction with respect to the enrollment, placement and provision of services to any Students with special education needs.

16.3. Indemnification Procedures.

16.3.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.3.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from or in addition to one or more of those that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying Party does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section entitled "Indemnification".

17. INSURANCE.

17.1. Liability Coverage. Each Party will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, comprehensive professional and general liability insurance, including product liability, contractual liability (applicable to the indemnification obligations of the said Party set forth herein), and advertising injury insurance, with reputable and financially secure insurance carriers to cover the operations of the said Party, for not less than $5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). Such insurance required by the School (excluding D&O and E&O insurance) will include K12 and its Affiliates and their respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Such insurance required by K12 (excluding D & O and E & O insurance) will include the School and its respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Each Party's insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

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17.2. Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within thirty (30) days after the effective date of this Agreement. Thereafter, the Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change to such insurance.

17.3. Insurance Coverage No Limitation on K12's Rights. The School's insurance will be primary coverage and any insurance K12 may purchase shall be excess and non-contributory for all clams directly related to actions or omissions of the School. K12's insurance will be primary coverage and any insurance the School may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of K12. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on the School's indemnification obligations expressly set forth herein.

17.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the Program, as required by Applicable Law.

17.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

18. REPRESENTATIONS AND WARRANTIES.

18.1. Representations and Warranties of K12. K12 hereby represents and warrants to the School:

18.1.1. Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Pending Claims. K12 warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

18.1.4. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARATEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE REASON.

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18.1.5. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; (b) resulting from inadequate or improper maintenance, modification or usage by the School, its employees or Students; or (c) where there has been improper site preparation or site environment by the School, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

18.2. Representations and Warranties of the School. The School hereby represents and warrants to K12:

18.2.1. Organization and Good Standing. The School is a non-profit corporation duly organized, validly existing, and in good standing under the laws of the State.

18.2.2. Power and Authority; Authorization; Binding and Enforceable Agreement. The School has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the School and constitutes the valid and legally binding obligation of the School, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.2.3. Authority Under Applicable Law. The School has the authority under Applicable Law to: (i) contract with a management company to obtain the Services, Administrative Services and/or Technological Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

18.2.4. Non-Contravention. The execution, delivery and performance of this Agreement by the School will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the School or any other party thereto.

18.2.5. Provision of Authority to K12. The School has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

18.2.6. Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the School-Charter Authorizer agreement(s), if any) to K12. The Board will use best efforts to maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration with assistance from K12.

18.2.7. Certain Provisions of the Charter. The Charter will, when approved, authorize the School to operate and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the Program and other activities contemplated in this Agreement.

18.2.8. Pending Claims. The School warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

19. OFFICIAL NOTICES. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such

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addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) reputable overnight carrier, postage prepaid, (iii) facsimile (with confirmation of transmission by sender's facsimile machine), or (iv) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given (i) three business days after mailing as described in clauses (i) or (ii) of the foregoing sentence, (ii) on the date of personal delivery or (iii) on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the next succeeding business day). Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are:

For K12:
K12
ATTN: EVP of School Management & Services
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Fax: (703) 483-7330

With Copy To:
K12
ATTN: General Counsel
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Fax: (703) 483-7496

For School:
TBD

Fax:

With Copy To:
TBD

Fax:

20. NON-SOLICITATION/NON-HIRING.

20.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

20.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The School acknowledges and agrees that no Balanced Budget Credits shall be issued by K12 to cover any penalty, damages or other relief owed by the School upon a violation of this provision.

20.3. Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 20.2.

21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

21.1. Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a

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dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the School's Board president or its authorized designee and to the Head of School for K12. If the dispute is not resolved after ten (10) calendar days from the receipt of such written notice, then the Parties shall escalate the matter to the Board's authorized designee for the School and the Northern Regional Vice President for K12. If the dispute is not resolved after five (5) business days thereafter, then the Parties shall escalate the effort to resolve to the Board president for the School and the EVP of School Management and Services for K12 who shall have five (5) days to seek resolution of the matter. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures; and (ii) the relevant dispute is not resolved within the time periods provided under.

21.2. Mediation and Arbitration. If the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties agree that they will attempt in good faith to settle any and all disputes arising out of this agreement, including those disputes relating to the enforceability or validity of this Agreement, through a process of mediation in Philadelphia, Pennsylvania, under the supervision of a mutually agreed upon mediator. In the event that mediation fails to settle any such dispute(s), the Parties hereby agree to proceed to mandatory binding arbitration in Philadelphia, Pennsylvania, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional mediator and/or arbitrator.

21.3. Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the School acknowledges that in the event it breaches any provision contained in the Section entitled "Intellectual Property Rights", K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. As such, in its sole discretion, K12 may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the dispute resolution procedures set forth above. K12 will be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the above described dispute resolution procedures, will not create any inference regarding the presence or absence of irreparable harm.

21.4. Governing Law. The laws of the Commonwealth of Pennsylvania without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

22. MISCELLANEOUS.

22.1. Coordination; Exercise of Approval or Consent Rights:

22.1.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the School's legal counsel will consult from time to time with respect to the requirements of Applicable Law, the Charter, and the School's and the Charter Authorizer's policies as they relate to the Program's operations.

22.1.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any

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consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

22.2. Force Majeure. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence.

22.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.4. Counterparts, Facsimile or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile or PDF signature pages as if such facsimile or PDF pages were originals.

22.5. License Audit. Upon forty-five (45) days written notice, K12 may audit the Program's use of the Educational Products and the School agrees to cooperate and provide reasonable assistance with such audit. The School agrees to pay within thirty (30) days of written notification any fees applicable to the School's use of the Educational Products in excess of the license rights granted herein or K12 may revoke the related technical support and license(s).

22.6. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.7. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.8. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

22.9. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.10. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.11. No Third-Party Rights. This Agreement is made for the sole benefit of the School and K12 and their respective successors and permitted assigns. Except as set forth in Sections 13 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will

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create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

22.12. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.13. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

* * * * * * * * *

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of	**For and on behalf of**
Insight PA Cyber Charter School	**K12 Virtual Schools LLC**
Signed: _____	**Signed:** _____
Name: _____	**Name:** _____
Position: _____	**Position:** _____
Date: _____	**Date:** _____

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EXHIBIT A
Curriculum and Services

I. Educational Products, Pupil Recruiting and Product Related Services: During the Term, K12 and its Affiliates will provide or cause to be provided to the School, its Students and its personnel the following Educational Products and related services in accordance with the fees published on the Product Price List provided to the Board:

1. Online School: For each school year during the Term, K12 will provide a license for and access to: (i) the K12® Curriculum and associated learning management system for grades K through 8, for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades (Art, Music and foreign language); (ii) K12® Curriculum and associated learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) any third party curriculum K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

2. Instructional Tools and Materials. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K12 determines in its discretion to be necessary to deliver the Educational Program. K12 shall identify which of such materials are durable shall be reclaimed. These materials will be returned in accordance with Section 12.2.

3. Product Related Services. Pupil Recruitment and related services are included in the cost of the curriculum and materials in the Product Price List:

a. Additional Instructional Support. K12 will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the Program may require for the Educational Products and related offerings.

b. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may be general awareness or combined campaigns, launched to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 (and its Affiliates).

c. Admissions. Implementation of the Program's admissions policy and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required.

d. Family Services. Plan and arrange school orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the Program, its curriculum, the application/enrollment process, instructional materials, etc. Help facilitate the creation of a parent manual and/or student handbook.

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e. Program Feedback. Obtain feedback on how to improve the Program and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.

f. Computers. K12 may provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the Program and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement.

g. High School Services: As requested and as available, K12 may offer the following for High School students:

i. Social Networking – Access to a monitored, private, virtual social community for students, parents and teachers to communicate and connect. Students benefit from exchanging ideas and information with students around the country using the K12 program and gaining a sense of connectedness within the boundaries of a contained but national community. Each K12 sponsored school will also have its own sub-community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

ii. Counseling Tools - Students will have access to various counseling tool(s) to support college, career planning and exploration. These tools and related offerings are described below.

- National and local counseling efforts are buttressed by an online college and career planning platform that helps students organize and plan their futures. This tool helps students keep track of their high school coursework, log extracurricular activities/work hours, and set goals and strategies for achieving those goals. Further, this tool provides values, skills, and interests assessments to help direct students toward professional fields in which they are inclined while also offering a robust college search engine, allowing students to compare colleges across many different facets. Finally, this tool assists students in managing their college applications and searching for scholarships.

- Nationally, K12 offers virtual sessions that aid in helping students recognize the importance of high school performance and post-secondary education planning. K12 exposes students and their parents to a multitude of pathways including attendance at a four-year college or university, community college, vocational/technical college, military, and civilian service opportunities. K12 offers career exploration sessions presenting adults who are professionals across a variety of career clusters. K12 provides college application and admissions sessions covering various types of colleges, components of college applications, and strategies for crafting a competitive application.

- Additionally, during the school year students can take advantage of college and career-focused teacher-led virtual clubs and during the summer K12 offers college and career-focused virtual camps.

- The High School Business Unit provides support for different high school models by working with schools to create offerings and programs that match the needs of various student populations.

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II. Administrative Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the administrative services (the "Administrative Services") set forth below. K12 will provide the Administrative Services at School's Facility and from K12's offices in Herndon, Virginia and elsewhere, as deemed necessary in K12's discretion.

1. Educational Program Consulting. Propose educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the Program. K12's recommendations for the Program will be consistent with Applicable Law and the Charter.

2. Personnel Assistance. Supervision of all personnel providing Educational Products, Administrative Services, and Technology Services. Management of all Program employees including recruiting; hiring recommendations; reference, certification and background checks (excluding performing payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits which shall be School's responsibility). Recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. Provide teacher performance evaluation models to School and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

3. Insurance. Assist the School with obtaining general liability insurance or other insurance required with a reputable carrier for the School in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.

4. Facility Management. As may be applicable, help identify location of the School's initial or supplemental office facility(ies) for the Program. Together with School's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments.

5. Business Administration. Administration of all business aspects and day-to-day management of the Program. These services shall include:

a. Consultation, and services as liaison for School with the Charter Authorizer, and other governmental offices and agencies;
b. Consultation and advice regarding special education programs, processes, support services and reimbursements;
c. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate;
d. Work with School's counsel, if any, on legal matters affecting the Program;
e. Preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;
f. Consultation with respect to, and monitoring and oversight of, state reporting systems;
g. Assist School in identifying and applying for grants and other funding opportunities;
h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);
i. Arrange contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;
j. Establish and implement policies and procedures to maintain proper internal controls; and
k. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.
l. Provision of regulatory compliance services, including responses to audits.

6. Budgeting and Financial Reporting.

a. Preparation of a proposed annual budget for the Program, including projected revenues,

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expenses and capital expenditures. The Parties agree that the last budget approved by School and agreed to by K12 prior to the effective date of this Agreement will serve as the approved annual budget of the Program for the first Fiscal Year. The proposed budget for subsequent years will be submitted by K12 to School on or before May 15 preceding the start of the applicable school year covered by such proposed budget. On or about October 31 of each school year during the Term, K12 will submit to School any proposed modifications to the annual budget for that school year to take into account the actual student enrollment for such school year and other changes in key assumptions. K12 shall also submit to School from time to time any other proposed modifications to the annual budget as K12 shall deem to be necessary or desirable, to be acted upon by School consistent with Applicable Law and this Agreement.

b. As practical and as possible, provide to School on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source by the Program, and detailed statements of all direct expenditures for services rendered to the Program.

c. Provide to School all financial reports required under Applicable Law and by the Charter Authorizer.

d. Subject to any confidentiality obligations imposed on K12 by third parties, provide to School such other information either required by the Charter Authorizer to be made available to School or the Charter Authorizer requested by School, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.

e. To the extent applicable, assist in the preparation of required non-profit filings, including form 990 tax returns. Notwithstanding the foregoing, K12 will not be responsible for filing School's form 1023, but will work with School's counsel and/or accountant to prepare the application for tax-exempt status, as necessary.

7. Financial Management.

a. In accordance with School's expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all Program Expenses, out of the Program funds managed by K12.

b. All Program funds will be maintained in an account(s) belonging to School over which designated representatives of K12 will have signature authority as approved by School. School will immediately transfer to such account(s) all funds received by the Program from any source, including but not limited to per pupil payments or reimbursements received from the local school district, state, federal and/or any other source, as well as any and all contributions received by the Program.

c. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.

d. Assist and coordinate in any third-party audit(s) of the Program.

8. Maintenance of Financial and Student Records.

a. K12 will maintain and keep the records and books of the Program at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of School disclosing to K12 the Program student's educational records.

b. K12 will maintain accurate financial records pertaining to the operation of the Program and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K12 will maintain accurate student records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.

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d. Ensure accessibility of Program records to School, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all financial, educational and other records, regardless of source of origin, are the property of School. The Parties agree to maintain, retain, disclose, and withhold Program records as may be required and in the manner required by Applicable Law.

9. Student Discipline. Provide necessary information and cooperate with School on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for School adoption consistent with Applicable Law.

10. Annual Reports to Charter Authorizer. Create, design, and arrange for publication and dissemination of an annual report regarding the Program.

11. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers. Develop and maintain the K12 Teacher Handbook. Host ongoing teacher professional development sessions throughout the school year for new and returning teachers.

12. Charter Authorizer Policies and Charter Renewal. Assist School in complying with all applicable Charter Authorizer policies as reasonably interpreted to apply to the Program. Assist School with drafting the Program's Charter renewal application, including working with School to develop any necessary budgetary and curriculum information. Prepare Board members to present and defend School's Charter renewal application before the Charter Authorizer.

13. Instructional Property Management. Prepare and submit to School proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

14. Grants and Donations. On behalf of the Program, K12 may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the Program's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the School and such fund shall be used as designated.

15. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the technology services (the "Technology Services") described below. K12 will provide the Technology Services at School's Facility (defined below) and from K12's offices, as deemed necessary and in K12's discretion.

1. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Charter School;
5. Train school staff, as deemed appropriate and necessary, on technology systems;
6. Develop, design, publish, and maintain the Program's interactive website;
7. Install and maintain the Program's computer network;
8. Generate reports;

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9. Develop community tools on the school's website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
10. Determine hardware configurations (including software and operating systems) for the school's technology needs;
11. Provide onsite and telephone support for the Program administration in troubleshooting system errors, and telephone support for students;
12. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
13. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
14. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
15. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Support and design the Program's accounting system;
20. Provide online enrollment, registration and placement services;
21. Provide school email accounts for school employees;
22. Provide School care and technology support services on the learning management system, computer and software issues;
23. Oversee changes to the Program website to maintain quality assurance and make sure that there are not "version control" problems;
24. Coordinate security, creative, and content issues pertaining to the website;
25. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
26. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
27. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

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EXHIBIT B

K12 Proprietary Marks

K^{12}

Unleash the xPotential®

The xPotential®

A+nywhere Learning System®

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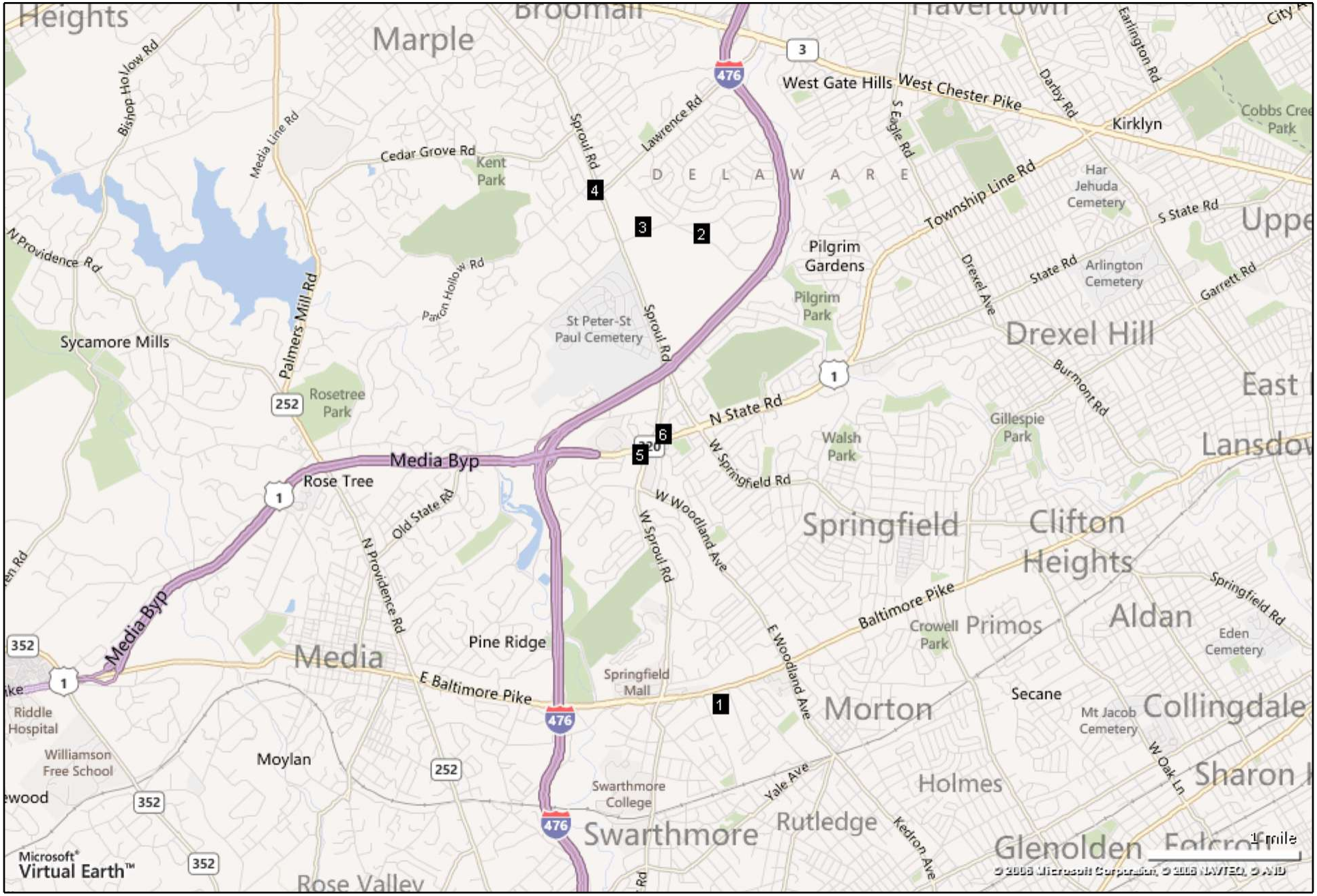
APPENDIX

17. Real Estate Market Survey



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1 1001 Baltimore Pike

Location: **Suburban Philadelphia Cluster**
Delaware County Submarket
Delaware County
Springfield, PA 19064

Developer: **-**
Management: **-**
Recorded Owner: **Springfield Square S. LP**

Parking: **Ratio of 4.00/1,000 SF**

Building Type: **Class A Office/(Community Center)**

Status: **Existing**
Stories: **4**
RBA: **77,500 SF**
Typical Floor: **19,375 SF**

Total Avail: **16,722 SF**
% Leased: **78.4%**

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P LL / Suite A	3,076	9,122	9,122	$15.00/nnn	Vacant	Negotiable	Direct
P LL / Suite B	3,167	9,122	9,122	$15.00/nnn	Vacant	Negotiable	Direct
P LL / Suite C	2,879	9,122	9,122	$15.00/nnn	Vacant	Negotiable	Direct
P 2nd	5,500	5,500	5,500	Withheld	Vacant	Negotiable	Direct

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2 370 Reed Rd

Location: **Suburban Philadelphia Cluster**
Delaware County Submarket
Delaware County
Broomall, PA 19008

Developer: **-**
Management: **Alliance Realty Services, Inc.**
Recorded Owner: **Corvest Realty Group**

Expenses: **2008 Combined Tax/Ops @ $7.56/sf**
Parcel Number: **25-00-03921-08, 25-00-03921-09, 25-00-03921-10**
Parking: **Free Surface Spaces; Ratio of 4.00/1,000 SF**

Building Type: **Class B Office**

Status: **Built 1974, Renov 2004**
Stories: **3**
RBA: **70,000 SF**
Typical Floor: **23,333 SF**

Total Avail: **26,509 SF**
% Leased: **66.4%**

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st	2,768	4,018	4,018	$12.00/+util	Vacant	Negotiable	Direct
P 1st	1,250	4,018	4,018	$12.00/+util	Vacant	Negotiable	Direct
P 2nd / Suite 214	4,000	4,000	4,000	$12.00/+util	Vacant	Negotiable	Direct
P 3rd / Suite 300	3,215	13,675	13,675	$12.00/+util	Vacant	Negotiable	Direct
P 3rd / Suite 305	1,145	13,675	13,675	$12.00/+util	Vacant	Negotiable	Direct
P 3rd / Suite 306	800	13,675	13,675	$12.00/+util	Vacant	Negotiable	Direct
P 3rd / Suite 308	3,000	13,675	13,675	$12.00/+util	30 Days	Negotiable	Direct

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3 600 Reed Rd - M.A.B. Bldg

Location: **M.A.B. Bldg**
Suburban Philadelphia Cluster
Delaware County Submarket
Delaware County
Broomall, PA 19008

Developer: **-**
Management: **Reed Road Associates**
Recorded Owner: **Reed Road Associates**

Expenses: **2010 Tax @ $2.46/sf**
Parcel Number: **25-00-04576-01**
Parking: **Ratio of 3.50/1,000 SF**
Amenities: **Card Key Access, On Site Management**

Building Type: **Class B Office**

Status: **Built 1974**
Stories: **3**
RBA: **42,254 SF**
Typical Floor: **14,000 SF**
Total Avail: **24,624 SF**
% Leased: **66.9%**

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st	616	616	14,000	$20.00/+elec	Vacant	1-10 yrs	Direct
P 2nd	4,000	4,000	4,000	$20.00/+elec	30 Days	1-10 yrs	Direct

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4 2002 Sproul Rd - Bldg 2002

Location: **Bldg 2002**
Suburban Philadelphia Cluster
Delaware County Submarket
Delaware County
Broomall, PA 19008

Developer: **Joseph M. McCawley & Son**
Management: **CBRE**
Recorded Owner: **Hudson Ventures LP**

Expenses: **2009 Tax @ $6.55/sf**
Parcel Number: **25-00-04489-00**
Parking: **Ratio of 5.00/1,000 SF**

Building Type: **Class B Office**

Status: **Built 1985**
Stories: **3**
RBA: **20,000 SF**
Typical Floor: **6,700 SF**

Total Avail: **3,330 SF**
% Leased: **83.4%**

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 2nd / Suite 204	1,160	3,330	3,330	$23.00/+elec	Vacant	3-5 yrs	Direct
P 2nd / Suite 206	2,170	3,330	3,330	$23.00/+elec	Vacant	3-5 yrs	Direct

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5 760 W Sproul Rd

Location:	**Rt 1 Bypass & Rt 320** **Suburban Philadelphia Cluster** **Delaware County Submarket** **Delaware County** **Springfield, PA 19064**
Developer:	**CN Agnew**
Management:	**McKee Group**
Recorded Owner:	**One Media Place Associates, LP**
Expenses:	**2009 Tax @ $2.80/sf**
Parcel Number:	**42-00-06630-00**
Parking:	**138 Surface Spaces are available; Ratio of 4.00/1,000 SF**
Amenities:	**Corner Lot**

Building Type:	**Class B Office**
Status:	**Built 1970, Renov Sep 2003**
Stories:	**3**
RBA:	**39,600 SF**
Typical Floor:	**13,200 SF**
Total Avail:	**20,329 SF**
% Leased:	**95.7%**

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 3rd / Suite 300	9,308	9,308	9,308	$22.00/+e&c	30 Days	Thru Feb 2013	Sublet

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6 905 W Sproul Rd - Springfield Plaza

Location: **Springfield Plaza**
AKA 130 S State Rd
Suburban Philadelphia Cluster
Delaware County Submarket
Delaware County
Springfield, PA 19064

Developer: **-**
Management: **Willner Properties**
Recorded Owner: **Willner Properties**

Building Type: **Class B Office**

Status: **Built 1973, Renov 1996**
Stories: **2**
RBA: **31,500 SF**
Typical Floor: **15,750 SF**

Total Avail: **11,417 SF**
% Leased: **63.8%**

Expenses: **2009 Tax @ $2.29/sf, 2011 Est Tax @ $2.41/sf; 2011 Ops @ $2.50/sf**
Parcel Number: **42-00-06622-00**
Parking: **Ratio of 4.00/1,000 SF**
Amenities: **Banking**

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 2nd	3,806	5,941	5,941	$21.50/+u&ch	Vacant	3-5 yrs	Direct
P 2nd / Suite 201	2,135	5,941	5,941	$21.50/+u&ch	Vacant	3-5 yrs	Direct

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APPENDIX

18. Insurance Application

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AVENUES EDUCATIONAL ADVANTAGE PROGRAM
EDUCATIONAL RISK SUPPLEMENTAL APPLICATION

Effective Date: _____

Named Insured: _____

Agency: _____ **Agency Code**: _____

Please attach the following to submission:	
☐ Company Loss Runs (minimum 3 years)	☐ School Handbooks, Brochures (if any)
☐ ACORD Applications for all coverages desired	☐ Statement of Values
☐ Schedule of Owned Vehicles	☐ Photos of all primary building structures

GENERAL INFORMATION

1. Type of accredited school:
   - ☐ Private School (Grades _____ through _____)
   - ☐ Charter School (Grades _____ through)
   - ☐ Trade or Vocational (Grades _____ through _____)
   - ☐ Other (Describe & list grades: _____)

2. Date school founded or chartered: _____
3. Any policy or coverage declined, cancelled or non-renewed during the prior 3 years? ☐ Yes ☐ No
4. Prior Carrier Information: Carrier: _____ Premium:_____
5. What are your annual receipts: from tuition? $ _____

6. Please provide your total enrollment:
   Pre-school /Day Care _____ K-8 _____ 9-12 _____
   Adult Education _____ Industrial Arts/Vo-Tech _____

7. Please provide number of personnel employed:
   Administrators _____ Teaching Faculty _____ Student Teachers _____
   Counselors/Psychologists _____ Nurses _____ Athletic Trainers _____
   Nonprofessional Employees _____ Volunteer Workers _____ Security Personnel _____
   Teacher Aides _____ Bus Drivers _____ All other _____

8. Total revenues (current fiscal):_____ Total expenditures (current fiscal): _____
   Total accumulative Deficit $ _____ or Surplus $ _____

9. Indicate any of the following Hiring Practices followed by the administration:
   - ☐ Signed employment applications are obtained for all potential employees
   - ☐ Employee referrals are used
   - ☐ Complete personal references are checked
   - ☐ Criminal background checks on all employees are required
   - ☐ Criminal background checks on volunteer workers are required
   - ☐ Documentation of employment applications and background/reference checks maintained
   - ☐ An employee orientations are conducted covering all Written Policies with documentation kept in file
   - ☐ Written employee handbook (provide copy)

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SAFETY/SECURITY

1. Do you have a written safety policy in place? ☐ Yes ☐ No
2. Do you have an "all-hazards" emergency response plan in place? ☐ Yes ☐ No
   Does your plan include response procedures to disease/pandemic outbreaks? ☐ Yes ☐ No
   Does your plan require compliance with CDC and/or USDOE guidance? ☐ Yes ☐ No
3. Is there a Safety Committee with regular safety meetings conducted? ☐ Yes ☐ No
4. Please indicate any of the following building access and safety procedures that are in place:
   ☐ visitor sign in procedures ☐ exterior doors locked during school day ☐ security cameras utilized
   ☐ fire & emergency drills conducted ☐ metal detectors ☐ other security measures _____
5. Is there a security force on campus? ☐ Yes ☐ No
   If yes, whose employees? ☐ the school ☐ Independent Contractor ☐ Auxiliary of local police
6. Do the local Police patrol regularly? ☐ Yes ☐ No If yes, what is the frequency? _____
7. Do Emergency Response Services (police, fire/rescue, and medical) participate in emergency planning? ☐ Yes ☐ No
8. Does the emergency plan include provisions identifying alternate facilities if part or all of a building becomes unusable? ☐ Yes ☐ No

PROPERTY INFORMATION

1. Indicate any of the following safety procedures currently in place to adequately control premises condition:
   ☐ Regularly scheduled facility and equipment inspections
   ☐ Written policy on reporting all property damage incidents to police (i.e. building entry, vandalism, etc.)
   ☐ Preventive Maintenance Program of electrical & heating equipment, roofs, and plumbing.
   ☐ Cooking equipment (NFPA 96 Fire Protection of commercial cooking operation: automatic fire suppression systems (UL300) and standard ventilation hood and ductwork)
   ☐ Science Labs – chemical storage practices, ignition sources, and gas fuel shut-off devices
2. Indicate courses offered in vocational technology include ☐ Woodshop ☐ Auto repair ☐ Construction
   ☐ Operation meets safety standards: flammable/combustible liquid storage, spray finishing processes
3. Does the school own any buildings that are vacant or unoccupied? ☐ Yes ☐ No
   Please provide details for each building including future plans for structure: _____
4. Has the school secured a Professional Appraisal to establish the property values provided? ☐ Yes ☐ No
   If appraisal completed, please provide copies with application.
   If no appraisal, please advise the source utilized to determine values: _____
5. Is the emergency lighting installed in corridors and stairwells? ☐ Yes ☐ No
6. Are there any unusual building features or occupancies? ☐ Yes ☐ No
   If yes, provide details: _____
7. Are there any buildings of historical value or listed on a historic register? ☐ Yes ☐ No
   If yes, provide details: _____

GENERAL LIABILITY INFORMATION

1. Does the school have procedures in place for staff to conduct regular facility reviews to identify unsafe conditions and take corrective action to prevent accidents in the following areas:
   ☐ Inspection of Interior/Exterior walking surfaces.
   Please describe the frequency of inspections & how documented: _____
   ☐ Written snow/ice removal procedures
   ☐ Life Safety: adequate number of exits, emergency lighting, emergency procedures, and crowd controls
   ☐ Food service: quality control measures in place for preparation/storage of food and housekeeping
2. Athletic Programs: please indicate any of the following procedures/activities that apply:
   ☐ Student athletic permission slips and injury waiver signed by parent & obtained annually
   ☐ Student Accident Policy ☐ offered to parents ☐ purchased by school district
   ☐ Bleacher/Grandstand Inspections (NFPA 102 annually by staff/inspected by professional every 2 years).
3. Has asbestos, lead or toxic mold been detected in any school building or playground areas? ☐ Yes ☐ No
   If yes, describe corrective actions: _____

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Please indicate if you have any of the following operations &/or activities

☐ Foreign Travel ☐ Hall Rental ☐ Church or any Other House of Worship
☐ Fund Raising Activities ☐ Before &/or After Care ☐ Dormitories / Housing
☐ Radio Station ☐ Television Station ☐ Campus Newspaper
☐ Work Study Programs ☐ Swimming Pool(s) ☐ Trampolines ☐ Events with liquor sales

Does your website comply with current state and federal privacy statues/regulations? ☐ Yes ☐ No

Please provide details of operations for each activity indicated above: _____

_____

USE OF SCHOOL PROPERTY ☐ **N/A**

1. Do outside groups use the school property for activities? ☐ Yes ☐ No
   If yes, describe: _____
2. Indicate if the school obtains any of the following:
   ☐ Certificate of Insurance from group and $_____ Limits of Insurance required
   ☐ Evidence that school is named as Additional Insured on groups' liability insurance
   ☐ A signed contract/agreement in which the school is held harmless (attach copy of the Building Use form).

PLAYGROUNDS (ATTACH PHOTOS OF EACH PLAYGROUND) ☐ **N/A**

1. Is playground equipment in good condition? ☐ Yes ☐ No
2. How often is playground equipment inspected and documented? ☐ Monthly ☐ Quarterly ☐ Other _____
3. Describe the age and replacement of equipment: _____
4. Describe the ratio of supervision (student/staff): _____
5. Is cushioning material used? ☐ Yes ☐ No
   If yes, please describe type and depth of cushioning materials: _____

SWIMMING POOLS ☐ **N/A**

1. Please indicate the number of pools: _____
2. Please indicate any of the below safety procedures in place:
   ☐ Safety rules posted ☐ Lifeguard on duty at all times
   ☐ Depth markings ☐ Pool locked after school hours
3. Are there any diving boards? ☐ Yes ☐ No
   If yes, describe design (i.e. number/height) _____
4. Does the school allow use by outside groups? ☐ Yes ☐ No
5. If yes, do they require certificate of insurance? ☐ Yes ☐ No

BEFORE & AFTER CARE PROGRAM ☐ **N/A**

1. What are the hours of operation for the Before and/or After Care Programs?
   Before School Program: _____ After School Program: _____
2. How old are the children enrolled in these programs? _____
3. What is the teacher to student ratio for these programs? _____
4. What type of activities do they have in these programs? _____
5. Who operates the before/after care? ☐ school ☐ local YMCA ☐ other _____
6. Who supervises the children? ☐ employed adults ☐ students ☐ volunteers
7. Does the school sponsor any special activities off-site? ☐ Yes ☐ No If yes, please explain:
   What activities? _____
   How transported? _____
   Are permission slips obtained ☐ Yes ☐ No

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SPORTS & ACTIVITIES (INDICATE ANY EXTRA CURRICULAR ACTIVITIES) ☐ N/A

☐ Sports Camps ☐ Gun Club ☐ Fireworks at sporting events
☐ Watercraft ☐ Horseback Riding ☐ Festivals – parades
☐ Rifle Range ☐ Skateboard Parks ☐ Association with park departments
☐ Ski Team/Club ☐ Rock climbing ☐ Canoeing Club
☐ Challenge rope course ☐ Climbing Walls ☐ Other _____

Please provide details of operations for each activity indicated above: _____

_____

STUDENT FIELD TRIPS ☐ N/A

1. Are written procedures in place regarding chaperone/student ratio for field trips? ☐ Yes ☐ No
   If yes, describe: _____
2. Are school-sponsored overnight field trips allowed? ☐ Yes ☐ No
   If yes, describe (including grades, destinations, and chaperone/student ratio): _____
   _____
3. Are school-sponsored foreign field trips allowed? ☐ Yes ☐ No
   If yes, describe: _____
   If yes, is there Foreign Liability coverage in place? ☐ Yes ☐ No
4. Are written parental permission slips required for all field trips? ☐ Yes ☐ No
   If yes, attach copy of permission slip.

EMPLOYEE BENEFIT LIABILITY ☐ N/A

Desired Limits: ☐ $100,000/$300,000 ☐ $500,000/$1,500,000 ☐ $1,000,000/$3,000,000
Desired Deductible: ☐ minimum $1,000 ☐ $2,500 ☐ $5,000 ☐ _____
Claims Made Retro Date: _____

1. Do you maintain a department or unit to administer your Employee Benefits Program, answer and advise employees concerning your program? ☐ Yes ☐ No
2. Do you distribute a description of your Employee Benefits Program to all employees? ☐ Yes ☐ No
   If yes, attach copy (brochure, memo) and indicate how frequently it is updated & distributed: _____
3. Does each employee receive a formal explanation of your program by a trained staff member? ☐ Yes ☐ No
4. Do you require signed acceptance or rejection from each employee for each optional benefit? ☐ Yes ☐ No
5. List all incidents within the last 5 years that have not yet resulted in claims for damages but can reasonably be expected to do so:
   Date of Incident: _____
   Current Status: _____
   Description of Incident: _____

SECTION V – CRIME ☐ N/A

Coverage		Limit	Deductible
☐ Form A/O – Employee Dishonesty		$	$
☐ BLANKET ☐ SCHEDULE		$	$
☐ Form B – Forgery or Alteration		$	$
☐ Form C – Theft, Disappearance & Destruction	Inside	$	$
	Outside	$	$

1. Number of Officers and Employees who handle or have custody of money, securities: _____
2. Is there an audit by? ☐ CPA ☐ Public Accountant ☐ Staff ☐ Other _____
   If yes, how frequent? _____
3. Are bank accounts reconciled by someone not authorized to deposit or withdraw? ☐ Yes ☐ No
4. Will securities be subject to joint control of two or more responsible employees? ☐ Yes ☐ No

Note: Persons required by law to be individually bonded and treasurers are automatically excluded from coverage Form O.

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SEXUAL MISCONDUCT LIABILITY ☐ **N/A**

Desired Limits: ☐ $100,000/$100,000 ☐ $300,000/$300,000
☐ $500,000/$500,000 ☐ $1,000,000/$1,000,000

Requested Innocent Party Defense Coverage Limit ☐ $100,000 ☐ $300,000

POLICIES/PROCEDURES

1. Does the Insured have a written policy (including training) addressing abuse, molestation, and sexual harassment in all of its forms (i.e. anti-abuse, anti-molestation, anti-harassment)?
   ☐ Yes ☐ No

2. If "Yes", are the policies communicated annually to:
   a. Staff? ☐ Yes ☐ No
   b. Students? ☐ Yes ☐ No
   c. Volunteers? ☐ Yes ☐ No

3. Is documentation of the communication of the policies prohibiting abuse, molestation, and sexual harassment maintained? ☐ Yes ☐ No

4. Has a Title IX or equivalent officer/coordinator been appointed by the Insured to receive and investigate complaints of abuse, molestation, and/or harassment? ☐ Yes ☐ No
   a. Has this person been adequately trained in these duties? ☐ Yes ☐ No
   b. Has the Insured developed and publicized the reporting and investigation procedures to employees, students, and volunteers? ☐ Yes ☐ No

5. Does the Insured have written policies and guidelines for reporting suspected abuse, neglect, or molestation of students? ☐ Yes ☐ No
   a. If "Yes" are these guidelines communicated to all employees and volunteers? ☐ Yes ☐ No

6. Are the Insured's policies/procedures relating to abuse, molestation, and harassment reviewed by counsel and updated on a periodic basis? ☐ Yes ☐ No

7. Does the Insured operate a day care/pre-school/after school program? ☐ Yes ☐ No

   If answer to 7 is "Yes", please complete the following:
   a. Total number of children in program: _____
   b. Staff to child ratio _____
   c. Is facility open to parental visits/inspection? ☐ Yes ☐ No
   d. Are all employees appropriately trained in child development and early childhood education? ☐ Yes ☐ No
   e. Is there an employee orientation program designed to explain the goals of the program as well as emergency health & safety procedures? ☐ Yes ☐ No
   f. Is the program operated solely by the Insured or is any portion of the program contracted out?
      _____

INSURED LOSS HISTORY

1. Has the Insured ever had a claim involving abuse (physical or sexual), sexual misconduct, or sexual molestation (staff to student, student to student, or other type)? ☐ Yes ☐ No
   If "Yes", please provide details, including final resolution.
   _____
   _____

2. Is there any record or knowledge of any previous incident(s) that might have resulted in a claim of abuse (physical or sexual), sexual misconduct, or sexual molestation (staff to student, student to student, or other type) had they been pursued? ☐ Yes ☐ No If "Yes", please provide details.
   _____
   _____

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EDUCATORS ERRORS & OMISSIONS LIABILITY ☐ N/A

POLICY INFORMATION

1. Current Retroactive Date _____
2. Current E&O Carrier _____
3. Requested Policy Limits
   ☐ $100,000/$100,000 ☐ $300,000/$300,000
   ☐ $500,000/$500,000 ☐ $1,000,000/$1,000,000
4. Desired Deductible: ☐ minimum $1,000 ☐ $2,500 ☐ $5,000 ☐ _____
5. Requested Non-Monetary Party Defense Coverage Limit ☐ $100,000 ☐ None

GENERAL APPLICANT INFORMATION

1. Board Members are ☐ Elected ☐ Appointed ☐ Both If appointed, by whom? _____
2. Number of Board Members _____ Term of Office _____
3. Are Terms Staggered? ☐ Yes ☐ No
4. Current student enrollment _____ Enrollment (a) Expected for next year _____ (b) Prior year _____
5. Number of students receiving special education services _____
6. Does the Education Institution anticipate any reduction in force of professional or non-professional staff during the next twelve (12) months? ☐ Yes ☐ No

BUDGET/BOND INFORMATION

1. Budget

	YEAR	REVENUES	EXPENDITURES	Surplus (+) Deficit (-)
Current year				
Prior year				
Previous Year				

2. If deficit exists, indicate cause of deficit and how it will be eliminated: _____
3. What is entity's bond rating: Current _____ Previous: _____

OPERATIONS INFORMATION

1. Does the entity participate with other entities in providing special education services or vocational training?
   ☐ Yes ☐ No If yes, please describe and list other participating entities: _____
   _____
2. Has the entity had any on-site monitoring by State or Federal Agencies? ☐ Yes ☐ No
   If yes, describe: _____
3. Have any of the following taken place during the last three (3) years? **Explain all "yes" answers below.**
   a. Special Education Due Process Hearings? ☐ Yes ☐ No
   b. Strike, slowdown or other workforce disruptions? ☐ Yes ☐ No
   c. Charges or complaints involving integration, discrimination EEOC violations, or other violations of civil rights? ☐ Yes ☐ No
   d. Employee suspension, demotion, dismissal, involuntary transfer, or tenure contract nonrenewal or cancellation? ☐ Yes ☐ No
   If "Yes", describe: _____
   _____

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POLICIES AND PROCEDURES INFORMATION

1. Has entity established policies/procedures for handling employees in the areas of:

Suspension	☐ Yes	☐ No	☐ In writing	Harassment	☐ Yes	☐ No	☐ In writing
Dismissal	☐ Yes	☐ No	☐ In writing	Demotion	☐ Yes	☐ No	☐ In writing
Promotion	☐ Yes	☐ No	☐ In writing	Hiring	☐ Yes	☐ No	☐ In writing
Involuntary Transfer	☐ Yes	☐ No	☐ In writing	Background Checks	☐ Yes	☐ No	☐ In writing
Progressive Discipline	☐ Yes	☐ No	☐ In writing	Annual Evaluations	☐ Yes	☐ No	☐ In writing
Employment Applications	☐ Yes	☐ No	☐ In writing	Employee Orientation	☐ Yes	☐ No	☐ In writing

2. Do policies/procedures provide for administrative appeals? _____
   If yes, how many administrative appeals have occurred during the past twelve (12) months? _____

3. Have your policies been reviewed by counsel? ☐ Yes ☐ No

4. Do you conduct drug testing on employees or students? ☐ Yes ☐ No
   If "Yes", describe who is tested and the purpose and frequency of such testing. _____

   _____

5. Has entity established policies/procedures for students in the areas of:

Suspension	☐ Yes	☐ No	☐ In writing	Harassment	☐ Yes	☐ No	☐ In writing
Expulsion	☐ Yes	☐ No	☐ In writing	Enrollment	☐ Yes	☐ No	☐ In writing
Corporal Punishment	☐ Yes	☐ No	☐ In writing	Locker/student Searches	☐ Yes	☐ No	☐ In writing
Parking	☐ Yes	☐ No	☐ In writing	Hazing	☐ Yes	☐ No	☐ In writing

6. Do you have a written procedure for the prompt reporting of claims and incidents that can reasonably expected to result in claims? ☐ Yes ☐ No

7. List the name of the individual designated to handle the reporting of claims, complaints, charges, lawsuits and incidents that may reasonably expected to result in a claim.
   Name _____ Title _____ Phone # _____

8. Please attach a copy the following documents:
   (a) Student Handbook Attached to application ☐ Yes ☐ No
   (b) Employee Handbook(s) Attached to application ☐ Yes ☐ No

LOSS & INCIDENT INFORMATION

1. List all incidents within the past five (5) years involving the entity, employees, student teachers or volunteers that have not yet resulted in a charge, complaint or claim, but may be reasonably expected to result in a claim. (Please attach a separate sheet if necessary).

   Date Current Status Description

   _____

   _____

2. List all claims within the past five (5) years including complaints, charges, administrative proceedings, due process hearings, and lawsuits involving the entity, employees, student teachers or volunteers. (Please attach a separate sheet if necessary).

   Date Damages Expenses Current Status Description

   _____

   _____

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LAW ENFORCEMENT / SECURITY PROFESSIONAL LIABILITY ☐ N/A

POLICY INFORMATION

1. Requested Retroactive Date _____ Current Retroactive Date _____
2. Current Carrier _____
3. Requested Policy Limits ☐ $100,000/$100,000 ☐ $300,000/$300,000 ☐ $500,000/$500,000 ☐ $1,000,000/$1,000,000
4. Deductible ☐ $1,000 ☐ $2,500 ☐ $5,000 ☐ $7,500 ☐ _____
5. Non-Monetary Relief Defense Coverage ☐ $100,000 ☐ None

EXPOSURE INFORMATION

1. Total number of law enforcement/security personnel _____
2. Total annual payroll/expense for law enforcement/security personnel _____
3. Number of personnel in following categories:

a.	School Resource Officer	_____	b.	Full-time Employees	_____
c.	Part-time Employees	_____	d.	Volunteers	_____
e.	Independent Contractors	_____	f.	Employees with firearms	_____
g.	Employees with arrest authority	_____	h.	Personnel employed by outside security firm or police department	_____

If personnel from outside security firm or police department are used, please indicate name of firm or department:
_____

a. Does school obtain "Certificate of Insurance" from security firm? ☐ Yes ☐ No

Describe minimum requirements and training for security personnel: _____

POLICIES AND PROCEDURES INFORMATION

1. Has entity established policies/procedures for handling security/law enforcement employees in the areas of:

Use of Force	☐ Yes	☐ No	☐ In writing	Use of Deadly Force	☐ Yes	☐ No	☐ In writing
Progressive Discipline	☐ Yes	☐ No	☐ In writing	Annual Evaluations	☐ Yes	☐ No	☐ In writing
Employment Applications	☐ Yes	☐ No	☐ In writing	Employee Orientation	☐ Yes	☐ No	☐ In writing

2. Do policies/procedures provide for administrative appeals? ☐ Yes ☐ No
   If yes, how many administrative appeals have occurred during the past twelve (12) months? _____
3. Have your policies been reviewed by counsel? ☐ Yes ☐ No
4. Does Insured conduct drug testing on security/law enforcement employees? ☐ Yes ☐ No
   If "Yes", describe the method and frequency of such testing. _____
5. Do security/law enforcement personnel receive training in the administration of:
   CPR ☐ Yes ☐ No First Aid ☐ Yes ☐ No
   Crowd Control ☐ Yes ☐ No Passive Restraint ☐ Yes ☐ No
   Use of Force Continuum ☐ Yes ☐ No
6. Do you have a written procedure for the prompt reporting of claims and incidents that can reasonably expected to result in claims? ☐ Yes ☐ No
7. List the name of the individual designated to handle the reporting of claims, complaints, charges, lawsuits and incidents that may reasonably expected to result in a claim.
   Name _____ Title _____ phone # _____

LOSS & INCIDENT INFORMATION

List all claims within the past five (5) years including complaints, charges, administrative proceedings, due process hearings, and lawsuits involving the entity, security/law enforcement employees, outside security/law enforcement personnel or volunteers. (Please attach a separate sheet if necessary).

Date	Damages	Expenses	Current Status	Description

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AUTO / BUS

1. Fleet is operated by: ☐ School District ☐ Independent bus contractor

2. If an independent contractor operates the bus fleet, provide the following information:
   a. Contractor: _____ Limits Carried: _____ Total Cost of Hire: _____
   b. Do you require Certificates of Insurance from the contractor? (attach) ☐ Yes ☐ No
   c. Is the school an additional insured on contractor's policy? ☐ Yes ☐ No

3. Provide complete driver information (i.e. name, DOB, License #) for all employees including teachers and coaches: ☐ attached
4. Do you allow anyone to operate an owned vehicle without first obtaining his or her MVR? ☐ Yes ☐ No
5. Are buses used for other than regular bus routes or extra-curricular activities? ☐ Yes ☐ No
   Provide details and radius: _____
6. Are any buses leased or loaned to others or used by outside groups? ☐ Yes ☐ No
   Examples are: _____
7. Does the school have a routine maintenance program for all vehicles? ☐ Yes ☐ No
8. Are maintenance records kept for each vehicle? ☐ Yes ☐ No
9. Does the applicant have a full-time fleet manager? ☐ Yes ☐ No
   If yes, name of fleet manager: _____
   If no, who is responsible for fleet safety and maintenance: _____
10 Does the school offer Drivers Educations as part of your curriculum? ☐ Yes __ ☐ No

11. DRIVER QUALIFICATIONS (including approved substitute drivers):
   Please indicate if the school district has any of the following driver selection procedures in place:
   - ☐ Prescreening the drivers' MVRs, verify CDL and physicals, past qualifications and training prior to job offer.
   - ☐ Conduct full background checks including drug testing and criminal background check of all bus drivers.
   - ☐ Conduct new driver training and orientation that includes the following:
     - ☐ Training/orientation meets state requirements
     - ☐ Familiarizing driver on service routes with experienced driver
     - ☐ Completion of Defensive Driving Course.
   - ☐ The school orders and reviews all employed drivers MVR's annually.
   - ☐ Has an established performance review process that includes a "Driver Discipline Policy" that outlines the number of moving violations and "at fault" accidents that are acceptable before employment actions are taken.
   - ☐ Has written guidelines defining an acceptable Motor Vehicle Report?

   What actions are taken if an employee's driving record is considered unacceptable? _____
   _____

12. AUTO SAFETY MANAGEMENT PROGRAM : Please indicate any procedures in place:
   - ☐ The school has a "Bus Driver Employment Handbook" (If yes, please provide copy.)
   - ☐ All bus drivers are required to participate in any in-service training courses annually.
   - ☐ There is an established policy on how to handle problem bus riders.
   - ☐ Bus routes planned to eliminate hazards and reviewed annually.
   - ☐ Bus drivers are required to conduct a daily pre-trip inspection
   - ☐ The school has an accident review committee that reviews accidents.

   Describe security regarding bus/vehicle storage (e.g. fenced lot, lighted, etc.) _____
   _____

The Hanover Insurance Group™
Our policy is performance.

WORKERS COMPENSATION ☐ **N/A**

1. Provide details of the employee orientation: _____
2. Are detailed job description provided including physical requirements to perform specific tasks? ☐ Yes ☐ No
3. Does the school have a stable workforce-reflecting turnover less than 25% annually? ☐ Yes ☐ No
4. EMPLOYEE TRAINING & PERSONNEL PROTECTION
   a. Does the school provide skills training in each specific job categories involved? ☐ Yes ☐ No
   b. Does the school provide safety training for identifying/reporting hazards that may exists? ☐ Yes ☐ No
   c. Is protective equipment provided and maintained? ☐ Yes ☐ No
   d. Insured has preventive maintenance program for tools and equipment. ☐ Yes ☐ No
   e. Are all personnel trained in First Aid and Emergency Plan? ☐ Yes ☐ No
5. SAFETY PROGRAM – describe administration involvement in the formation, participation, and enforcement of the school's safety program: _____

   Indicate if any of the following components are part of their "safety program"
   - ☐ Established "Safety and Health Mission Statement".
   - ☐ Written safety rules distributed and all employees are instructed on their purpose and consequences if not followed.
   - ☐ "Safety Committee" formed to create a positive interest in safety among employees.
   - ☐ Development of light duty, return to work procedures for employees returning from injuries
   - ☐ Accident Review procedures – to collect facts, analyze underlying cause of accident, report findings, recommend corrective measures to reduce the possibility of recurrence.
   - ☐ Conduct regular safety training on various topics (proper lifting, slip/trip prevention)
6. Does the district have procedures in place to ensure prompt reporting of claims? ☐ Yes ☐ No

   Indicate if the following apply:
   - ☐ A designated person who knows the proper procedure is responsible for claims.
   - ☐ School historically reports accidents/injuries in seven days or less.
7. Does the school have OSHA Programs in place and documented? (i.e. Hazard Communication, Lockout/Tag out, Blood-Borne Pathogens, etc.) ☐ Yes ☐ No
8. What is the level of housekeeping on the premises? _____

   Check those applicable: ☐ routine facility inspections conducted ☐ walking surfaces inspected ☐ ice/snow removal procedures

DECLARATION AND SIGNATURE

Authorized Entity Representative Designation

The person named herein is authorized and designated to give and receive any and all notices on behalf of the entity and all insureds from the entity or their authorized representative(s) concerning this insurance.

Named individual: _____ Title or Position: _____

Attestation

The authorized signer of this application represents to the best of his/her knowledge and belief that the statements and information set forth herein are true and include all material information. The authorized signer also represents that any fact, circumstance or situation indicating the probability of a claim or legal action now known to any entity official or employee has been declared, and it is agreed by all concerned that the omission of such information shall exclude any such claim or action from coverage under the insurance being applied for. Signing of this application does not bind the Hanover Insurance Group, Inc. to offer, nor the authorized signer to accept insurance, but it is agreed this application and any attachments hereto shall be the basis of the insurance and will be incorporated by reference and made part of the policy should a policy be issued.

Signature of Authorized Entity Representative

_____ Date: _____

NOTICE TO ARIZONA AND MISSOURI APPLICANTS: Claim Expenses are Inside the Policy Limits. All claim expenses shall first be subtracted from the limit of liability, with the remainder, if any, being the amount available to pay for damages.

NOTICE TO ARKANSAS, LOUISIANA AND WEST VIRGINIA APPLICANTS: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

NOTICE TO COLORADO APPLICANTS*:* It is unlawful to knowingly provide false, incomplete, or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance, and civil damages. Any insurance company or agent of an insurance company who knowingly provide false, incomplete, or misleading facts or information to a policy holder or claimant for the purpose of defrauding or attempting to defraud the policy holder or claimant with regard to a settlement or award payable from insurance proceeds shall be reported to the Colorado Division of Insurance within the Department of Regulatory Agencies.

NOTICE TO DISTRICT OF COLUMBIA APPLICANTS: Warning: It is a crime to provide false or misleading information to an insurer for the purpose of defrauding the insurer or any other person. Penalties include imprisonment and/or fines. In addition, an insurer may deny insurance benefits if false information materially related to a claim was provided by the applicant.

NOTICE TO FLORIDA APPLICANTS: Any person who knowingly and with intent to injure, defraud or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.

NOTICE TO HAWAII APPLICANTS: For your protection, Hawaii law requires you to be informed that presenting a fraudulent claim for payment of a loss or benefit is a crime punishable by fines or imprisonment, or both.

NOTICE TO IDAHO AND OKLAHOMA APPLICANTS: Any person who knowingly, and with intent to injure, defraud or deceive any insurer, makes any claim for the proceeds of an insurance policy containing any false, incomplete or misleading information is guilty of a felony.

NOTICE TO KENTUCKY APPLICANTS: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime.

NOTICE TO MAINE, TENNESSEE, VIRGINIA, AND WASHINGTON APPLICANTS: It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties include imprisonment, fines and denial of insurance benefits.

NOTICE TO MARYLAND APPLICANTS: Any person who knowingly and willfully presents a false or fraudulent claim for payment of a loss or benefit or knowingly and willfully presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

NOTICE TO MICHIGAN AND MINNESOTA APPLICANTS: Any person who knowingly and with intent to defraud an insurance company or another person files an application for insurance containing any materially false information, or conceals for the purpose of misleading information concerning any fact material thereto, commits a fraudulent act, which is a crime and subjects the person to criminal and civil penalties.

NOTICE TO NEW JERSEY APPLICANTS: Any person who knowingly includes any false or misleading information on an application for an insurance policy or files a statement of claim containing any false or misleading information is subject to criminal and civil penalties.

NOTICE TO NEW MEXICO AND RHODE ISLAND APPLICANTS*:* Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to civil fines and criminal penalties.

NOTICE TO OHIO APPLICANTS: Any person who, with intent to defraud or knowing that he is facilitating a fraud against an insurer, submits an application or files a claim containing a false or deceptive statement is guilty of insurance fraud.

NOTICE TO OREGON APPLICANTS: Any person who knowingly and with intent to defraud or solicit another to defraud any insurance company: (1) by submitting an application, or (2) by filing a claim containing a false statement as to any material fact, may be violating state law.

NOTICE TO PENNSYLVANIA APPLICANTS: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

NOTICE TO VERMONT APPLICANTS: Any person who knowingly presents a false statement in an application for insurance may be guilty of a criminal offense and subject to penalties under state law.

APPENDIX

19. Enrollment Application & Instructions

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX-XXX-XXXX
Fx. 1.XXX-XXX-XXXX

2013-2014 Application Package Instructions/Checklist

Please review the information below. Based on your student(s) grade and applicable circumstances, you are required to submit documentation in order to complete this step in the enrollment process. You can fax, scan and email, or mail the required paperwork .

Important Note: Please send copies, do not mail the original documents

Fax (preferred): **1-XXX-XXX-XXXX**

Scan and Email: **schoolnamefax@k12.com**

Mail: **Insight PA Cyber Charter School**
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Required For?	Item	Description	Provided by?
Required for all Students	Proof of Age	Official Birth Certificate (not the hospital issued certificate)	Provided by you
	Proof of Residency	Please submit one of the following: Current Utility Bill (gas, water, electric, sewage, cable or land line phone) with service address OR Valid Pennsylvania Driver's License OR Department of Transportation ID OR Mortgage statement/ Current Lease with signature OR Valid Vehicle Registration OR Property tax bill OR Deed	Provided by you
	Immunization Record	Current Immunization Record OR Immunization Exemption Form	Provided by you
	Charter School Student Enrollment Notification Form	By filling out this form, you have indicated your decision for your child to attend IS PA and that your child will not be enrolled in another school while attending IS PA.	Provided in this packet
	Notification of Offense Form	Please note that you should only write an "X" in **one** of the blanks to indicate if your student *was/is* or *was/is* not expelled or suspended. Only fill out the boxed section if it applies to your student. The form must be signed and submitted for all students.	Provided in this packet
	Home Language Survey	Please read the directions for this form to ensure you answer the questions correctly	Provided in this packet
	Face-to-Face Enrollment Information Session Acknowledgement of Attendance	This form serves as confirmation the parent or guardian attended the Face to Face Enrollment Session.	Provided during Orientation Session
	Release of Records	By filling out this form, you are giving our school permission to request your student's official records from their previous school after the approval process. If your child is enrolling in Kindergarten or was Homeschooled please indicate it on the form, fill out the top portion and sign it.	Provided in this packet
Required for all 1st -9th Grade Students	Report Card	Please submit your student's most recent report card.	Provided by you
Required for all 10 -12th Grade Students	Unofficial Transcripts	You will need to request an unofficial transcript from your student's current school, which will show your student's academic standing. This is required in order to place all 10th - 12th graders. Once your student is approved, we will receive the official transcript directly from the school.	Provided by you
Required for Prior Home School Students	Affidavit, Educational Objectives and Evaluation	This is the form that you would have filed with the district registering your child as a home schooled student.	Provided by you
Required for student with an IEP or other Special Education needs	IEP	A copy of your student's current IEP (Individualized Education Plan). Because the IEP expires yearly, please submit the current IEP.	Provided by you
	Evaluation Report	The Evaluation Report is valid for 3 years. If you do not have a copy of your student's ER, you can request a copy from your student's current school.	Provided by you
Required for students that have a 504 plan	504 Accommodation Plan	A copy of your student's current 504 Accommodation Plan. Because the 504 expires yearly, please submit the current 504.	Provided by you

Student Information Form

Insight PA Cyber Charter School

Required for each child applying to IS PA. (Questions? Call 1-XXX-XXX-XXXX)

Student's Legal Name: _____
last first middle

Preferred Name: _____ **Gender**: ☐ Male ☐ Female

Age: (as of 9/1/2013) _____ **Date of Birth:** _____

Mailing Address: _____
street apt #

_____
city county state zip

Shipping Address: _____
street apt #

_____
city county state zip

Home Phone: _____

The inquiries listed below or any other questions during the pre-admission process to IS PA, including verbal inquiries about race or ethnic origin are purely voluntary and optional. Information provided to the Charter regarding race, color, or national origin will not be used by the Charter in a discriminatory manner. Only after the student is admitted to IS PA these demographics will become necessary to satisfy State and Federal reporting guidelines.

What is the single ethnicity that best describes your child? (check one): ☐ American Indian/Alaskan Native ☐ Asian

☐ Black/African American/Non-Hispanic ☐ White/Caucasian ☐ Native Hawaiian or other Pacific Islander

Is your child of Hispanic or Latino origin? ☐ Yes ☐ No

What is the single ethnicity that best describes your child? (check one): ☐ American Indian or Alaskan Native ☐ Asian

☐ Black or African American ☐ White ☐ Native Hawaiian or other Pacific Islander

Schooling Information

Type of Previous School: ☐ Public school ☐ Private school ☐ Home school ☐ Charter school
☐ Preschool ☐ Part-time public school/home school ☐ Not in school/other

Name of Last School Attended: _____

Address of Last School Attended: _____
street

_____
city state zip

School District of Residence: _____

When did your family move to Pennsylvania: _____

Child's birthplace if born in Pennsylvania: _____

Has the student ever been enrolled in IS PA? ☐ Yes ☐ No

If you were to attend your local public school, what is the name of that school? _____

It is the policy of the Insight PA Cyber Charter School that no person be denied admission to the school or be denied participation in, be denied the 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, martial 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). Address all inquiries or complaints regarding this policy to: Head of School, Insight PA Cyber Charter School, 2300 Corporate Park Drive, Suite 200, Herndon, VA 20171, 1-877-362-4672.

Academic Placement Information

Current Grade Level (please check): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Grade Level Applying For (please check): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Special Programs

To help us better serve your student's needs and transition, we would like to know about any special services your student has received or is required to receive under state or federal law. This information will not be used to determine enrollment eligibility, but will be used to ensure that your student is provided with proper services.

Has your student participated in any of the following special services?

☐ Gifted & Talented ☐ ESL (English as a Second Language) ☐ Title 1/Chapter 1

☐ 504 Plan ☐ Special Education/IEP

Does your student have an IEP? ☐ Yes ☐ No

Please submit any and all of the following (IEP, Multidisciplinary evaluation, 504 plan) with your application. Copies must be received to assist in meeting your student's needs.

Family Information Form

This form only needs to be filled out once per family, regardless of the number of students applying.

Parent/Guardian One: _____ **Relationship to student:** _____
last first middle

Home Phone: _____ **Alternate Phone:** _____ **Legal Guardian?** ☐ Yes ☐ No

Parent/Guardian One's Mailing Address: _____
street apt #

_____
city county state zip

Highest level of education completed: _____

Parent/Guardian Two : _____ **Relationship to student:** _____
last first middle

Home Phone: _____ **Alternate Phone:** _____ **Legal Guardian?** ☐ Yes ☐ No

Parent/Guardian Two's Mailing Address: _____
street apt #

_____
city county state zip

Highest level of education completed: _____

Name(s) of Parent/Guardian with whom student resides: _____ **Relationship to student:** _____

Primary Adult Working with Student

IS PA will assign a teacher for your student. In addition, the school program requires that you specify an adult to have the primary responsibility for working with your student on a daily basis. The primary adult may be a parent, legal guardian, or someone else of your choosing. If other than a parent or legal guardian, you will be asked to provide additional information after you enroll.

Primary Adult's Name: _____ **Relationship to student:** _____

Home Phone: _____ **Alternate Phone:** _____

Primary Adult's Legal Address: _____
street apt #

_____
city county state zip

Primary Adult's E-mail address: _____
e-mail

Sibling Information

Please list the names of any children you currently have enrolled in IS PA: _____

_____

Please list the name of each student applying to IS PA for the 20____ to 20____ school year: _____

_____

Student's Name: **Student's Home Phone:**

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

2013-2014 Family Income Form

In order to determine if IS PA will receive federal Title I funds for reading and/or mathematics or other services, certain information is needed. Please complete this form and submit it with your enrollment documents. List only those students enrolled in IS PA.

Student Information

Please print the name of all children enrolled in IS PA.

NAME	BIRTH DATE	SEX	GRADE	DISTRICT OF RESIDENCE (WHERE YOU LIVE)	INDICATE IF CHILD IS A FOSTER CHILD, WARD OF COURT, OR FOOD STAMP RECIPIENT

Calculating Household Income

In order to determine if IS PA will receive Title I funds, you will have to calculate the total amount of income in your household. Include all income for all household members (include yourself, all children in the home, your spouse, grandparents, and all others related and unrelated in your household). See lists below of the type of income to report.

Earnings from work:
- ☐ Wages/salaries/tips
- ☐ Strike benefits
- ☐ Unemployment Compensation
- ☐ Worker's Compensation
- ☐ Net income from self-owned business or farm

Pensions/Retirements/Social Security:
- ☐ Pensions
- ☐ Supplemental Security Income
- ☐ Retirement income
- ☐ Social Security

Public Assistance/Child Support/Alimony:
- ☐ Public assistance/welfare payments
- ☐ Alimony/child support payments

Other Income:
- ☐ Disability benefits
- ☐ Interest dividends
- ☐ Cash withdrawn from savings
- ☐ Estate/trusts/investments
- ☐ Regular contributions from person(s) not living in household
- ☐ Net royalties/annuities/net rental income

Household Income

Total number of **all** household members, whether they receive income or not:_____

Total of **all** household members' income before taxes or anything else is taken out. Fill in the one that is easiest for you to calculate:

$ _____ annually **OR** $ _____ monthly **OR** $ _____ weekly

Certification and Signature

I certify that all of the above information is true and correct, and that all income is reported. I understand this information is being given for the receipt of federal funds, and that school officials may verify the information on the form.

Parent/Guardian's Signature: _____ **Date:** _____

Student's Name: **Student's Home Phone:**

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

2013-2014 Enrollment Acceptance

Statement of Education Equality

IS PA is committed to a policy of education equality. Accordingly, the program admits students and conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, age, handicap, or any other legally protected classification. Any person having inquiries concerning the school's compliance with regulations implementing Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, or the Individuals with Disabilities Education Act is directed to contact:

Insight PA Cyber Charter School
School Address
School City, PA School Zip Code

ph. 1.XXX.XXX.XXXX
fx. 1.XXX.XXX.XXXX

Acknowledgment of Expectations

Please initial each of the following statements.

_____ I understand that by submission of this form I am requesting to enroll my student in a public school with attendance requirements that I am expected to meet.

_____ I understand that public school enrollment includes participation in the required state testing program.

_____ I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it.

_____ I expect to follow the guidance and support of a professional teacher in implementing the K12® program with my student.

_____ I understand that student progress is an expected part of the IS PA program in addition to the attendance hours logged. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions.

_____ I understand that I am required to participate in telephone conferences with my student's teacher(s) and that I will be asked to submit work assignments regularly.

_____ I understand that it is my responsibility to secure an Internet service provider, and I will be reimbursed according to the school policy.

_____ I understand that public school enrollment includes compliance with state health requirements.

Please accept this signed and completed document to enroll _____ (student's name) in the Insight PA Cyber Charter School for the 2013–2014 academic year. I understand that completion of this enrollment form does not guarantee admission into the program.

Parent/Guardian's Signature: _____ **Date:** _____

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

2013-2014 Agreement for Use of Instructional Property

Responsible Party is the parent or legal guardian of the Student, who is enrolling at IS PA beginning with the 2013–2014 academic year.

IS PA has made arrangements with K12 Inc. and/or its affiliates ("K12") to permit each Student to use certain computer equipment, software, and related instructional books and materials ("Instructional Property") to facilitate the Student's education while enrolled in IS PA. Pennsylvania law entitles each student to a computer, monitor and printer and online access, as well as instructional materials.

Responsible Party hereby agrees to the following:

1. Use of Instructional Property. IS PA and K12 shall permit the Student and the Responsible Party to use the Instructional Property listed on the attached Appendix 1–Instructional Property Schedule. IS PA and K12 reserve the right to add, change, substitute, and/or delete individual items on the Instructional Property Schedule from time to time.

2. Term. Responsible Adult's and Student's rights to use and possess the Instructional Property expire upon the Student's termination of enrollment. Notwithstanding the foregoing, IS PA and K12 reserve the right to terminate any right to use and possession immediately if either has reason to believe that any term or condition of this Agreement is being violated. Responsible Party shall return all of the Instructional Property as instructed within five (5) days of the termination date in the same condition as delivered, normal wear and tear excepted.

3. Ownership. At no time shall legal title to or ownership of any of the Instructional Property vest in the Responsible Party or Student, who shall only have the rights to temporary use and possession as provided herein.

4. Condition of Instructional Property. Responsible Party agrees to fill out, sign, and return the Instructional Property Receipt Acknowledgment Form (to be enclosed with Instructional Property) to IS PA to acknowledge receipt of the Instructional Property and to affirm that it is all in satisfactory operating condition upon receipt.

5. Responsibility for Instructional Property. Responsible Party must maintain the Instructional Property at the Responsible Party's residence set forth as the shipping address in the enrollment form unless Responsible Party provides thirty (30) days' written notice and the new address to IS PA. Responsible Party shall be solely liable for any loss or damage to the Instructional Property until it is received back by K12 and shall take all reasonable precautions to protect it. Responsible Party agrees to inform IS PA of any loss or damage to the Instructional Property from any cause whatsoever within three (3) days of the loss or occurrence of damage. IS PA and/or K12 will provide the Responsible Party with a loss report form that will include provisions for the Responsible Party to pay for the lost or damaged Instructional Property and, upon receipt, will allow IS PA to ship or have shipped replacement Instructional Property.

6. Maintenance and Repair. Responsible Party is responsible for maintenance and repair of the Instructional Property while in his or her possession and will follow all instructions for Instructional Property requiring repairs as directed by K12 Technical Support and the Warranty Agreement with the Original Equipment Manufacturer. Responsible Party is solely responsible for upgrading to new software versions when publicly available, obtaining and installing antivirus file updates, and overall maintenance of each software application provided.

7. Use of Instructional Property. Responsible Party agrees that: (i) Instructional Property may be used solely for the education of the Student while enrolled at IS PA and not for the benefit of any other person or for any other purpose, (ii) all Instructional Property shall be used in accordance with IS PA policies and rules and K12's and the manufacturer's instructions, (iii) each software application provided shall be subject to, and used in accordance with, the license and/or use agreement that accompanies that software application, (iv) all usage of the Instructional Property shall be subject to IS PA policies and rules regarding Network/Internet use and protocol, (v) Responsible Party is solely responsible for ensuring that the software settings, default configurations, and administrative privileges are maintained at the original specified settings that the Instructional Property had upon delivery and will be liable for any resulting damage to the Instructional Property, any files, and/or other software applications if these default settings are changed or modified without explicit authorization from K12 Technical Support, and (vi) Responsible Party is solely responsible for keeping User IDs and passwords confidential to prevent unauthorized usage and understands that passwords should be changed on a regular basis.

8. General Indemnity. Responsible Party agrees to indemnify, defend, and hold harmless IS PA, K12, and any sponsoring School District or Authority, their respective employees, officers, directors, agents, assignees, and all affiliated companies and/or entities ("Indemnified Parties") from and against any and all claims, actions, suits, proceedings, costs, expenses (including, without limitation, court costs and attorney fees), damages, obligations, judgments, orders, penalties, fines, injuries, liabilities, and losses arising directly or indirectly out of or in connection with any matter covered by this Agreement, other than those caused by IS PA or K12.

9. DISCLAIMER OF WARRANTIES. NO INDEMNIFIED PARTY MAKES ANY WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE, OR FITNESS FOR USE OF ANY OF THE INSTRUCTIONAL PROPERTY. IN NO EVENT SHALL ANY INDEMNIFIED PARTY BE LIABLE FOR ANY ACTUAL, INCIDENTAL, DIRECT, INDIRECT, SPECIAL, OR CONSEQUENTIAL DAMAGES IN CONNECTION WITH OR ARISING OUT OF THIS AGREEMENT, OR THE EXISTENCE, FURNISHING, FUNCTIONING, USAGE, OR MAINTENANCE OF ANY INSTRUCTIONAL PROPERTY PROVIDED UNDER THIS AGREEMENT.

10. Insurance. Responsible Party agrees to maintain at his or her expense adequate insurance to cover damage to the Instructional Property by fire, theft, flood, explosion, accident, act of God, or other cause to the full replacement value of the Instructional Property and agrees that he or she will be financially liable for it regardless of the availability of insurance proceeds.

11. Miscellaneous. Responsible Party represents that he or she has the power to bind all of Student's parents or legal guardians, all of whom shall be bound by these terms. Responsible Party cannot amend this Agreement unless accepted in writing by an authorized representative of IS PA. This Agreement shall constitute the entire agreement between the parties with regard to the Instructional Property and any prior understanding or representation of any kind shall not be binding on either party, except to the extent incorporated herein. The waiver of any right under this Agreement by either party shall not be construed as a waiver of the same right at a future time or a waiver of any other right under this Agreement. This Agreement shall be construed and enforced in accordance with the laws of the state of Pennsylvania.

Responsible Party's Name:_____
last first middle

Responsible Party's Signature: _____ **Date:** _____

Appendix 1 – Instructional Property Schedule

Hardware

IS PA shall provide or cause to be provided the following computer and peripheral equipment:

- ☐ Computer
- ☐ Monitor
- ☐ Printer

Software

IS PA shall provide or cause to be provided the following software applications (the "Software"):

- ☐ Microsoft Office Standard Version
- ☐ Antivirus software
- ☐ Filtering software
- ☐ The school may also provide other software.

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

Family Educational Rights and Privacy Act (FERPA) Consent Form

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student's education records.

Insight PA Cyber Charter School (IS PA) and its designated curriculum provider, K12 Inc., have found that to best serve the student's education needs, it is necessary to disclose a student's name and address to the following classes of vendors that provide important services related to your student's education. In all cases, these vendors will have agreed to ensure the confidentiality of the student's name and address and to not use the information for purposes other than that contracted for the student's education needs.

- Suppliers of computers and educational materials for purposes of shipping to and from the student's home
- Customer care providers that handle support calls for K12 Inc.
- Internet service provider
- Companies that enter the student information into a computer database for use by school officials
- Speakers or presenters presenting or participating in synchronous web-conferencing sessions
- Computer professionals that host and maintain K12 Inc.'s student account management systems
- Other contractors and subcontractors that IS PA and/or K12 Inc. identify as necessary to providing education services

To best serve the student, IS PA requests the following parental consent to disclose the student's name and address to the specified class of contractors.

I hereby agree that my student's name, address and other information as necessary, be provided to the above identified contractors to ensure that IS PA can best meet my student's education needs.

Parent/Guardian's Signature: _____ **Date:** _____

Student's Name: **Student's Home Phone:**

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

Release Information

Student Directory

Do we have your permission to publish the parent and student's name, address, e-mail, and phone number in the student directory?

☐ Yes ☐ No

Photo/Video Release

Throughout the year, there are occasions when the Insight PA Cyber Charter School (IS PA) and/or K12 Inc. may want to take pictures/videos of your student participating in activities related to the school. We may use, duplicate, broadcast, distribute, and display these pictures/videos in IS PA or K12 Inc. publications, local newspapers, school website and/or homerooms, advertising, at IS PA or K12 facilities, or on the websites maintained for them. We request that you sign this photo/video release for your student to allow us to record on film, tape, or otherwise, to edit such items as desirable or necessary, and to use the student's name, likeness, image, voice, and performance as outlined above. Thank you in advance for your support and understanding.

Student's Name: _____
last first middle

☐ I give my consent for IS PA/K12 Inc. to use pictures/video of my student.

☐ I do NOT give my consent for IS PA/K12 Inc. to use pictures/video of my student.

Parent/Guardian's Signature: _____ **Date:** _____

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

Release of Student Records

Please accept this document as formal approval for the release of all official school records (including the record of transcripts, testing information, special education, health and immunization records).

Student Information

Student's Full Name: _____
first middle last

Student's Date of Birth: _____

Student's Legal Address: _____
street apt #

_____
city county state zip

Home Phone: _____

Homeschooled or Never Previously Enrolled in School (Fill out only if applicable)

Check below if applicable:

- ☐ Student was always previously homeschooled
- ☐ Student is enrolling in Kindergarten

Prior School Information

Name of Prior School: _____

School's Address: _____
street

_____
city county state zip

School's Phone: _____

Sign and Date below

Name of Parent or Legal Guardian: _____
first last

Parent/Guardian's Signature: _____ **Date:** _____

SCHOOL OFFICIALS ONLY:

Send student records to: Insight PA Cyber Charter School
School Address
School City, PA, School Zip Code

Student's Name: **Student's Home Phone:**

Charter School Student Enrollment Notification Form

For School Year 13-14

Warning: A child enrolled in another public school or a nonpublic or private school cannot, at the same time, enroll in a charter school, but is permitted to complete an application for enrollment while enrolled in other school.

Name of Charter School: Insight PA Cyber Charter School

Address: _____

_____

Charter School Contact Person: Business Office

Telephone: _____ Email Address: _____

I. Student Information:

Last Name: _____ First Name: _____ MI: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

County: _____ Telephone: _____

Mailing Address (If Different From Home Address) _____

City: _____ State: _____ Zip Code: _____

Date Of Birth: _____ Age: _____

II. School District of Residence and Former School Information

School District of Residence: _____

Former School Information (Other Than Pre-School):

_____ Public School _____ Charter School _____ Home School _____ Nonpublic School

_____ Student Not Enrolled in School Preceding Enrollment in Charter School Because:

_____ Entering Kindergarten _____ Re-Enrolling Dropout _____ Other _____

Name of Former School: _____

Address of Former School: _____

_____

Previous Grade: _____ Withdrawal Date From Former School: _____

Was Your Child Receiving Special Education Services Based On An Iep? _____ Yes _____ No

If Yes, Do You Have The Child's Special Education Records (Iep)? _____ Yes _____ No

Instructions for this can be found at www.pde.state.pa.us. Under the K-12 Schools folder, click on Public Schools, then Charter School, then Reporting.

III. Parent/Guardian Information:

Child Lives With: _____ Both Parents _____ Both Parents Alternately _____ Mother Only _____ Father Only

_____ Legal Guardian _____ Foster Parents Other Adult _____

Special Custodial Court Instructions:
(If Yes, Please Provide a Copy of Court Order.) _____ Yes _____ No

Complete Parent/Guardian Name and Address Information As Applicable

Father's Name _____
Address: _____
City: _____ State: _____ Zip Code: _____
Home Telephone: _____ Work Telephone: _____

Mother's Name _____
Address: _____
City: _____ State: _____ Zip Code: _____
Home Telephone: _____ Work Telephone: _____

If The Student Is Not Living With Parents, Please Complete This Section.

_____ Guardian's Name Or _____ Foster Parent's Name Or _____ Other Adult Name
Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____

My signature on this form indicates my decision to have my child attend the charter school named on page 1 of this form and signifies my request that appropriate school records be forwarded from the school district to the charter school. My signature also certifies that my child is not, and will not be, enrolled in another public school, a nonpublic school or a private school at the same time he or she is enrolled in this charter school.

Signature of Parent/Guardian: _____ **Date:** _____

IV. To Be Completed By Charter School:

Verification of Date of Birth: _____ Birth Certificate _____ Other _____
Proof of Residency _____ Mortgage Statement _____ Lease _____ Utility Bill _____ Other _____

Official Enrollment Date: _____ Anticipated Date of Attendance: _____

Grade Student Is Entering: _____
Signature of Charter School Representative: _____

2300 Corporate Park Drive
Suite 200
Herndon, VA 20171
Toll Free: XXX-XXX-XXXX
Office: XXX-XXX-XXXX
Fax: XXX-XXX-XXXX

NOTIFICATION OF OFFENSE INVOLVING WEAPONS, ALCOHOL OR DRUGS, INFLICTION OF INJURY TO ANOTHER PERSON, OR ANY ACT OF VIOLENCE, COMMITED ON SCHOOL PROPERTY

Parental Registration Statement

Student Name _____

Date of Birth _____ Grade _____

Parent or Guardian Name _____

Home Address _____

Home Phone _____ Alternate Phone _____

Insight PA Cyber Charter School is committed to comply with the Safe Schools Act to ensure the safety and well-being of our students. According to Pennsylvania Act 26 of 1995, "Prior to admission to any school entity, the parent, guardian, or other persons having control or charge of a student shall, upon registration, provide a sworn statement or affirmation stating whether the pupil was previously suspended or expelled from any public or private school of this Commonwealth or any other State for an act or offense involving weapons, alcohol or drugs, or for the willful infliction of injury to another person or any act of violence committed on school property. The registration shall include the name of the school from which the student was expelled or suspended for the above-listed reasons with the dates of expulsion or suspension and shall be maintained as part of the student's disciplinary record." In addition, under Act 26 of 1995, "any willful false statement made under this section shall be a misdemeanor of the third degree."

Please check the appropriate box below and sign: (if you indicate "Yes" please complete the remainder of this form and sign)

I hereby swear or affirm that

☐ **YES**, My child has been previously suspended or expelled OR currently is suspended or expelled from any public or private school of this Commonwealth or any other state for an act or 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.

☐ **NO,** My child has not been previously suspended or expelled OR currently is suspended or expelled from any public or private school of this Commonwealth or any other state for an act or 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.

I make this statement subject to the penalties of 24 P.S. §13-1304-A(b) and 18 Pa. C.S.A. §4904, relating to unsworn falsification to authorities, and the facts contained herein are true and correct to the best of my knowledge, information and belief.

**** Please complete if your child has been or is presently suspended or expelled from another school****

My child was ☐ suspended ☐ expelled from the following school:

Name of the school: _____ Telephone: _____

School Address: _____

Suspension/ Expulsion Start Date: _____ (MM/DD/YYYY)

Suspension/ Expulsion End Date: _____ (MM/DD/YYYY)

(Please provide additional schools and dates of expulsion or suspension on back of this sheet.)

Reason for suspension/expulsion. (Please check all that apply)
o Offense involving weapons
o Offense involving alcohol
o Offense involving drugs
o Willful infliction of injury to another person
o An act of violence committed on school property
o Other Additional comments:

_____

(Parent or Guardian Signature) **(Date)**

Student's Name: Student's Home Phone:

Thank you for completing the following information on the Home Language Survey. This is information the Pennsylvania Department of Education requires be collected by all educational entities during initial enrollment.

The first three questions relate to your child's first language. Please do not include languages learned in school. As part of the enrollment process, this information will assist us in identifying any supports that your child may need.

Question four asks if your child has attended school in the United States for any three years. These years do not have to be consecutive. Please complete the name of school, state and dates attended for the most current schools your child has attended in the United States. These include preschool, private schools and home schooling.

If someone other than the parent completed the form please note where it indicates. Please leave blank otherwise.

The form is completed by the parent/guardian signing where indicated.

We thank you in advance for taking the time to complete this form.

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District: **Date:**
School:

Student's Name: **Grade:**

1. **What is/was the student's first language?** _____

2. **Does the student speak a language(s) other than English?**
   (Do not include languages learned in school.)

   ☐ **Yes** ☐ **No**

   If yes, specify the language(s): _____

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?**

   ☐ Yes ☐ No

Name of School	**State**	**Dates Attended**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form (if other than parent/guardian):

Parent/Guardian signature: _____ Date: _____

*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

2300 Corporate Park Drive
Suite 200
Herndon, VA 20171
Toll Free: XXX-XXX-XXXX
Office: XXX-XXX-XXXX
Fax: XXX-XXX-XXXX

Acknowledgment of Legal Guardianship

Student Name: _____

Date of Birth_____

I understand that false statements herein are made subject to the penalties of the crimes code, chapter 49, subchapter A, sections 4901 to 4904, relating to perjury and falsification in official matters.

Please complete **ONE** of the following:

1. **I (We) am the NATURAL parent(s) of the named student. I (We) retain custodial rights to enroll the student in the Insight PA Cyber Charter School.**

Mother Name _____

Signature _____ **Date**_____

Father Name _____

Signature _____ **Date**_____

---

2. **I am the court appointed guardian, adoptive parent or foster parent of the named student. I will provide the appropriate documentation to enroll the student in the Insight PA Cyber Charter School.**

- Court Ordered Custody Agreement
- Adoption Decree
- Verification of Foster Care Placement (such as a letter from the appropriate agency)
- Other Appropriate Legal Documentation

Name_____

Signature _____ **Date**_____

Relationship to student_____

---

3. **I am the primary care giver of the name student. I will provide the appropriate documentation to enroll the student in the Insight PA Cyber Charter School.**

- If you are not the legal guardian of the named student but are supporting the student gratis, (without personal compensation or gain), will assume all personal obligations for the student relative to school requirements and intend to keep and support the student continuously and not merely through the school term, you are required to submit the **Insight PA Cyber Charter School Sworn and Notarized Statement**. Please request this form by contacting 1-XXX-XXX-XXXX.

Care GiverName_____

Signature _____ **Date**_____

Relationship to student_____

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX-XXX-XXXX
Fx. 1.XXX-XXX-XXXX

Enrollment Forms Packet (EFP)

Please review the information below. Based on your student(s) grade and applicable circumstances, you are required to submit documentation in order to complete this step in the enrollment process. You can fax, scan and email, or mail the required paperwork .

Important Note: Please send copies, do not mail the original documents

Fax (preferred):
1-XXX-XXX-XXXX

Scan and Email:
schoolnamefax@k12.com

Mail:
Insight PA Cyber Charter School
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Required For?	Item	Description	Provided by?
Required for all Students	Proof of Age	Official Birth Certificate (not the hospital issued certificate)	Provided by you
	Proof of Residency	Please submit one of the following: Current Utility Bill (gas, water, electric, sewage, cable or land line phone) with service address OR Valid Pennsylvania Driver's License OR Department of Transportation ID OR Mortgage statement/ Current Lease with signature OR Valid Vehicle Registration OR Property tax bill OR Deed	Provided by you
	Immunization Record	Current Immunization Record OR Immunization Exemption Form	Provided by you
	Charter School Student Enrollment Notification Form	By filling out this form, you have indicated your decision for your child to attend IS PA and that your child will not be enrolled in another school while attending IS PA.	Provided in this packet
	Notification of Offense Form	Please note that you should only write an "X" in **one** of the blanks to indicate if your student *was/is* or *was/is* not expelled or suspended. Only fill out the boxed section if it applies to your student. The form must be signed and submitted for all students.	Provided in this packet
	Home Language Survey	Please read the directions for this form to ensure you answer the questions correctly	Provided in this packet
	Face-to-Face Enrollment Information Session Acknowledgement of Attendance	This form serves as confirmation the parent or guardian attended the Face to Face Enrollment Session.	Provided during Orientation Session
	Release of Records	By filling out this form, you are giving our school permission to request your student's official records from their previous school after the approval process. If your child is enrolling in Kindergarten or was Homeschooled please indicate it on the form, fill out the top portion and sign it.	Provided in this packet
Required for all 1st -9th Grade Students	Report Card	Please submit your student's most recent report card.	Provided by you
Required for all 10 -12th Grade Students	Unofficial Transcripts	You will need to request an unofficial transcript from your student's current school, which will show your student's academic standing. This is required in order to place all 10th - 12th graders. Once your student is approved, we will receive the official transcript directly from the school.	Provided by you
Required for Prior Home School Students	Affidavit, Educational Objectives and Evaluation	This is the form that you would have filed with the district registering your child as a home schooled student.	Provided by you
Required for student with an IEP or other Special Education needs	IEP	A copy of your student's current IEP (Individualized Education Plan). Because the IEP expires yearly, please submit the current IEP.	Provided by you
	Evaluation Report	The Evaluation Report is valid for 3 years. If you do not have a copy of your student's ER, you can request a copy from your student's current school.	Provided by you
Required for students that have a 504 plan	504 Accommodation Plan	A copy of your student's current 504 Accommodation Plan. Because the 504 expires yearly, please submit the current 504.	Provided by you

Charter School Student Enrollment Notification Form

For School Year 13-14

Warning: A child enrolled in another public school or a nonpublic or private school cannot, at the same time, enroll in a charter school, but is permitted to complete an application for enrollment while enrolled in other school.

Name of Charter School: Insight PA Cyber Charter School

Address: _____

_____

Charter School Contact Person: Business Office

Telephone: _____ Email Address: _____

I. Student Information:

Last Name: _____ First Name: _____ MI: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

County: _____ Telephone: _____

Mailing Address (If Different From Home Address) _____

City: _____ State: _____ Zip Code: _____

Date Of Birth: _____ Age: _____

II. School District of Residence and Former School Information

School District of Residence: _____

Former School Information (Other Than Pre-School):

_____ Public School _____ Charter School _____ Home School _____ Nonpublic School

_____ Student Not Enrolled in School Preceding Enrollment in Charter School Because:

_____ Entering Kindergarten _____ Re-Enrolling Dropout _____ Other _____

Name of Former School: _____

Address of Former School: _____

_____

Previous Grade: _____ Withdrawal Date From Former School: _____

Was Your Child Receiving Special Education Services Based On An Iep? _____ Yes _____ No

If Yes, Do You Have The Child's Special Education Records (Iep)? _____ Yes _____ No

Instructions for this can be found at www.pde.state.pa.us. Under the K-12 Schools folder, click on Public Schools, then Charter School, then Reporting.

III. Parent/Guardian Information:

Child Lives With: _____ Both Parents _____ Both Parents Alternately _____ Mother Only _____ Father Only

_____ Legal Guardian _____ Foster Parents Other Adult _____

Special Custodial Court Instructions:
(If Yes, Please Provide a Copy of Court Order.) _____ Yes _____ No

Complete Parent/Guardian Name and Address Information As Applicable

Father's Name _____
Address: _____
City: _____ State: _____ Zip Code: _____
Home Telephone: _____ Work Telephone: _____

Mother's Name _____
Address: _____
City: _____ State: _____ Zip Code: _____
Home Telephone: _____ Work Telephone: _____

If The Student Is Not Living With Parents, Please Complete This Section.

_____ Guardian's Name Or _____ Foster Parent's Name Or _____ Other Adult Name
Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____

My signature on this form indicates my decision to have my child attend the charter school named on page 1 of this form and signifies my request that appropriate school records be forwarded from the school district to the charter school. My signature also certifies that my child is not, and will not be, enrolled in another public school, a nonpublic school or a private school at the same time he or she is enrolled in this charter school.

Signature of Parent/Guardian: _____ **Date:** _____

IV. To Be Completed By Charter School:

Verification of Date of Birth: _____ Birth Certificate _____ Other _____
Proof of Residency _____ Mortgage Statement _____ Lease _____ Utility Bill _____ Other _____

Official Enrollment Date: _____ Anticipated Date of Attendance: _____

Grade Student Is Entering: _____
Signature of Charter School Representative: _____

2300 Corporate Park Drive
Suite 200
Herndon, VA 20171
Toll Free: XXX-XXX-XXXX
Office: XXX-XXX-XXXX
Fax: XXX-XXX-XXXX

NOTIFICATION OF OFFENSE INVOLVING WEAPONS, ALCOHOL OR DRUGS, INFLICTION OF INJURY TO ANOTHER PERSON, OR ANY ACT OF VIOLENCE, COMMITED ON SCHOOL PROPERTY

Parental Registration Statement

Student Name _____

Date of Birth _____ Grade _____

Parent or Guardian Name _____

Home Address _____

Home Phone _____ Alternate Phone _____

Insight PA Cyber Charter School is committed to comply with the Safe Schools Act to ensure the safety and well-being of our students. According to Pennsylvania Act 26 of 1995, "Prior to admission to any school entity, the parent, guardian, or other persons having control or charge of a student shall, upon registration, provide a sworn statement or affirmation stating whether the pupil was previously suspended or expelled from any public or private school of this Commonwealth or any other State for an act or offense involving weapons, alcohol or drugs, or for the willful infliction of injury to another person or any act of violence committed on school property. The registration shall include the name of the school from which the student was expelled or suspended for the above-listed reasons with the dates of expulsion or suspension and shall be maintained as part of the student's disciplinary record." In addition, under Act 26 of 1995, "any willful false statement made under this section shall be a misdemeanor of the third degree."

Please check the appropriate box below and sign: (if you indicate "Yes" please complete the remainder of this form and sign)

I hereby swear or affirm that

☐ **YES**, My child has been previously suspended or expelled OR currently is suspended or expelled from any public or private school of this Commonwealth or any other state for an act or 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.

☐ **NO,** My child has not been previously suspended or expelled OR currently is suspended or expelled from any public or private school of this Commonwealth or any other state for an act or 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.

I make this statement subject to the penalties of 24 P.S. §13-1304-A(b) and 18 Pa. C.S.A. §4904, relating to unsworn falsification to authorities, and the facts contained herein are true and correct to the best of my knowledge, information and belief.

**** Please complete if your child has been or is presently suspended or expelled from another school****

My child was ☐ suspended ☐ expelled from the following school:

Name of the school: _____ Telephone: _____

School Address: _____

Suspension/ Expulsion Start Date: _____ (MM/DD/YYYY)

Suspension/ Expulsion End Date: _____ (MM/DD/YYYY)

(Please provide additional schools and dates of expulsion or suspension on back of this sheet.)

Reason for suspension/expulsion. (Please check all that apply)
o Offense involving weapons
o Offense involving alcohol
o Offense involving drugs
o Willful infliction of injury to another person
o An act of violence committed on school property
o Other Additional comments:

_____

(Parent or Guardian Signature) **(Date)**

Student's Name: Student's Home Phone:

Thank you for completing the following information on the Home Language Survey. This is information the Pennsylvania Department of Education requires be collected by all educational entities during initial enrollment.

The first three questions relate to your child's first language. Please do not include languages learned in school. As part of the enrollment process, this information will assist us in identifying any supports that your child may need.

Question four asks if your child has attended school in the United States for any three years. These years do not have to be consecutive. Please complete the name of school, state and dates attended for the most current schools your child has attended in the United States. These include preschool, private schools and home schooling.

If someone other than the parent completed the form please note where it indicates. Please leave blank otherwise.

The form is completed by the parent/guardian signing where indicated.

We thank you in advance for taking the time to complete this form.

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District: **Date:**
School:

Student's Name: **Grade:**

1. **What is/was the student's first language?** _____

2. **Does the student speak a language(s) other than English?**
   (Do not include languages learned in school.)

   ☐ **Yes** ☐ **No**

   If yes, specify the language(s): _____

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?**

   ☐ Yes ☐ No

Name of School	**State**	**Dates Attended**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form (if other than parent/guardian):

Parent/Guardian signature: _____ Date: _____

*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

2300 Corporate Park Drive
Suite 200
Herndon, VA 20171
Toll Free: XXX-XXX-XXXX
Office: XXX-XXX-XXXX
Fax: XXX-XXX-XXXX

Acknowledgment of Legal Guardianship

Student Name: _____

Date of Birth_____

I understand that false statements herein are made subject to the penalties of the crimes code, chapter 49, subchapter A, sections 4901 to 4904, relating to perjury and falsification in official matters.

Please complete **ONE** of the following:

1. **I (We) am the NATURAL parent(s) of the named student. I (We) retain custodial rights to enroll the student in the Insight PA Cyber Charter School.**

Mother Name _____

Signature _____ **Date**_____

Father Name _____

Signature _____ **Date**_____

---

2. **I am the court appointed guardian, adoptive parent or foster parent of the named student. I will provide the appropriate documentation to enroll the student in the Insight PA Cyber Charter School.**

- Court Ordered Custody Agreement
- Adoption Decree
- Verification of Foster Care Placement (such as a letter from the appropriate agency)
- Other Appropriate Legal Documentation

Name_____

Signature _____ **Date**_____

Relationship to student_____

---

3. **I am the primary care giver of the name student. I will provide the appropriate documentation to enroll the student in the Insight PA Cyber Charter School.**

- If you are not the legal guardian of the named student but are supporting the student gratis, (without personal compensation or gain), will assume all personal obligations for the student relative to school requirements and intend to keep and support the student continuously and not merely through the school term, you are required to submit the **Insight PA Cyber Charter School Sworn and Notarized Statement**. Please request this form by contacting 1-XXX-XXX-XXXX.

Care GiverName_____

Signature _____ **Date**_____

Relationship to student_____

Insight PA Cyber Charter School
Enrollment Processing Center
2300 Corporate Park Drive
Suite 200
Herndon, VA 20171

Ph. 1.XXX.XXX.XXX
Fx. 1.XXX.XXX.XXX

Release of Student Records

Please accept this document as formal approval for the release of all official school records (including the record of transcripts, testing information, special education, health and immunization records).

Student Information

Student's Full Name: _____
first middle last

Student's Date of Birth: _____

Student's Legal Address: _____
street apt #

_____
city county state zip

Home Phone: _____

Homeschooled or Never Previously Enrolled in School (Fill out only if applicable)

Check below if applicable:

- ☐ Student was always previously homeschooled
- ☐ Student is enrolling in Kindergarten

Prior School Information

Name of Prior School: _____

School's Address: _____
street

_____
city county state zip

School's Phone: _____

Sign and Date below

Name of Parent or Legal Guardian: _____
first last

Parent/Guardian's Signature: _____ **Date:** _____

SCHOOL OFFICIALS ONLY:

Send student records to: Insight PA Cyber Charter School
School Address
School City, PA, School Zip Code

Student's Name: **Student's Home Phone:**

APPENDIX

20. Employee Manual

2013 Estimate
Insight PA Cyber Charter School

Direct Cost Allocations	Notes	Insight PA Charter School
# of Employees		30 FT
Gross Pay Wages, salary, bonuses, commissions and/or other compensation provided to Insperity for each employee.	Using average of $40,000 per staff	$ 1,200,000
Employer Payroll Taxes (FICA, FUI, SUTA) Portion of Insperity comprehensive fee that Insperity internally allocates for its obligation as employer to pay federal and state taxes associated with gross pay reported.	% of gross pay	$ 118,140
Workers' Compensation & Employer Practices Liability Insurance (EPLI) Portion that Insperity internally allocates to its obligation as an employer to procure workers' compensation insurance covering employees and provide an EPLI policy to school.	% of gross pay	$ 12,600
Benefits		
Medical		
Allocation for School's contribution to medical benefits based upon employee's selection of plan and level of coverage.	See Table to right for assumptions	$ 121,344
Dental & Vision		
Allocation for School's contribution to dental + vision based upon employee's selection of plan and level of coverage.	See Table to right for assumptions	$ 13,140
Ancillary Benefits		
Life & Personal Accident Insurance		
Healthcare Flexible Spending Account (FSA)		
Employee Assistance Program		$ 3,600
Insperity Healthcare Savings Account		
Insperity MarketPlace[SM] (purchasing advantages)		
HR Services		
Payroll Administration / Employee Administration		
Payroll services and payroll tax administration, which includes processing of payroll, filing of tax contributions, payroll tax and garnishment compliance and reporting and administrative support and management of unemployment claims, wage claims and additional tax assessments.		Insperity Workforce Optimization
W/C Administration & Safety Services		
Workers compensation, safety and claims administration services which includes creation of worksite safety plans and training, workers compensation claims monitoring and back-to-work programs, completion of safety site inspections and workers compensation compliance reporting.		Insperity Workforce Optimization
Benefits Administration		
Acquiring, monitoring, managing, and administering Insperity's benefit programs. These services include enrollment, plan design, leave of absence administration, employee communication, COBRA & HIPAA compliance, Internal Revenue Code Section 125 non-discrimination testing, and compliance with state and loca health coverage reporting. Also includes 401(k) Plan Administration, testing and audit.		Insperity Workforce Optimization
HR Technology / Call Center		
Insperity HR technology platform. This includes the personnel and technology to develop, support, and maintain a variety of electronic platforms that facilitate the delivery of Insperity's comprehensive services, such as Insperity's proprietary payroll and HR information systems, the Employee Service Center[SM], Insperity call center, on-line employee training services, and the Insperity Market Places.		Insperity Workforce Optimization
HR Compliance		
HR services that enhance compliance with federal and state employment laws and which assist in employer liability management. These services include the creation of employee handbooks and job descriptions, EEOC compliance, management of EEOC complaints, communications concerning Internal Revenue Code Section 125 non-discrimination testing, and allowing client companies to be covered under the employment practices liability insurance (EPLI) coverage purchased by Insperity as an employer.		Insperity Workforce Optimization
HR Services / Recruiting / Training		
Wide variety of HR Services that include development of individually tailored service plans for each client, the strategic review of a client's business to assist the client in reaching its goals through training and recruiting qualified employees, the personnel who serve as HR Specialists, and the daily provision of HR advice by other Insperity personnel on a proactive basis to assist the client in making its company a better place to work through implementation of HR best practices.		Insperity Workforce Optimization
Co-employment Risk Mitigation		
Potential costs Insperity may incur as a co-employer of the worksite employees. These costs include the potential expenses related to employee complaints, disputes, litigation, exposure to increases in costs related to Insperity's workers' compensation program and health and welfare benefits plans, and employee turnover.		Insperity Workforce Optimization
Total Insperity Services Cost Allocation (per employee per day)	**$ 6.00**	$ 65,700
Total Annual Employer Cost		$ 334,524
Total Annual Employer Cost %		27.88%

Assumptions for building Benefit cost estimates

Benefit Plan: 500 Deductible/90% Coinsurance PPO

Life & Personal Accident Insurance: Employer paid for all Full Time Employees

Short Term & Long Term Disability: Voluntary (at employees' expense)

70% Benefits participation (21 employees)

Employee coverage elections shown below

School contribution shown below

Medical Plan	Monthly Allocation	Employee Contribution	School Contribution	# employees enrolled	Annual School Cost
500 Deductible - 90% Co-insurance					
Employee Only	$468.00	$117.00	$351.00	9	$37,908.00
Employee + Spouse	$984.00	$492.00	$492.00	5	$29,520.00
Employee + Child	$878.00	$439.00	$439.00	2	$10,536.00
Employee + Children	$878.00	$439.00	$439.00	0	$0.00
Employee + Family	$1,446.00	$723.00	$723.00	5	$43,380.00
50 Deductible Dental and Vision					
Employee Only	$52.00	$13.00	$39.00	9	$4,212.00
Employee + Spouse	$100.00	$50.00	$50.00	5	$3,000.00
Employee + Child	$103.00	$51.00	$52.00	2	$1,248.00
Employee + Children	$103.00	$51.00	$52.00	0	$0.00
Employee + Family	$156.00	$78.00	$78.00	5	$4,680.00
			Total Annual Medical Cost		$121,344.00
			Total Annual Dental / Vision Cost		$13,140.00

INSPERITY BENEFITS ALLOCATION REPORT
New Insight PA Charter School

Benefit Plan: Independence 500 - U

Life & Personal Accident Insurance: Employer paid for all Full Time Employees

Short Term & Long Term Disability: Voluntary (at employees' expense)

Assumptions

70% Employee Participation (21 participants)

Employee benefit and coverage elections shown below

School contribution shown below

Medical Plan	Current Monthly Allocation	Current Employee Contribution	Current Monthly Client Payment	# employees enrolled	Annual School Cost			
250 Deductible - 100% Co-insurance								
Employee Only	$520.00	$169.00	$351.00	0	$0.00	612	0.85	$ 520.20
Employee + Spouse	$1,096.00	$604.00	$492.00	0	$0.00	1290	0.85	$ 1,096.50
Employee + Child	$980.00	$541.00	$439.00	0	$0.00	1153	0.85	$ 980.05
Employee + Children	$980.00	$541.00	$439.00	0	$0.00	1153	0.85	$ 980.05
Employee + Family	$1,609.00	$886.00	$723.00	0	$0.00	1893	0.85	$ 1,609.05
500 Deductible - 90% Co-insurance								
Employee Only	$468.00	$117.00	$351.00	9	$37,908.00	$ 549.00	0.85	$ 466.65
Employee + Spouse	$984.00	$492.00	$492.00	5	$29,520.00	$ 1,157.00	0.85	$ 983.45
Employee + Child	$878.00	$439.00	$439.00	2	$10,536.00	$ 1,032.00	0.85	$ 877.20
Employee + Children	$878.00	$439.00	$439.00	0	$0.00	$ 1,032.00	0.85	$ 877.20
Employee + Family	$1,446.00	$723.00	$723.00	5	$43,380.00	$ 1,701.00	0.85	$ 1,445.85
3000 Deductible - 90% Co-insurance HDHP								
Employee Only	$240.00	$60.00	$180.00	0	$0.00	$ 281.00	0.85	$ 238.85
Employee + Spouse	$504.00	$252.00	$252.00	0	$0.00	$ 593.00	0.85	$ 504.05
Employee + Child	$442.00	$221.00	$221.00	0	$0.00	$ 519.00	0.85	$ 441.15
Employee + Children	$442.00	$221.00	$221.00	0	$0.00	$ 519.00	0.85	$ 441.15
Employee + Family	$732.00	$366.00	$366.00	0	$0.00	$ 862.00	0.85	$ 732.70
1500 Deductible - 100% Co-insurance HDHP								
Employee Only	$397.00	$46.00	$351.00	0	$0.00	$ 467.00	0.85	$ 396.95
Employee + Spouse	$838.00	$346.00	$492.00	0	$0.00	$ 986.00	0.85	$ 838.10
Employee + Child	$748.00	$309.00	$439.00	0	$0.00	$ 880.00	0.85	$ 748.00
Employee + Children	$748.00	$309.00	$439.00	0	$0.00	$ 880.00	0.85	$ 748.00
Employee + Family	$1,126.00	$403.00	$723.00	0	$0.00	$ 1,442.00	0.85	$ 1,225.70
50 Deductible Dental and Vision								
Employee Only	$48.00	$12.00	$36.00	9	$3,888.00			
Employee + Spouse	$94.00	$23.50	$70.50	5	$4,230.00			
Employee + Child	$95.00	$23.75	$71.25	2	$1,710.00			
Employee + Children	$95.00	$23.75	$71.25	0	$0.00			
Employee + Family	$146.00	$36.50	$109.50	5	$6,570.00			

Total Annual Medical Cost	$121,344.00
Total Annual Dental / Vision Cost	$16,398.00

Employee Handbook for the employees of

DRAFT

INSIGHT PA CYBER CHARTER SCHOOL

September, 2012

Insperity™
Inspiring Business Performance™

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DISCLAIMER OF EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT

THIS EMPLOYEE HANDBOOK IS PROVIDED AS A GUIDE AND DOES NOT CREATE EITHER AN EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT OF ANY SPECIFIC DURATION.

I UNDERSTAND THAT EMPLOYMENT AT-WILL MEANS THAT EITHER THE COMPANY OR I HAVE THE RIGHT TO TERMINATE MY EMPLOYMENT AT ANY TIME AND FOR ANY REASON NOT OTHERWISE PROHIBITED BY LAW.

_____ _____

Employee Signature Date

_____

Name Printed

(Note: This page is to remain in the Employee Handbook.)

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WELCOME!

Thank you for joining Insight PA and welcome to a new kind of freedom, and a new kind of online school.

Insight PA is a full-time, online school providing education for students in grades kindergarten through 12th grade. Students attending Insight PA come from all educational backgrounds and from all over the state. They also have many different reasons that make an online school the right fit for them.

Insight Schools combines state-of-the-art online teaching techniques with experienced, state-certified teachers to create an environment where students feel engaged, empowered, and challenged.

We hope you will find your employment at Insight PA a rewarding experience. We look forward to the opportunity of working together to create a successful school experience for our students and families.

Name of HOS or Site Administrator
Title

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INTRODUCTION

An interesting and challenging experience awaits you as an employee of Insight PA and Insperity (collectively “the Company”). We have written this handbook in order to answer some of the questions you may have concerning the policies of the Company. Please read it thoroughly and retain it for future reference. Should you have any questions regarding any policies, please ask the on-site supervisor or your Insperity human resource specialist for assistance.

In connection with your employment with Insight PA, Insperity handles the administrative responsibilities for human resources related issues such as payroll processing and benefits, and it supports Insight PA in many personnel issues, while Insight PA handles the day-to-day activities related to its core operation. You should have already signed an Employment Agreement outlining your employment relationship with Insperity. Questions relating to payroll, benefits or human resources issues should be directed to either the on-site supervisor or Insperity’s payroll or human resource specialist.

DEFINITIONS

- The term "employee" as used throughout this handbook means those employees both of Insight PA and Insperity.
- The term "employment" as used throughout this handbook means your employment with Insight PA and Insperity.
- The term "Company" as used throughout this handbook means both Insight PA and Insperity.
- The term "client company" or Insight PA as used throughout this handbook means the separate business entity that enters into a contractual relationship with Insperity.
- The term "on-site supervisor" as used throughout this handbook means Insperity's designated contact at Insight PA. The on-site supervisor may, at his discretion, delegate responsibilities contained in these policies to other supervisory personnel.

This handbook is not a contract guaranteeing employment for any specific duration. Your employment with Insperity is at-will. Your employment with Insight PA is also at-will unless a duly authorized employment agreement with Insight PA provides otherwise. An at-will employment relationship means that both you and the Company have the right to terminate your employment at any time. No supervisor, manager, or representative of the Company, other than the Site Administrator or an Insperity president or vice president, has the authority to change your at-will status, enter into any agreement for employment for any specified period, or make any promises or commitments contrary to the foregoing. Insight PA, however, maintains the ability to enter into employment

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agreements independent of Insperity. Such agreements are not duly authorized and enforceable unless they are in writing and signed by both you and the Site Administrator of Insight PA. If you enter into a duly authorized employment agreement with Insight PA regarding any aspect of your employment, it is not binding on Insperity and does not alter the at-will nature of your employment with Insperity.

NOTICE TO EMPLOYEES

This Employee Handbook supersedes all previous Company handbooks and policies, other than the policy of at-will employment which may only be changed by a written document signed by either the Site Administrator or an Insperity president or vice president of the Company. In addition, this handbook supersedes all prior management memoranda to the extent that such memoranda contradicts a subject or policy covered herein.

This is a multi-state handbook. Please note that some policies found within the handbook are written to comply with Federal law guidelines. In the case where state laws differ from Federal laws, the more favorable law for employees will take precedence. For state-specific policies, please refer to the appropriate policy where noted.

CHANGE IN POLICY

The policies in this handbook are subject to change at the sole discretion of the Company. We will notify you of these changes by appropriate means. Changes will be effective on dates determined by the Company, and you may not rely on policies that have been superseded. No supervisor or manager has any authority to alter the foregoing.

If you are uncertain about any policy or procedure, please check with the on-site supervisor.

INSPERITY ONLINE SERVICES

You may access work tools, training and secure personal information online by visiting the **Employee Service Center**SM, Insperity's own Web site.

To log in and begin using, please follow these six steps:

Step 1: Go to https://esc.insperity.com

Step 2: Choose "Create an Account" in the Login section.

Step 3: Enter your Social Security number, date of birth and home ZIP code, then, click Submit.

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Step 4: Create a **user name** for your account that is unique yet easy for you to remember. It can be letters, numbers or a combination of both.

Step 5: Create your **password** using at least five characters. It must include at least one letter and number.

Step 6: Select one of the offered challenge questions and supply your answer. In the event you forget your password, your selected challenge question will be used to help you access your account information.

Questions about the Employee Service Center and your Insperity benefits can be answered by calling Insperity's Contact Center toll free at 866-715-3552 from 5 a.m. to 5 p.m. Pacific Standard time.

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EMPLOYMENT POLICIES

This handbook is designed to answer many of your questions about the practices and policies of the Company. These policies apply to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state and local laws.

Feel free to consult with your manager or Insperity human resource specialist for help concerning anything you do not understand.

AT-WILL EMPLOYMENT

Your employment with Insperity is at-will. Your employment with Insight PA is also at-will unless a duly authorized employment agreement with Insight PA provides otherwise. As an at-will employee, you have not entered into a contract regarding the duration of your employment, which means you are free to terminate your employment with the Company at any time, with or without reason. Likewise, the Company, in its discretion, has the right to terminate your employment, or discipline, transfer or demote you at any time, with or without reason, as long as not otherwise prohibited by law. As provided in the Handbook Acknowledgement, nothing in this handbook creates or is intended to create a promise or representation of continued employment. This handbook supersedes any and all prior handbooks, written documents (with the exception of duly authorized employment agreements) or oral or implied representations that might otherwise contradict the at-will nature of your employment.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The Company provides equal employment opportunities to all employees and applicants without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation in accordance with applicable federal, state and local laws. In addition, the Company complies with applicable state and local laws governing nondiscrimination in employment in every location in which the Company has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

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AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) requires an employer to provide reasonable accommodations for individuals with disabilities, unless it would cause undue hardship to the Company. A reasonable accommodation may include changes in the work environment or in the way a job is performed that enables a person with a disability to enjoy equal employment opportunities.

If you require an accommodation you must inform your supervisor that there is a need for an adjustment or change at work for a reason related to a disability. We will respond promptly and to the best of our ability to accommodate the needs of all employees.

CLASSIFICATIONS OF EMPLOYMENT

For purposes of salary administration and eligibility for overtime payments and employment benefits, the Company classifies its employees as follows:

- ***Full-time Regular Employees*** -- Employees hired to work a normal, full-time workweek of thirty (30) hours or more on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.

- ***Part-time Regular Employees*** -- Employees hired to work fewer than thirty (30) hours per week on a regular basis. Such employees may be "exempt" or "nonexempt" as defined below.

- ***Temporary Employees*** -- Employees engaged to work full time or part time with the understanding that their employment will be terminated no later than upon completion of a specific project or assignment. A temporary employee may be offered, and may accept, a new temporary assignment and thus still retain temporary status. Such employees may be "exempt" or "nonexempt" as defined below. Individuals contracted from temporary employment agencies for specific assignments are considered employees of the respective agency and are not considered employees of the Company. Temporary agency employees are paid by the respective agency and should not be on the Company payroll.

- ***Nonexempt Employees*** – Employees who are required to be paid at least minimum wage and overtime at the federal, state or local prescribed wage rate, whichever is higher. Nonexempt employees are required to complete and provide accurate records of their hours worked.

- ***Exempt Employees*** -- Employees who are not eligible for overtime and in some cases also not subject to minimum wage regulations, in accordance with applicable federal, state and local wage and hour laws. Executives,

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professional employees, outside sales representatives, certain computer professionals and some administrative employees are typically exempt

- ***Licensed Employees*** – Employees who hold a specific license/credential per requirements for employment in position.

- ***Classified Employees*** – Management and office administrative employees employed on a 12 month calendar basis.

- ***Administrator –*** Management employees requiring a license employed on a 12 month calendar basis***.***

PERSONNEL FILES

Insperity maintains a personnel file on each employee. You may review your personnel file upon request and in the presence of authorized personnel. If you are interested in reviewing your file, contact your Payroll Specialist to make arrangements.

To ensure that your personnel file is up-to-date at all times, notify your on-site supervisor and your payroll specialist of any changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, scholastic achievements, the individuals to notify in case of an emergency and so forth. An Employee Change in Status Notice will need to be filled out and sent to Insperity. You may also update your personal profile through the Employee Service Center[SM] at esc.Insperity.com

EMPLOYMENT REFERENCES

All employment verification or reference requests on current or former employees are to be referred to Insperity through the Insperity hotline number at 800-242-8893, ext. 3796. Insperity will normally only release last title and dates of employment. All other requests for information on current or former employees also are to be referred to Insperity, who will consider and respond to the request.

Requests for employment verification for credit or mortgage purposes should also be referred to Insperity. Certain information will be provided only if the employee has executed a release.

EMPLOYMENT OF RELATIVES

The Company permits the employment of qualified relatives of employees so long as such employment does not, in the opinion of the Company, create actual or perceived conflicts of interest. For purposes of this policy, "relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. The Company will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:

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- Individuals who are related by blood or marriage are permitted to work in the same Company facility provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the "chain of command" of a relative such that one relative's work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which the Company believes an inherent conflict of interest may exist.

This policy applies to all categories of employment at the Company, including regular, temporary and part-time classifications.

OUTSIDE EMPLOYMENT

Employees may hold outside jobs so long as they meet the performance standards of their job with the Company. All employees will be judged by the same performance standards and will be subject to scheduling demands, regardless of any existing outside work requirements.

Employees are required to discuss any outside employment with the Company prior to accepting a position. If it is determined that an employee's outside work conflicts or interferes with performance, safety or the ability to meet the requirements of the Company as they are modified from time to time, the employee may be asked to terminate the outside employment if the employee desires to remain with the Company.

Outside employment that constitutes a conflict of interest is prohibited. Employees also may not receive any income or material gain from individuals outside the Company for materials produced or services rendered while performing their jobs with the Company.

JOB PERFORMANCE EVALUATIONS

You will be evaluated with respect to the job that you are performing for the Company. As you demonstrate the ability to take on additional responsibilities, your talents will be utilized in the manner deemed most suitable to your demonstrated ability and the needs of the Company.

A written performance evaluation of each employee will be performed periodically. The evaluation will be conducted by your supervisor and will be reviewed with you. Any areas of specific achievement or need for improvement will be noted and discussed with you. A positive performance review does not guarantee either an increase in compensation or continuing employment.

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SEPARATION FROM EMPLOYMENT

An employee may be separated from employment either voluntarily or involuntarily by retirement, resignation, lack of work, end of a temporary contract or termination.

Resignation

Any employee who voluntarily resigns is requested to provide the Company with advance written notice of no less than fourteen (14) days as is customarily done as a courtesy. Failure to provide such notice may result in the employee not being eligible for rehire. If you have accrued, unused vacation time upon the your termination, you will be paid for that time at your regular base pay.

Layoff Due to Lack of Work

The Company attempts to maintain a stable work force, however, conditions sometimes change to a point that there is not enough work to keep all employees on the payroll. Should such a situation occur, the work force may be reduced by laying off the number of employees over and above those needed to perform the work available. Layoffs will be determined by the ability of the affected employees to adequately perform the available work with a minimum of retraining. Length of service and non-medically related absences or tardiness may also be considered where relative ability is equal.

Exit Interviews

Management may conduct an exit interview to discuss your reasons for leaving and any other impressions that you may have about Insight PA. During the exit interview, you can provide insights into areas for improvement for Insight PA and your specific position.

Return of Company Property

Any property issued to you by Insight PA, such as software, computer equipment, databases, files, pager, keys, parking passes or credit card must be returned at the time of your termination. All passcodes and passwords used for company equipment will be provided to your supervisor when returned. You will be responsible for any lost or damaged items.

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ANTI-HARASSMENT

It is the policy of the Company to maintain a working environment that encourages mutual respect and promotes respectful and congenial relationships between employees and that is free from all forms of harassment by anyone, including supervisors, co-workers, vendors, contractors or customers. Harassment, even when not unlawful or directed at a protected category, is expressly prohibited and will not be tolerated by the Company. Accordingly, Company management is committed to vigorously addressing complaints of harassment, sexual harassment and discrimination at all levels within the Company.

Reported or suspected occurrences of harassment or discrimination will be promptly and thoroughly investigated. Following an investigation, the Company will promptly take any necessary and appropriate disciplinary action.

The Company will not permit or condone any acts of retaliation against anyone who files harassment or discrimination complaints or cooperates in the investigation of same.

1. The term “harassment” includes harassment based on any category protected by federal, state or local law, which may include depending on the jurisdiction, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation.

2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

    a. Submission to such conduct is an explicit or implicit term or condition of employment;

    b. Employment decisions are based on an employee's submission to or rejection of such conduct; or,

    c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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Complaint Procedure

The Company provides its employees with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment and discrimination. Any employee who feels harassed or discriminated against is encouraged to immediately inform the alleged harasser that the behavior is unwelcome. In many instances, the person is unaware that his or her conduct is offensive and when so advised can easily and willingly correct the conduct so that it does not reoccur. If the informal discussion with the alleged harasser is unsuccessful in remedying the problem or if you do not feel comfortable with such an approach, you should immediately report the conduct to your immediate supervisor, manager or owner of Insight PA and the Insperity Anti-Harassment hotline number at 800-242-8893, ext. 3000 or 281-312-3000 in the Houston area. We cannot resolve a harassment or discrimination problem unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so that we can take the necessary steps to correct the problem. The report should include all facts available to the employee regarding the alleged harassment or sexual harassment or discrimination.

When you call the Insperity Anti-Harassment Hotline, please leave your name, Insperity employee identification number or the last four (4) digits of your social security number and the name of the Client Company for which you work. If you wish to make an anonymous complaint, you may do so, but the scope of our investigation may be limited based on the information you provide.

Confidentiality

All reports of alleged harassment, sexual harassment or discrimination will be treated seriously. It will be kept confidential, and it will be shared only with those who have a need to know about it. Depending on the circumstances, that could include the alleged harasser. However, absolute confidentiality is not promised nor can it be assured.

Investigative Procedure

Once a complaint of alleged harassment or sexual harassment or discrimination is received, the Company will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, the Company will promptly take any necessary and appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goal of this policy, even when the actions may be lawful. In fact, the Company may address any workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions or benefits of employment to the complaining employee.

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2. Discipline the alleged harasser. This discipline can include written disciplinary warnings, transfer, demotion, suspension and termination of employment.

If the alleged harassment or sexual harassment is from a vendor, contractor, customer or other third party, the Company will take appropriate action to stop the conduct.

If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make a complaint following the complaint procedure outlined in this policy.

Duties of Employees and Supervisors

All employees of the Company, both management and non-management, are responsible for assuring that a workplace free of harassment or sexual harassment and discrimination is maintained. Any employee may file a complaint regarding incidents experienced personally or incidents observed in the workplace. The Company strives to maintain a lawful, pleasant work environment where all employees are able to effectively perform their work without interference of any type and requests the assistance of all employees in this effort.

All Company supervisors and managers are expected to adhere to the Company's Anti-Harassment Policy. Supervisors' evaluations may include an assessment of a supervisor's efforts in following and enforcing this policy.

All managers and supervisors are responsible for doing all they can to prevent and discourage harassment, sexual harassment and discrimination from occurring. If a complaint of harassment or sexual harassment or discrimination is raised, the individual to whom the complaint is made (i.e., supervisor, manager, owner of Insight PA) should act promptly to notify the Insperity Anti-Harassment hotline number of the complaint so that Human Resources may proceed with an investigation. If such individual fails to follow this policy, he or she will be disciplined. Such discipline may include termination.

GUIDELINES FOR APPROPRIATE CONDUCT

As a team member, employees are expected to accept certain responsibilities, follow acceptable principles in matters of conduct, and exhibit a high degree of integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that employees refrain from any behavior that might be harmful to themselves, co-workers or the Company. Employee conduct reflects on the Company. Employees are, consequently, encouraged to observe the highest standards of professionalism at all times.

Types of behavior and conduct that the Company considers inappropriate include, but are not limited to, the following:

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- Falsifying employment or other Company records;
- Violating the Company's Anti-Harassment Policy;
- Violating state, federal or local laws and regulations;
- Violating security or safety rules or failing to observe safety rules or the Company safety practices; failing to wear required safety equipment; tampering with the Company's equipment or safety equipment;
- Soliciting gratuities from families or vendors;
- Exhibiting excessive or unexcused absenteeism or tardiness;
- Possessing firearms, weapons or explosives on Company property without authorization, in violation of Company policy or while on duty;
- Using Company property and supplies, particularly for personal purposes in an excessive, unnecessary or unauthorized way;
- Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on Company premises or when representing the Company; fighting, or provoking a fight on Company property, or negligent damage of property;
- Reporting to work under the influence of drugs or alcohol, and/or illegally manufacturing, possessing, using, selling, distributing or transporting drugs;
- Committing theft or unauthorized possession of Company property or the property of fellow employees; possessing or removing any Company property, including documents, from the premises without prior permission from management; using Company equipment or property for personal reasons without proper authorization; using Company equipment for profit;
- Giving confidential or proprietary Company information to competitors or other organizations, or to unauthorized Company employees; working for a competing business while an employee of the Company; breaching confidentiality of personnel information;
- Using obscene, abusive or threatening language or gestures;
- Acting in an insubordinate manner;
- Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same;
- Sleeping or loitering during working hours;
- Soliciting, selling, or collecting funds for any purpose while on working time (not including meals and authorized breaks). Employees who are not on working time shall not interfere with the work of employees who are on working time.
- Posting, removing or altering notices on any bulletin board on Company property without the permission of an officer of the Company or in violation of procedures related to same;
- Smoking in restricted areas or at non-designated times, in accordance with Company policy and State regulations.

Should an employee's performance, work habits, overall attitude, conduct or demeanor become unsatisfactory based on violations either of the above or of any other Company policies, rules, or regulations, the employee will be subject to disciplinary action, up to and including termination.

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Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant.

Where appropriate and as circumstances may dictate, supervisors will follow a process of progressive employee discipline. Examples of employee discipline include:

VERBAL COUNSELING - A "verbal counseling" is a verbal communication to an employee that his/her conduct is unacceptable, and that repeated or continued failure to conform conduct or performance to the Company standards will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.

WRITTEN COUNSELING - A “written counseling" describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.

SUSPENSION - Suspension of the employee's employment may, at the sole discretion of the Company, be used prior to termination. The length of the suspension will vary based upon such factors as the severity of the offense, the employee's performance and the employee's disciplinary record. An employee may be suspended for repeated instances of minor misconduct, failure to conform his/her conduct or performance to the standards of his/her position, or for a single serious offense. A record of the suspension generally will be retained in the employee's personnel file.

TERMINATION - If an employee fails to conform his/her conduct or performance to the standards required by the Company, the Company may, in its sole discretion, terminate the employee's employment.

Notwithstanding the potential for less severe discipline before termination, the Company reserves the right to administer discipline in such a manner as it deems appropriate to the circumstances, and may, in its sole discretion, terminate an employee without prior discipline or without following a particular order of discipline.

VIOLENCE IN THE WORKPLACE POLICY

It is the intent of the Company to provide a safe workplace for employees and to provide a comfortable and secure atmosphere for customers and others with whom we do business. The Company has zero tolerance for violent acts or threats of violence.

The Company expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any employee or company property will be considered

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acceptable behavior. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on Company premises will be subject to immediate discharge. If an employee, while engaged in Company business off the premises, commits or threatens to commit a violent act, that employee will be subject to immediate discharge.

Employees within the Company share the responsibility in identifying and alleviating threatening or violent behaviors. Any employee who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, should immediately report this information to his/her supervisor or a member of management or Insperity. Employees must assume that any threat is serious. If you as an individual feel threatened and need protection, do not hesitate to report the situation to a supervisor. Any threat reported to a supervisor should be brought to the attention of management and Insperity. The Company will carefully investigate all reports, and employee confidentiality will be maintained to the fullest extent possible.

The Company's prohibition against threats and acts of violence applies to all persons involved in the Company's operation, including, but not limited to, personnel, contract and temporary workers, and anyone else on Company property. Violations of this policy by any individual on Company property will lead to disciplinary action, up to and including termination and/or legal action as appropriate.

EMPLOYEE SAFETY AND HEALTH

It is the policy of the Company to provide its employees a safe and healthy work place and to follow procedures aimed at safeguarding all employees. Accident prevention and efficiency in production go together; neither should be given priority over the other.

Safety is everyone's responsibility. Every supervisor is expected to devote the time and effort necessary to ensure the safety of employees at all times.

<u>Responsibilities of the employee include:</u>

- Obeying the safety rules.
- Following safe job procedures and not taking shortcuts.
- Keeping work areas clean and free from slipping or tripping hazards.
- Using prescribed personal protective equipment.
- Immediately reporting all malfunctions to a supervisor.
- Using care when lifting and carrying objects.
- Observing restricted areas and all warning signs.
- Knowing emergency procedures.
- Reporting unsafe conditions to supervisors.
- Promptly reporting every accident and injury to one's supervisor.

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- Following the care prescribed by the attending physician when treated for an injury or illness.
- Attending all employee safety meetings.
- Participating in accident investigations, serving on safety committee or other loss control activities as needed.

Failure to observe these guidelines may result in disciplinary action, up to and including termination of your employment.

WORKPLACE ACCIDENTS

All accidents, injuries, potential safety hazards, safety suggestions and health and safety-related issues must be reported immediately to your supervisor and/or Human Resources. If you or another employee is injured, you should contact outside emergency response agencies, if needed.

DRUG FREE WORKPLACE POLICY

The policy of the Company is to maintain a drug-free workplace. As a condition of continued employment, all Company employees must comply with this policy. The term "workplace" is defined as Company property, any Company sponsored activity or any other site where the employee is performing work for the Company or representing the Company. The term "drug" as used in this policy includes alcoholic beverages and prescription drugs, as well as illegal inhalants and illegal drugs and/or controlled substances as defined in schedules I through V of the Controlled Substances Act, 21 U.S.C. Sec. 812, 21 C.F.R. Sec 1308, and the state and local law of the jurisdiction where the workplace is located, including, but not limited to, marijuana, opiates (e.g., heroin, morphine), cocaine, phencyclidine (PCP), and amphetamines. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment.

Prohibited activities under this policy include the possession, use, sale, attempted sale, distribution, manufacture, purchase, attempted purchase, transfer or cultivation of drugs, as defined above, in the workplace, as defined above. Employees are also prohibited from being at the workplace with a detectable amount of drugs in their system. However, the use and/or possession of prescription drugs, when taken as directed and obtained with a valid prescription under federal law, shall not be a violation of this policy.

Information regarding the availability of treatment programs, if any, such as assistance provided by Insperity's health care plan coverage or drug and alcohol abuse rehabilitation programs and the requirements for participation in drug and alcohol abuse education and training programs, may be requested by contacting your Insperity human resource specialist.

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This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

COMPLAINT RESOLUTION PROCEDURE

Misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be resolved before serious problems develop. Most incidents resolve themselves naturally; however, should a situation persist that you believe is detrimental to your employment with the Company, you should follow the procedure described here for bringing your complaint to management's attention.

Step One. Discussion of the problem with your immediate supervisor is encouraged as a first step. If, however, you do not believe a discussion with your supervisor is appropriate, you may proceed directly to Step Two.

Step Two. If your problem is not resolved after discussion with your supervisor or if you feel discussion with your supervisor is inappropriate, you are encouraged to request a meeting with an Insperity human resource specialist. In an effort to resolve the problem, the Insperity human resource specialist will consider the facts and may conduct an investigation.

The Company does not tolerate any form of retaliation against employees availing themselves of this procedure. The procedure should not be construed, however, as preventing, limiting or delaying the Company from taking disciplinary action against any individual, up to and including termination, in circumstances (such as those involving problems of overall performance, conduct, attitude or demeanor) where the Company deems disciplinary action appropriate.

Additionally, the Company provides its employees with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment and discrimination. Any employee who feels harassed or discriminated against should follow the Complaint Procedure as described in this handbook and in the Anti-Harassment policy.

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HOURS AND COMPENSATION POLICIES

HOURS OF OPERATION

By being ready, willing and able to serve our students and families efficiently at all times, we can provide quality education and potentially increase enrollments at Insight PA. Therefore, teacher's hours of responsibility are from 8:00 a.m. – 5:00 p.m. each non-holiday weekday, excluding sick, school recess or other approved leave. The hours for office employees will be assigned by the supervisor with telephone coverage from 7:00 a.m. to 4:00 p.m., Monday through Friday. In order to facilitate the smooth flow of business and to adequately cover the phones, lunch breaks will usually be staggered and may change to meet the needs of the school.

PAYROLL PRACTICES

For payroll purposes, the workweek begins [Monday at 12:01 a.m.] and ends at [12:00 midnight Sunday]. This practice may vary for those with flexible work schedules, but the workweek will always be a fixed 7-day period.

PAYDAY

All employees will be paid on the fifth and twentieth of each month. For paydays falling on a Saturday or holiday, you will be paid the prior business day. For paydays falling on a Sunday, you will be paid the following business day.

Vacation pay will be paid on the regular pay cycle. If you resign, final settlement of services or wages will be made no earlier than the next regular pay cycle, or in accordance with state law, whichever is sooner.

If you are terminated, you will be issued a check on the next regular payday, or in accordance with applicable state law, whichever is earlier.

DIRECT PAYROLL DEPOSIT

Direct payroll deposit is the automatic deposit of your pay into the financial institution account(s) of your choice. You have the freedom to change your deposit selections at any time.

Please access additional information through the Employee Service Center^{SM} at https://esc.insperity.com by clicking on the **My Account tab** and selecting **Paycheck Information**. You will see an option to Enroll or Change Direct Deposit. .

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TIMESHEETS

The timesheet is used for payroll records that must be maintained accurately at all times. Employees must sign their own timesheet. Any discrepancies regarding overtime should be resolved by the supervisor before transmittal to the payroll contact for payment.

ABSENTEEISM AND TARDINESS

Insight PA is able to serve our students and families based upon our estimates of performance and our history of reliability. Therefore, we expect all employees to assume diligent responsibility for their attendance and promptness. Continued dependability, quality and pride of service are factors over which each individual employee has a great deal of influence. If you are absent and cannot perform your duties on time, or if you produce substandard work, then we all pay the price by losing the confidence of our families.

The work schedule is constructed around company-provided vacation time, sick time and paid time off, taking into account the maximum working hours and capabilities of the staff. It is extremely important that you be punctual in your arrival for work at the beginning of the workday or shift to which you are assigned. If you know that you will be absent or late arriving for work, notify your supervisor as soon as possible but within the first thirty (30) minutes of your work shift <u>each</u> day of your absence, unless you are granted leave of absence. In the event of a sickness or accident while performing your duties, notify your supervisor immediately.

If you are absent for three (3) or more consecutive workdays due to personal illness, a statement from your healthcare provider may be required before you will be permitted to return to work.

Excessive unexcused absenteeism or tardiness is grounds for disciplinary action, up to and including termination. In evaluating absences, the Company may consider, among other factors, reasons related to an employee's absences, the nature of the employee's job, and whether the employee gave proper notice in connection with such absences. If you are absent for three (3) or more consecutive business days and fail to properly report your absences, this will be considered a voluntary resignation of your position, and the Company will process the separation of your employment.

EMERGENCY OFFICE CLOSING

It is the policy of the Company that offices be open during normal working hours in order to provide the service our students and families require and expect from us. The Company has the sole discretion in determining if the office is to be

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closed in the event of inclement weather, power or other utility failure, fire, flood, earthquake, or some other emergency.

The Company realizes its obligation to employee's physical well-being and strives to maintain a safe place for employees to work. The occasional emergency situation that may arise needs to be handled efficiently and calmly. Your supervisor will advise of procedures to be followed when offices are closed because of inclement weather or when emergencies arise during the day. If the office is closed for a full day or more, the employees will not be paid, but they will have the option to use any accrued but unused paid time off.

OVERTIME FOR NON-EXEMPT EMPLOYEES

Overtime and additional work other than that which is regularly scheduled may be required.

Overtime will be paid to eligible, nonexempt employees in accordance with applicable federal, state and local laws. The pay for regular overtime will be at the federal or state prescribed wage rate, whichever is higher.

All overtime must be authorized prior to its occurrence by your immediate supervisor. All overtime will be clearly noted on your timesheet and should be initialed by your immediate supervisor.

Prohibited "Off the Clock" Work

At no time should employees perform work while "off the clock." All time spent working should be properly recorded. If given a directive to perform work "off the clock," please promptly notify your on-site supervisor or, if your on-site supervisor has given a directive to work "off the clock" and/or has told you not to properly record all hours worked, notify your Insperity Human Resource Specialist. No employee will be penalized in any way for making such a complaint.

EXEMPT EMPLOYEE REDUCTION OF SALARY

Exempt employees are paid on a salary basis and, in general, must be paid their full salary for any week in which they perform work. Their salary may be reduced only in the following circumstances:

1. Employees who are absent from work for at least a full day for personal reasons other than sickness or disability will not be paid for that day unless they have accrued paid time off under the Insight PA paid time off, vacation or sick policy, if any. Their salary will not be reduced for less than a full day because of personal reasons.

2. Employees who are absent for at least a full day because of sickness or disability will not be paid for that day unless they have accrued paid time off under the Insight PA paid time off, vacation, sickness or disability policy

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and the absence qualifies for pay under such policy. Their salary will not be reduced for less than a full day because of sickness or disability.

3. Employees who are absent from work for jury duty, attendance as a witness or military leave may have their salary reduced by the amount of payment they receive in the form of jury fees, witness fees or military pay. Their salary will not be reduced by the number of hours or days they are absent unless they perform no work during a given week.

4. If an employee violates a safety rule of major significance, his/her salary may be reduced in an amount to be determined by the Company as a penalty for that violation.

5. Employees may be suspended without pay for other types of workplace misconduct, but only in full day increments. This refers to suspensions imposed according to a written policy applicable to all employees regarding serious misconduct, including, but not limited to, workplace harassment, violence, drug and alcohol violations, legal violations, etc. The possibility of such unpaid suspensions is hereby incorporated into all such policies.

6. Employees who work less than forty (40) hours during their first and/or last week of employment will be paid a proportionate part of their full salary for the time actually worked.

7. Employees who take leave under the Family and Medical Leave Act will not be paid for that time unless they have accrued paid time off under the Insight PA paid time off, vacation, sickness or disability policy, if any. Their salary will be reduced by the hours missed, even if it is for less than a full day.

This policy is subject to applicable law. The Company will follow the state law regarding reduction of exempt employees' salaries if the state law is more favorable to employees.

Prohibited Reductions / Complaint Procedure

Any salaried exempt employee whose salary is reduced in violation of this policy will be reimbursed. If you feel your salary has been improperly reduced, please notify your Insperity human resource specialist. The employee will not be penalized in any way for making such a complaint.

This policy is intended solely to implement FLSA regulatory requirements, will be applied and modified as necessary in accordance with such requirements, and is not to be considered any type of contract.

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ERRORS IN PAY

Every effort is made to avoid errors in your paycheck. If you believe an error has been made, contact your Insperity human resource specialist immediately. The Company will take the necessary steps to research the problem and to assure that any necessary correction is made promptly.

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OPERATIONS POLICIES

APPEARANCE

All employees should use good judgment with regard to dress and appearance. Employees should dress in a manner that is consistent with both their place of work and the type of work they perform. Clothing which is not acceptable includes items that are sloppy or unkempt. When participating in a school event, teachers and administrative staff must wear an INSIGHT name badge in clear view.

Please contribute to a positive work environment by maintaining high standards of neatness, grooming and personal hygiene. Also, please keep in mind that some individuals may be allergic to such things as perfumes, colognes and lotions. If you use such items, please use them in moderation and with consideration for those around you.

PERSONAL PHONE CALLS AND PERSONAL BUSINESS

During scheduled hours, you are requested to keep personal calls, including personal cell phone calls, to an absolute minimum. No long distance or toll calls such as directory assistance, other than Company business calls, are to be made from company telephones. If it is absolutely necessary that you make a toll call from work, you must charge it to your personal calling card, home number or use your personal cell phone. Telephone records are subject to periodic review by management.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow him to make modifications to the work schedule if necessary and will keep him aware of your activities during the day. Personal visits of friends and family members to the worksite are discouraged.

USE OF COMMUNICATION SYSTEMS

It is the intent of the Company to provide the communication systems necessary for the conduct of its business. Employees are expected to adhere to proper use of all communication systems. These include but are not limited to the telephone, electronic mail (E-Mail), facsimile, internet, corporate intranet, voice mail, computer terminals, modems and systems and other software. Employees are permitted use of Company property and must comply with Company policies and procedures regarding its use.

The communication systems are owned and operated by the Company and are to be used for the business of the Company. Employees should have no expectation of privacy of any correspondence, messages or information in the systems, regardless of the content or purpose of the same.

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The Company reviews, monitors and accesses all electronic content, keystrokes and messages sent or received for any purpose, regardless of whether messages are transmitted/received via the Company's e-mail system or the employee's personal e-mail account(s). All such messages, regardless of content or the intent of the sender, are a form of corporate correspondence, and are subject to the same internal and external regulation, security and scrutiny as any other corporate correspondence. E-mail communications must be written following customary business communication practices as is used in Company correspondence. E-mail communications are official internal Company communications, which may be subject to summons in legal proceedings. Work-related messages should be directed to the affected employee(s) rather than sending a global message to all employees. It is the employee's obligation to notify any third parties affected by this policy of the Company's policies regarding monitoring employee communications.

The Company's communication systems shall not be used as a forum to promote religious or political causes, or an illegal activity. Offensive or improper messages or opinions, transmission or postings of sexually explicit images, messages, cartoons, or other such items, or messages that may be construed as harassment or disparagement of others based on race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation are also prohibited on the Company's communication systems.

Employees shall not, unless authorized by personnel with the authority to grant such authorization, attempt to gain access to another employee's personal communications system and messages. The Company, however, reserves the right to access, and will access an employee's messages and other electronic data at any time, without notice to the employee.

Any violation of these guidelines may result in disciplinary action, up to and including termination.

INTERNET CODE OF CONDUCT

Access to the Internet has been provided to staff members for the benefit of the organization and its clients. It allows employees to connect to information resources around the world. Every staff member has a responsibility to maintain and enhance the Company's public image, and to use the Internet in a productive manner. To ensure that all employees are responsible, productive Internet users and are protecting the Company's public image, the following guidelines have been established for using the Internet.

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Acceptable Use of the Internet

Employees accessing the Internet are representing the Company. All communications should be for professional reasons. Employees are responsible for seeing that the Internet is used in an effective, ethical and lawful manner. Instant Messaging Systems and Internet Forums may be used to conduct official Company business or to gain technical or analytical advice. Databases may be accessed for information as needed. E-mail may be used for business contacts.

Unacceptable Use of the Internet

The Internet should not be used for personal gain or advancement of individual views. Solicitation of non-company business, or any use of the Internet for personal gain is strictly prohibited. Use of the Internet must not disrupt the operation of the Company network or the network of other users. It must not interfere with your productivity.

Communications

Each employee is responsible for the content of all text, audio or images that he/she places or sends over the Internet including, but not limited to, any Web-based sites or programs utilized through the Company. Fraudulent, harassing or obscene messages are prohibited. All messages communicated on the Internet should have your name attached. No messages will be transmitted under an assumed name. Users may not attempt to obscure the origin of any message. Information published on the Internet should not violate or infringe upon the rights of others. No abusive, profane or offensive language may be transmitted through the system. Employees who wish to express personal opinions on the Internet are to use non-Company Internet systems and should refrain from making any representations that would somehow attribute their personal opinions to the Company.

Software

To prevent computer viruses from being transmitted through the system, there will be no unauthorized downloading of any software. All software downloads require prior management approval.

Copyright Issues

Staff members while using the Internet may not transmit copyrighted materials belonging to entities other than the Company. One copy of copyrighted material may be downloaded for use in research. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the Company, up to and including immediate termination, or legal action by the copyright owner.

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Passwords

While our systems may accommodate the use of passwords for security, the reliability of such for maintaining confidentiality cannot be guaranteed. Individual passwords do not prevent the Company from accessing your files.

You are required, however, to disclose your password(s) to your supervisor because your system may need to be readily accessed by the Company when you are absent. Never disclose personal or system passwords to anyone other than authorized Company representatives.

Employees will not attempt to gain access to another employee's e-mail or voice mail messages. However, the Company reserves the right to access an employee's messages at any time, without notice, to the employee.

Security

All messages created, sent or retrieved over the Internet are the property of the Company, and should be considered public information. The Company reserves the right to access and monitor all messages and files on the computer system as deemed necessary and appropriate. Internet messages are public communication and are not private. All communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

Harassment

Harassment of any kind is prohibited. Messages with derogatory or inflammatory remarks about an individual or group's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation will not be permitted.

Violations

Violations of any guidelines listed herein may result in disciplinary action, up to and including immediate termination. If necessary, the Company will advise appropriate legal officials of any illegal violations.

CUSTOMER RELATIONS

The Company strives to consistently provide our students and families a sound education experience and service that is of exceptional quality and value.

In order to realize our commitment to excellent service, we expect the following from each of our employees:

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- Provide courteous service in a prompt and efficient manner.
- Establish and maintain positive relationships with students, families and peers by gaining their trust and respect through professional, honest interaction.
- Handle complaints quickly and professionally. Never argue with a student or family. If you are unable to resolve the complaint to their satisfaction, review the situation with your supervisor.
- Communicate with students, families and peers in a professional manner whether in person, over the phone, or via e-mail.

Always remember that you are the School to our families and our reputation and their perception of the School is attributed to each employee.

GIFTS AND FAVORS

No employee shall solicit or accept for personal use, or for the use of others, any gift, favor, loan, gratuity, reward, promise of future employment, or any other thing of monetary value that might influence, or appear to influence, the judgment or conduct of the employee in the performance of their job.

Employees can accept occasional unsolicited courtesy gifts or favors (such as business lunches, tickets to sporting events or cultural events, holiday baskets, flowers, etc.) so long as the gifts or favors have a market value under $100, are customary in the industry, and do not influence or appear to influence the judgment or conduct of the employee. Please discuss any exceptions to this amount with your supervisor.

Employees are not to give, offer, or promise directly or indirectly anything of value to any representative with whom the Company has or may have a business/working relationship.

SOLICITATIONS AND DISTRIBUTION OF LITERATURE

It is the intent of the Company to maintain a proper business environment and prevent interference with work and inconvenience to others from solicitations and/or distribution of literature.

The following guidelines will apply throughout the organization:

- Group meetings for solicitation purposes during work hours or in work areas are prohibited. This guideline does not pertain to Company-sponsored meetings.

- The distribution or circulation of literature or other materials during work hours or in work areas is prohibited.

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- Employees shall not engage in any solicitation of other employees for any purpose whatsoever during working hours or in work areas.

- Management must approve and post all information on the Company's bulletin boards.

- Non-employees are prohibited from trespassing, soliciting or distributing literature on Company premises.

COMPANY PROPERTY

In an effort to ensure the safety and welfare of employees and invitees, the Company reserves the right, on reasonable suspicion that Company policy is being violated, to conduct searches or inspections which includes, but is not limited to, employee's work area, desks, and any other property located on Company premises or work sites. Entry on Company premises or work sites constitutes consent to searches or inspections.

WEAPONS

It is the intent of the Company to provide a safe and secure workplace for employees, clients, customers of clients, visitors and others with whom we do business. The Company has "zero tolerance" for, and expressly forbids the possession of, while on Company property, any type of weapon, firearm, explosive, and/or ammunition. For purposes of this policy, Company property includes, but is not limited to, all Company facilities, Company-provided parking areas and vehicles and equipment that are either leased or owned by the Company or a Company client. In addition, the Company strictly prohibits the carrying or possession of any weapon in a parking facility or parking area, including in employee-owned vehicles parked on Company property.

The possession of firearms or other weapons on Company property may be cause for discipline including, but not limited to, immediate termination of employment. In enforcing this policy, the Company reserves the right to request inspections of any employee and their personal effects while on Company property, to the extent allowable under applicable law. Any employee who refuses to allow such an inspection will be subject to the same disciplinary action as having been found in possession of firearms or other weapons.

Employees within the Company share the responsibility of identifying violators of this policy. An employee who either witnesses or suspects another individual of violating this policy should immediately report this information to their on-site supervisor.

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SMOKING

In order to maintain a safe and comfortable working environment and to ensure compliance with applicable laws, smoking in company offices and facilities is strictly prohibited by State law. While attending any Insight PA sponsored event, smoking is strictly prohibited. Because the company may be subject to criminal and civil penalties for violations of applicable smoking laws, we must insist on strict adherence to this policy. Employees smoking in any non-smoking area may be subject to disciplinary action, up to and including termination. Please contact your on-site supervisor or the Human Resource Department if you have any questions regarding the smoking policy. Complaints regarding violations of this policy may be filed under the Company's complaint resolution procedure, which is described elsewhere in this section of the handbook.

TRAVEL

The Company reimburses employees for the expenses of travel, including the cost of transportation, meals, lodging, and compensation when appropriate, provided such travel is approved and performed in the course of conducting Company business.

COMPANY VEHICLES

The following are specific policies related to vehicles leased or owned by the company:

- Employees must have a valid driver's license and be insurable by the company's automobile insurance carrier. Any changes in the status of your driver's license (revocation, suspension, DUI, etc.) must be reported immediately to your supervisor.
- Obey all traffic laws and speed limits; wear seat belts at all times, maintain a safe speed for road, traffic, and weather conditions; practice defensive driving techniques.
- Daily records must be kept for all mileage driven.
- Company vehicles will be driven only for transportation to approved destinations and will not be driven for private use unless arrangements have been made in advance.
- Only authorized employees are permitted to drive or ride in a company vehicle.
- Only the driver assigned to the vehicle is authorized to sign for gasoline, oil, etc. All charge receipts must include: Name and Address of the Vendor, Date of Purchase, Number of Gallons Purchased, Amount Paid, License Plate Number.
- Alcohol or illegal drugs will **not** be allowed in a company vehicle at any time.
- No driver who has been drinking alcoholic beverages or is under the influence of drugs will be allowed to drive a company vehicle.

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- Vehicles must be properly maintained and kept clean at all times.
- Report accidents to management immediately, regardless of perceived damage.
- Any damage to a company vehicle caused by employee carelessness or neglect is the responsibility of the employee. In the event of damage, the employee assigned to the vehicle will be responsible for expenses up to the current insurance deductible. Any employee who misuses a company vehicle or is no longer insurable by the company's insurance carrier may be subject to dismissal.

PERSONAL VEHICLES

Employees may use their personal vehicles on official company business provided prior approval has been obtained from their supervisor. A mileage rate based on acceptable and current company guidelines will be paid to an employee who uses his personal vehicle on official company business. Minimum insurance requirements as specified by the company's insurance carrier must be in effect at the time the employee's personal vehicle is used and the employee may be required to provide proof of insurance.

WIRELESS COMMUNICATION DEVICE USE GUIDELINES

It is the policy of Insight PA to provide a wireless communication device to those employees who have a job-related need for them. Such devices are the property of Insight PA and their use must be properly documented. Accordingly, these guidelines must be followed:

- Employees provided with a wireless communication device for business use will be expected to carry such equipment on their person as directed by their supervisor.

- Employees are not permitted to use any wireless communication devices issued by Insight PA for personal use without prior, written approval of their supervisor. Insight PA accesses and monitors electronic communications made using Insight PA issued devices.

- Insight PA will not pay for or reimburse an employee for expenses related to personal calls. Such expenses are the employee's personal responsibility. In the event Insight PA grants an exception to initially cover such personal expenses, such an exception is specifically conditioned on initial receipt of a related payroll deduction authorization form signed by the employee.

- Employees are responsible for lost or stolen wireless communication devices and must report such losses immediately.

Upon termination of employment for any reason, the employee must return the company wireless communication device to Insight PA.

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Safety Issues

The Company values its employees and the safety of other third parties, and accordingly expects employees to put safety first while driving. Drivers are prohibited from using wireless communication while driving unless the driver is using a hands-free device. Texting, which is meant to include composing, sending, or reading, while driving is strictly prohibited. Employees whose job responsibilities include regular or occasional driving and who are issued a wireless communication device for business use are expected to refrain from using this device while driving. Safety must come before all other concerns. Regardless of the circumstances, including slow or stopped traffic, employees are strongly encouraged to pull off to the side of the road and park the vehicle in a safe location before placing or accepting a call.

If acceptance of a call is unavoidable and pulling over is not an option, employees are expected to keep the call short, use hands-free equipment, refrain from discussion of complicated or emotional discussions, and keep their eyes on the road. Special care should be taken in situations where there is heavy or erratic traffic, inclement weather or the employee is driving in an unfamiliar area. Additionally, employees are expected to know and follow all local and state laws relating to using communication devices, including but not limited to school and construction zones.

Employees whose job responsibilities do not specifically include driving as an essential function, but who are issued a wireless communication device for business use, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Employees who are charged with traffic violations resulting from the use of their wireless communication device while driving will be solely responsible for all liabilities that result from such actions.

These are standard operating procedures, and any violation of the above guidelines by an employee will be subject to disciplinary action, up to and including termination of employment.

LEAVE OF ABSENCE POLICIES

FAMILY AND MEDICAL LEAVE

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NOTE: This Policy supersedes and replaces all prior federal family and medical leave related policies, to the extent such policies exist, and is in effect only where Insight PA for which an employee works is a covered employer under applicable federal law. Additionally, application of this Policy is contingent upon the employee seeking leave benefits working for Insight PA at a worksite where fifty (50) or more employees are employed by Insight PA within a 75-mile radius of that worksite.

Notwithstanding the above, an employee seeking leave benefits under this Policy must also satisfy all eligibility requirements as set forth below and required by applicable federal law. This Policy does not create any rights (contractual or otherwise) not already provided under federal, state or local law. Employees should, to the extent they wish to request and apply for family and medical related leave under any applicable federal or state law submit a Leave of Absence Request form to Insperity's Leave and Disability Group via fax at 800-233-1469.

Under the Family and Medical Leave Act of 1993, as amended ("FMLA" or "the Act"), Insight PA provides, as set forth below, unpaid family and medical leaves of absence to "eligible employees."

Approved Reasons for Leave

FMLA leave may be taken for the following purposes:

1. the birth of an employee's child or to care for the newborn child;

2. the placement of a child with the employee for adoption or state-approved foster care;

3. the care of an employee's spouse, child or parent ("family member") who has a serious health condition;

4. the employee's serious health condition which prevents the employee from performing any one essential function of the employee's position;

5. "qualifying exigency leave": the employee's responding or attending to a "qualifying exigency," as defined below per applicable law, arising out of a covered military member's covered active duty or notification of an impending call or order to covered active duty in the Armed Forces, National Guard or Reserves. A "covered military member" for purposes of this leave includes a spouse, son, daughter or parent of the employee; and

6. "covered servicemember leave": the employee's care of a "covered servicemember" who has incurred a serious illness or injury.

    a. A "covered servicemember" means a member of the Armed Forces, National Guard or Reserves, who is undergoing medical treatment,

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recuperation or therapy, is otherwise in out-patient status, or is on the temporary disability retired list for serious injury or illness. Here a "serious injury or illness" is defined as an injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank or rating.

b. A "covered servicemember" also includes a veteran who was a member of the Armed Forces (including National Guard or Reserves) at any point in time within five (5) years preceding the date on which the veteran undergoes medical treatment. For purposes of veterans, a "serious injury or illness" is defined as an injury or illness that was incurred by the veteran in line of duty on active duty in the Armed Forces (or existed before the active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and "that manifested itself before or after the member became a veteran."

For purposes of family and medical leave, a "serious health condition" as set out in (3) and (4) above is defined as an illness, injury, impairment or physical or mental condition that involves either inpatient care or continuing treatment by a health care provider. Subject to certain conditions and applicable law, the continuing treatment requirement is met where an employee suffers an incapacity of more than three (3) consecutive, full calendar days and two (2) or more visits to a health care provider, or one (1) visit to a health care provider and a continuing regimen of care; an incapacity caused by pregnancy or prenatal care; a chronic condition, or permanent or long-term conditions; or absences due to multiple treatments. Other situations may meet the definition of continuing treatment. For purposes of this policy, "incapacity" means the inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom.

For purposes of qualifying exigency leave, a "qualifying exigency" includes the following, provided the need for such leave arises out of the active duty or call to active duty status of a covered military member:

1. *short-notice deployment* where, if a covered military member is notified of an impending call or order to active duty in support of a contingency operation seven (7) or less calendar days prior to the date of deployment; leave based on this exigency is restricted to a total of seven (7) calendar days beginning on the applicable notification date;
2. *military events and related activities* sponsored by the military, including family support or assistance programs sponsored by the military, military service organizations or the American Red Cross;
3. *childcare and school activities*, where it is necessary to arrange for alternative childcare, provide childcare on an urgent or immediate need basis and not a routine or regular basis, enroll in or transfer to a new school or day care facility or attend meetings with school officials;

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4. *financial and legal arrangements* to address the covered military member's absence;
5. *counseling* of eligible individuals by someone other than a health care provider, where the need for counseling is directly related to the active duty or call to active duty status of a covered military member;
6. *rest and recuperation*, for purposes of spending time with a covered military member where that individual is on short-term, temporary, rest and recuperation leave during the period of deployment; up to five (5) days of such leave may be taken for each instance of rest and recuperation;
7. *post-deployment activities*, including attendance at arrival ceremonies, reintegration briefings and events, and other programs sponsored by the military for a period of ninety (90) days following the termination of the covered military member's active duty and attending to issues that arise from the death of a covered military member; and
8. *additional activities*, provided that both the employee and Insight PA agree that such activities constitutes a qualifying exigency and both agree to the timing and duration of the leave.

For purposes of covered servicemember leave, the employee seeking leave must be related to the covered servicemember as his/her spouse, son, daughter, parent or next of kin. "Next of kin," for purposes of this policy, is defined as the nearest blood relative of a covered servicemember, other than the covered servicemember's spouse, parent, son or daughter, in the following order of priority: blood relatives with legal custody, siblings, grandparents, aunts and uncles, and first cousins, and that person is needed to care for the covered servicemember. A veteran is "a person who served in the active military, Naval or Air Service, and who was discharged or released therefrom under conditions other than dishonorable."

Eligible Employee

An active full-time or part-time employee is eligible for FMLA leave under any of the above leave categories provided that on the date the employee's leave is to commence:

1. The employee works at a Insight PA worksite where fifty (50) or more employees are employed by Insight PA within a 75-mile radius of that worksite;
2. The employee has been employed by Insight PA for at least twelve (12) months in the preceding seven (7) years (limited exceptions apply to the 7-year requirement); and
3. The employee has worked 1,250 hours during the 12-month period immediately preceding the commencement of leave.

In determining FMLA eligibility, an employee re-employed following military service will be given credit for (i) the period of uniformed service towards the months-of-employment eligibility requirement, and (ii) the hours of service that would have been performed but for the period of uniformed service.

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Length of Family and Medical Leave and Qualifying Exigency Leave

An eligible employee is entitled to a combined total of twelve (12) workweeks of unpaid leave within a 12-month period. The amount of leave available to an employee will be calculated by looking backward at the amount of leave taken within the 12-month period immediately preceding the first date of leave. Leave taken for the care of a newborn child or placement for adoption or foster care must be taken within twelve (12) months of the birth or placement of the child, and it must also be taken as an uninterrupted, continuous leave of absence unless the Insight PA allows intermittent leave or a reduced schedule for these reasons.

If both a husband and wife are employed by Insight PA, and are eligible for leave, except for leave due to the serious health condition of the employee or employee's child, the two (2) may take a combined total of twelve (12) weeks.

Intermittent leave or a reduced schedule may be approved for the employee's serious health condition or a family member's serious health condition where medically necessary and where the need for such leave is best accommodated through such scheduling. Intermittent leave or a reduced scheduled leave is also available for qualifying exigency leave. An employee requesting intermittent leave/reduced schedule may be transferred temporarily to an available alternative position with equivalent pay and benefits, or to a part-time position with an equivalent hourly rate and benefits, if such a position better accommodates the need for intermittent leave/reduced schedule.

These types of leave run concurrent with other leave entitlements provided under federal, state and local law to the extent covered and permitted by those laws.

Length of Covered Servicemember Leave

An eligible employee is entitled to a combined total of twenty-six (26) workweeks of unpaid leave within a single 12-month period for covered servicemember leave. Leave to care for an injured or ill servicemember, whether or not combined with other FMLA-qualifying leave, may not exceed twenty-six (26) weeks in a single 12-month period. In that single 12-month period, the employee is entitled to no more than twelve (12) weeks of leave for any of the other types of FMLA leaves. If both a husband and wife are employed by Insight PA, and are eligible for covered servicemember leave, the two (2) may take a combined total of twenty-six (26) weeks. Intermittent leave or a reduced schedule may be approved for covered servicemember leave where medically necessary and where the need for such leave is best accommodated through such scheduling. An employee requesting intermittent leave/reduced schedule leave may be transferred temporarily to an available alternative position with equivalent pay and benefits, or to a part-time position with an equivalent hourly rate and benefits, if such a position better accommodates the need for intermittent leave/reduced schedule leave.

Covered servicemember leave runs concurrent with other leave entitlements provided under federal, state and local law to the extent covered and permitted by those laws.

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Substitution of Paid Leave

An employee taking family and medical leave due to the employee's own serious health condition must substitute all accrued and unused sick leave, paid vacation, personal leave, paid time off and, if applicable, short-term salary continuation (the preceding collectively referred to hereafter as "accrued paid leave") before continuing leave on an unpaid basis. Where an employee receives disability benefits pursuant to a disability benefit plan, however, the substitution of the employee's accrued paid leave is not required and does not apply because the employee is getting paid. Where permissible under state law and as permitted by applicable disability plan rules, an employee may, with the approval of Insight PA, choose to supplement disability plan benefits with accrued paid leave. Where permissible under state workers' compensation laws, an employee may, with the approval of Insight PA, choose to supplement workers' compensation benefits with accrued paid leave.

An employee taking leave for reasons other than an employee's own serious health condition must exhaust all accrued unused paid vacation, personal leave and paid time off before continuing leave on an unpaid basis. Any family and medical leave, qualifying exigency leave, whether paid, unpaid or a combination thereof, will be counted toward the 12-week leave entitlement. Any covered servicemember leave, whether paid, unpaid or a combination thereof, either taken by itself or together with any other family and medical leave and/or qualifying exigency leave, whether paid, unpaid or a combination thereof, will be counted toward the 26-week leave entitlement.

Employee Notification Requirements

If an employee expects to take family and medical leave, qualifying exigency leave or covered servicemember leave, the employee must notify the Insperity Leave and Disability Group of the intention to take leave at least thirty (30) days in advance of the expected leave by completing a Leave of Absence Request form. If the need for leave is not foreseeable, the employee must provide notification of leave to the Insperity Leave and Disability Group as soon as is practicable under the circumstances and in compliance with Insight PA's established absenteeism and tardiness policies, or other like policies, with violation of the same resulting in possible disciplinary action, up to and including termination.

Medical Certification

An employee who takes leave for the employee's serious health condition, to care for a family member with a serious health condition, or to care for a covered servicemember, must submit to the Insperity Leave and Disability Group written medical certification of the need for such leave from the applicable health care provider within fifteen (15) calendar days of the request to provide the certification. An employee seeking such leave will be asked to submit a certification form detailing the reason(s) for the leave. If the employee fails to do so, the Insight PA may delay the commencement of the requested leave, withdraw any designation of the requested leave as FMLA leave, or deny the requested leave, and time taken off by the employee would be subject to Insight

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PA's established absenteeism and tardiness policies, or other like policies, with violation of the same resulting in possible disciplinary action, up to and including termination.

If an employee's medical certification is incomplete and/or insufficient, Insperity may notify an employee in writing as to what is incomplete and/or insufficient and what is necessary to make the certification complete. The employee will then have seven (7) calendar days to cure any noted deficiencies by resubmitting the medical certification. Failure to ultimately provide a complete and sufficient certification may result in the denial of the requested FMLA leave. Where an employee has first been given the opportunity to cure a medical certification deficiency or deficiencies, Insperity may subsequently, through either a human resources professional or leave administrator, contact the employee's health care provider directly to clarify and authenticate the certification.

Insight PA, where it has reason to doubt the validity of a medical certification, may request a second or third medical opinion at its expense for verification of an employee's serious health condition. The opinion of the third health care provider, who is approved jointly by Insight PA and the employee, shall be final and binding on Insight PA and the employee; provided, however, pending receipt of the second (or third) medical opinion, the employee is provisionally entitled to leave sought under this Policy. If the certifications do not ultimately establish the employee's entitlement to FMLA leave, the leave shall not be designated as FMLA leave and the time off taken by the employee will be subject to Insight PA's absenteeism and tardiness policies or other like policies, with violation of the same, resulting in possible disciplinary action, up to and including termination. In addition, while the employee is on leave, Insight PA may require the employee to provide recertification(s) of the employee's medical condition and may inquire as to the employee's intentions to return to work.

An employee on uninterrupted, continuous leave due to the employee's own serious health condition will be required to provide a job-related medical certification of fitness before the employee is allowed to return to work. Likewise, for intermittent leave situations where reasonable job safety concerns exist, a fitness-for-duty certification may be requested before an employee may return to work. Failure to provide any such applicable certification may result in the delay or denial of job restoration.

Where an employee is on FMLA leave and is unable to return to work because of the continuation, recurrence or onset of the serious health condition of either the employee or the employee's family member, including a serious illness or injury suffered by a covered servicemember, the employee will be required to provide a certification issued by the applicable health care provider.

"Qualifying Exigency" Leave Certification

An employee who takes a qualifying exigency leave must submit to the Insperity Leave and Disability Group written certification of an impending call or order to covered active duty within fifteen (15) calendar days of the request to provide the certification. An employee seeking such leave will be asked to submit a

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certification form detailing the reason(s) for the leave. An employee may also be required to submit appropriate supporting documentation in the form of a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status. Failure to supply the requested certification or other papers may result in a delay or denial of the requested leave, and time off taken by the employee will be subject to Insight PA's absenteeism and tardiness policies or other like policies, with violation of the same resulting in possible disciplinary action, up to and including termination.

Benefits Continuation

The same health care benefits coverage provided to an employee on the day prior to taking family and medical leave will be maintained for up to the twelve (12) weeks required for family and medical leave and qualifying exigency leave, or up to the twenty-six (26) weeks required for covered servicemember leave, or as required by law, provided the employee continues to pay any required contribution for benefits. Employees who are on leave are responsible for making their periodic payment of the required contribution to Insperity at the following address.

Insperity
Attn: Premium Funding Group MC 3-2700
19001 Crescent Springs Drive
Kingwood, Texas 77339-3802

Upon exhaustion of the applicable twelve (12) or twenty-six (26) workweeks of leave granted under this policy or if an employee fails to return to work at the end of the leave, a loss of coverage will occur, and continuation of health care coverage would be offered through COBRA. An employee who does not return from leave may be required, under certain circumstances provided by the Act, to reimburse Insperity for any employee contributions paid by Insperity or the Insight PA while the employee was on unpaid leave.

While on leave, an employee must continue to pay the employee's contributions or loan payments for any applicable benefits, which would otherwise be automatically deducted from the employee's wages (e.g., supplemental life insurance, credit union loans, 401(k) loans). Contact the Insperity Contact Center at 866-715-3552 for details regarding employee contributions. For questions regarding 401(k) loan payments, please contact Insperity Retirement Services at 888-401-5273.

The period of time an employee is on family and medical leave will be treated as continued service for purposes of vesting and eligibility to participate under any available pension or retirement plan, if applicable. Absences due to leave will not be counted as time worked for the purpose of seniority or computing vacation, sick leave or personal days.

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Job Restoration

An employee will normally be returned to the same or an equivalent position when the employee returns from family and medical leave, qualifying exigency duty leave or covered servicemember leave, with no loss of benefits accrued prior to leave. An employee who does not return to work at the end of an authorized leave is subject to termination of employment. In the event an employee's position with Insight PA is affected by a decision or event not related to the employee's leave of absence, e.g., job elimination due to a reduction in force, the employee will be affected to the same extent as if he was not on leave.

Certain "key employees" as defined under the FMLA may not be eligible to be restored to the same or an equivalent position after leave if doing so would cause substantial and grievous economic injury to the operations of the assigned company. Insperity will notify such employees of their "key employee" status and the conditions under which job restoration will be denied, if applicable.

Workers' Compensation and Family and Medical Leave

If an employee is eligible for FMLA, an absence related to a workers' compensation injury is counted against an employee's family and medical leave entitlement, where the workers' compensation injury meets the definition herein of a "serious health condition." An employee who has provided a workers' compensation form from the employee's treating physician may be asked to also provide a medical certification form to determine whether the employee's workers' compensation injury also meets the definition of a "serious health condition."

Questions About Family and Medical Leave

If you have any questions about your rights or responsibilities under this policy, contact the Insperity Contact Center toll free at 866-715-3552 (select "Benefits"), accessible weekdays between 7 a.m. and 7 p.m. Central time.

Insight PA and Insperity will, as such respective related duties and responsibilities are set forth under the Act, comply with all applicable federal, state and local laws in administering this Policy.

CONTINUATION OF BENEFITS

All active, full-time employees covered by the Insperity Group Health Plan or the Insperity Health Care FSA Plan may continue plan coverage for up to 12 weeks during an approved leave of absence, or as required by law.

While on leave, an employee must continue to pay any required contributions for health coverage, as well as make payments for any other applicable benefits which would otherwise be automatically deducted from the employee's wages (e.g., supplemental life insurance, credit union loans, 401(k) loans). An employee who does not return from leave may be required, under certain

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circumstances, to reimburse Insperity for any health plan employee contributions paid by Insperity or the Insight PA while the employee was on unpaid leave. Contact the Insperity Contact Center at 866-715-3552 for details regarding employee contributions. For questions regarding 401(k) loan payments, please contact Insperity Retirement Services at 888-401-5273.

If the employee does not return to work upon expiration of the applicable 12 week period, or longer period as required by law, coverage will terminate and the employee will have the opportunity to continue coverage for a limited period of time under COBRA in accordance with applicable law.

LACTATION BREAK

Insight PA will provide a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The break time should, if possible, be taken concurrently with other break periods already provided. Insight PA will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area, other than a restroom stall, in which the employee may express milk in private.

Employees should notify their immediate supervisor if they are requesting time to express breast milk under this policy.

MILITARY LEAVE OF ABSENCE

A leave of absence without pay for military or reserve duty is granted to full-time regular and part-time regular employees. If an employee is called to active military duty or the reserve or National Guard training, or if an employee volunteers for the same, the employee should submit copies of military orders to the on-site supervisor as soon as possible. The employee will be granted a military leave of absence without pay for the period of military service, in accordance with applicable federal and state laws. If the employee is a reservist or a member of the National Guard, the employee is granted time off without pay for required military training. The employee may, however, use any accrued but unused vacation time or paid time off (PTO). Eligibility for reinstatement after military duty or training is completed is determined in accordance with applicable federal and state laws.

PERSONAL NON-FMLA LEAVE OF ABSENCE

Employees may be granted a leave of absence to attend to personal matters in situations in which the Company determines that an extended period of time away from the job will be in the best interest of the employee and the Company.

Requests for a leave of absence or any extension of a leave should be submitted in writing to the employee's supervisor at least thirty (30) days prior to commencement of the leave period, or as soon as is practicable. The supervisor will forward the request to the appropriate manager recommending approval or

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denial. Management will make the final decision concerning the request. All employees on approved leave are expected to report any change of status in their need for leave or their intention to return to work to their supervisor.

Employees on personal leave will be required to use all accrued personal and vacation days while on leave before going on unpaid leave. The Company will continue health insurance and other benefits to employees on leave for no longer than 12 weeks from the beginning date of leave so long as the employee continues to pay any employee portion of the contribution. Benefits that accrue according to length of service, such as paid vacation, holiday, personal and sick days, do not accrue during periods of leave.

Employees returning from a personal leave due to an illness or injury must provide a job-related release indicating their ability to perform the functions of their job. Any restrictions must be noted on the release.

Employees on an authorized personal leave of absence may not perform work for any other employer that is considered by the Company to be an actual or potential conflict of interest.

A personal leave of absence may not provide a guarantee of reinstatement to the same or similar position. If an employee fails to return to work at the conclusion of an approved leave of absence, including any extension of the leave time, the employee will be considered to have voluntarily terminated employment with the Company.

BEREAVEMENT LEAVE

If a death occurs in the family of a full-time regular or part-time regular employee, the employee will be compensated for time lost from his/her regular work schedule in accordance with the following guidelines. The employee will be granted up to five (5) days off from work with pay in the event of the death of a spouse, child, parent, sibling or comparable step relation; up to three (3) days in the event of the death of a grandparent, father-in-law, mother-in-law, son-in-law, or daughter-in-law; and one (1) day in the event of the death of a relative not a member of your immediate family as defined herein. Request for bereavement leave should be made to your immediate supervisor.

JURY DUTY AND WITNESS LEAVE

If an employee is summoned to jury duty, Insight PA will continue his or her pay for five (5) working days of jury service per calendar year. If a full-time regular employee is required to serve more than five (5) working days of jury service in a calendar year, he/she will be allowed additional time off without pay to complete the jury service. Insight PA will continue to pay an employee for this extended period of service only if and to the extent provided for under applicable law. Employees must notify their supervisor as soon as it is known jury duty will be extended. An employee is also permitted to retain the allowance he receives from the court for such service.

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All employees are allowed unpaid time off if summoned to appear in court as a witness in a case unrelated to his/her employment. To qualify for either jury or witness duty leave, an employee must submit to his supervisor a copy of the summons as soon as it is received. In addition, the employee must also submit to the employee's supervisor a related proof of service when the period of jury or witness duty is completed. No adverse employment action will be taken against employees due to their service as either a juror or witness in state or federal courts.

WORKERS' COMPENSATION INSURANCE

To provide for payment of employee medical expenses and for partial salary continuation in the event of work-related accident or illness, employees are covered by workers' compensation insurance provided by Insperity or based on state regulations.

The amount of benefits payable and the duration of payment depend upon the nature of the employee's injury or illness. All medical expenses incurred in connection with an on-the-job injury or illness and partial salary payments are paid in accordance with applicable state law.

If an employee is injured or becomes ill on the job, the employee must immediately report such injury or illness to the on-site supervisor. This ensures that the Company can help obtain appropriate medical treatment. An employee's failure to follow this procedure may result in the appropriate workers' compensation report not being filed timely in accordance with the law, which may delay benefits in connection with the injury or illness. Questions regarding workers' compensation insurance should be directed to the on-site supervisor or the Insperity Workers' Compensation Department at 800-242-8893, ext. 4244.

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HOLIDAYS

Regular full-time employees are eligible for paid holidays. To receive holiday pay, a non-exempt employee must work the regularly scheduled workday before and after the holiday, unless an exception is approved in writing by the on-site supervisor. A paid holiday does not count as a day worked in calculating overtime for the week. All other breaks for licensed employees (i.e., Spring Break, Winter Break) will be decided and communicated to you by an Administrator of Insight PA.

The Company observes nine holidays each year:

- New Year's Day – January 1st
- Martin Luther King Day - Third Monday in January
- Presidents' Day - Third Monday in February
- Memorial Day - Last Monday in May
- Independence Day - July 4th
- Labor Day - First Monday in September
- Thanksgiving Day - Fourth Thursday in November
- Friday after Thanksgiving Day
- Christmas Day - December 25th

VACATION/PERSONAL – LICENSED EMPLOYEES

To the extent permitted by state law, Insight PA provides vacation to eligible employees as outlined in this policy. Each regular full-time employee will accrue 40 hours of vacation/personal time each academic year. The accrual will be calculated each pay period. The established vacation period for purposes of this policy is from August 1 through July 31 of the same year. This amount will be pro-rated based on hire date within the established period.

You may not carry over vacation time from year to year. Vacations must be taken annually to assure that you receive the full benefit of this plan. If you leave the Company, you will be paid for accrued but unused vacation computed at the rate of pay earned upon separation, provided you give two (2) weeks' written notice and are not being terminated for misconduct.

So that we may schedule work and plan for operational requirements, employees should give as much notice as possible in scheduling vacation time. Employees classified as exempt may take vacation in half-day (four (4) hour) or full-day (eight (8) hour) increments. Nonexempt employees should record their vacation in exact time increments to the quarter hour, e.g., 1.5 hours, 6 hours, 2.75 hours. In the event of conflicting vacation requests within a department, priority will be determined on the basis of seniority. A more junior employee who already has an approved vacation date will not, however, be bumped by a more senior employee. Unless otherwise prohibited by law, employees are required to use

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available vacation/personal time when taking time off from work that is not covered under a leave of absence.

If a planned vacation has to be canceled due to the needs of Insight PA and an employee is unable to reschedule the vacation within the year, Insight PA reserves the option of paying the employee in lieu of taking the canceled vacation or to allow rescheduling of that vacation. Employees who are away from work on a leave of absence do not earn vacation time while on leave.

If a terminating employee has taken excess vacation hours, the employee agrees to repay any such amounts and will be required to sign an authorization allowing the Company to deduct the amount of excess vacation from the employee's final paycheck. While vacation is paid through Insperity, vacation is solely an Insight PA policy. Pay for vacation days will be paid on the regular pay cycle. Vacation days are not used in calculating overtime hours.

SICK DAYS – LICENSED EMPLOYEES

The Company recognizes that inability to work because of illness or injury may cause economic hardship. For this reason, Insight PA provides paid sick days to full-time regular employees. Eligible employees accrue 40 hours of sick time per school year. The accrual is given each pay period. This amount will be pro-rated based on hire date within the established period.

Unused sick days may not be carried over from one (1) academic year to the next, and no payments will be made for unused sick days at the end of any academic year or in the event of termination. Sick days will not be used in the calculation of overtime. Please familiarize yourself with the absenteeism and tardiness policy for the proper procedures to follow when an absence has or will occur.

VACATION/PERSONAL – CLASSIFIED & ADMINISTRATIVE

To the extent permitted by state law, Insight PA provides vacation to eligible employees as outlined in this policy. The established vacation period for purposes of this policy is from January 1 through December 31 of the same year.

In a calendar year, full-time regular employees will accrue vacation per the following schedule:

Category	Annual Accrual	Per Pay Period Accrual	Maximum Accrual	Year End Carry Over
Full Time Classified Employees	80 hours	3.33 hours	120 hours	Balance

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Full Time Administrators	160 hours	6.66 hours	240 hours	Balance

In the event that available vacation is not used by the end of the benefit year, employees may carry unused time forward to the next benefit year. However, there is a maximum accrual ("cap") of 1.5 times the annual accrual or 120 hours for classified employees and 240 hours for administrators. If the total amount of unused vacation reaches this "cap", further vacation accrual will stop. When the employee uses vacation and brings the accrual balance below the "cap," the accrual will begin again.

If you leave the Company, you will be paid for accrued but unused vacation computed at the rate of pay earned upon separation.

So that we may schedule work and plan for operational requirements, employees should give as much notice as possible in scheduling vacation time. Employees may take vacation in half-day (four (4) hour) or full-day (eight (8) hour) increments. In the event of conflicting vacation requests within a department, priority will be determined on the basis of seniority. A more junior employee who already has an approved vacation date will not, however, be bumped by a more senior employee. Unless otherwise prohibited by law, employees are required to use available vacation when taking time off from work that is not covered under a leave of absence.

If a planned vacation has to be canceled due to the needs of Insight PA and an employee is unable to reschedule the vacation within the year, Insight PA reserves the option of paying the employee in lieu of taking the canceled vacation or to allow rescheduling of that vacation. Employees who are away from work on a leave of absence do not accrue vacation time while on leave.

If a terminating employee has taken unaccrued vacation hours, by taking vacation that has not yet accrued, an employee agrees to repay any such amounts and will be required to sign an authorization allowing the Company to deduct the amount of vacation used but not accrued from the employee's final paycheck. While vacation is paid through Insperity, vacation is solely a Insight PA policy. Pay for vacation days will be paid on the regular pay cycle. Vacation days are not used in calculating overtime hours.

SICK DAYS – CLASSIFIED & ADMINISTRATIVE

The Company recognizes that inability to work because of illness or injury may cause economic hardship. For this reason, Insight PA provides paid sick days to full-time regular employees. Eligible employees accrue sick days at the rate of 3.33 days per pay period up to a maximum of 80 hours per calendar year. Unused sick days may not be carried over from one (1) calendar year to the next, and no payments will be made for accrued but unused sick days at the end of any calendar year or in the event of termination. Sick days will not be used in the calculation of overtime. Please familiarize yourself with the absenteeism and

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tardiness policy for the proper procedures to follow when an absence has or will occur.

CONTINUATION OF BENEFITS THROUGH COBRA

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage when a “qualifying event” would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; reduction in an employee’s hours or a leave of absence beyond twelve (12) weeks; an employee’s divorce or legal separation; and a dependent child no longer meeting eligibility requirements. Under COBRA, the employee or beneficiary pays the full cost of coverage plus an administration fee.

VOTING

It is the policy of the Company to permit employees to be absent from work to vote in local, state or national elections. Employees who cannot reach their polling place outside of work hours will be permitted paid time off to vote. The time off to vote may not exceed two hours. Evidence of voter registration and voting may be required.

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HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received the Company's Employee Handbook ("the Handbook"), dated September, 2012**,** and understand that violations of the policies contained in the Handbook, including the anti-harassment policy, could result in disciplinary action, up to and including termination.

I further understand that the information contained in the Handbook represents guidelines for the Company and that the Company reserves the right to modify the Handbook or amend or terminate any policy, procedure, or employee benefit program at any time.

I further understand that the contents of the Handbook do not form a written employment contract. Either the Company or I have the right to terminate my employment at any time.

I further understand that no manager, supervisor or representative of the Company, other than the Site Administrator or an Insperity President or Vice President, has any authority to enter into any agreement guaranteeing employment for any specific period of time. I also understand that any such agreement, if made, will not be enforceable unless it is in writing and signed by all parties. I also understand that an agreement made by the Site Administrator of Insight PA is not binding on Insperity unless it is agreed to in writing by the President or Vice President of Insperity.

I further understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the on-site supervisor.

Employee Signature	Date
Name Printed	Social Security Number (Last Four Digits Only) or Employee ID Number

Please sign and keep this acknowledgment for your records.

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I further understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the on-site supervisor.

Employee Signature	Date
Name Printed	Social Security Number (Last Four Digits Only) or Employee ID Number

Please sign and give this copy of the acknowledgment to your Manager.

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